

Learning Support Materials

English for Speakers of Other Languages: Everyday Life 2 (National 3)

Teacher's Notes









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

Introduction

These materials are designed to support learning and teaching for the National 3 Unit *English for Speakers of Other Languages: Everyday Life.* They form part of a series of materials for the three National 3 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 four sections as follows:

- Teacher's notes
- Answer key
- Tapescripts
- Supplementary materials

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Goods and services Purchase and return

Task: Make a purchase and return goods to obtain refund,

replacement or acceptable solution

Skills: Speaking, reading, writing

Materials: Instruction sheet for activity 1 (from supplementary

materials)

Notes: Activity 1 Speaking

Introduction

This activity is arranged so that there is a potential conflict between the customer and shop assistant. The customer has a valid complaint but has lost the receipt. In this situation, the shop's policy is to offer either a credit note or to replace the item with something similar. They don't have any more radios of that exact type. Therefore, Student A will not get their money back, or an exact replacement. Student B can only persuade Student A to accept a credit note or a similar radio.

Procedure

Put the students into pairs and give out the instructions in the supplementary materials. At this point, you can decide to allow them to read only their own instructions, either by telling them this, or by giving only their own instructions to each student. Make sure they understand the nature of the task, and particularly the meaning of **credit note**. Check that Student B understands the shop's policy on replacements. Let them talk and see if they can reach a compromise. You could record their conversations and play these back.

Activity 2 Reading

Skills: skim; extract straightforward information for a specific purpose

Make it clear to the students that the point of this exercise is to pick out the necessary information as quickly as possible. Ask them to work alone, without dictionaries. When they finish, let them compare their answers with a partner, before you collate these with those of the whole class. When this is done, ask them to go through the text more slowly, using their dictionaries. Go over any new vocabulary on the board with the whole class.

Activity 3 Language focus

Introduction

Students can be expected to be aware that an is used before vowels. However, they may not be so knowledgeable about the relationship between written and spoken vowels. In the list here, there are three words — European, Ukrainian and United — which begin with a vowel letter but a consonant sound — /j/. There is also one, Hungarian, which does begin with a consonant sound, though other words beginning with the letter h can open with vowels. The most common of these are heir, hour, honest and honour.

Procedure

Ask the students to work through the activity with a partner. Collate the results with the whole class.

Activity 4 Vocabulary

Ask the students to complete the two exercises with a partner. Collate the results with the whole class and check students' understanding of the vocabulary items.

There is more money vocabulary in **lesson 2**.

Activity 5 Writing

Ask the students to complete the forms individually then compare their answers with a partner. Circulate while they are doing this, then check for any points of difficulty with the whole class.

Homework task

You could prepare students for the homework by having them discuss, in pairs or groups, recent shopping trips they have made, what they bought and why they chose it or them.

Goods and services Complaints

Task: Make a complaint about simple matters

Skills: Speaking, listening, writing

Materials: CD player, CD, tapescript, instruction sheets for activity 1

(from supplementary materials)

Notes: Activity 1 Speaking

Ask the students, in pairs, to decide either to be **Student A** or **Student B**. Give out the briefing notes in the supplementary materials and ask them to read these. You could consider putting the Student As and Student Bs into separate groups to prepare. Make sure they understand that Student As are supposed to be thoroughly disgruntled and Student Bs are tired and stressed out. Then have the students roleplay the situation. This will be more realistic if both are standing on either side of a desk.

Consider recording the dialogues and playing them back to the students.

Activity 2 Listening

Make sure the students understand the verbs listed. Ask if any of them download music from the internet and make sure they all understand the concept. Play the CD track twice then check the answers with the whole class.

Activity 3 Language focus

This activity looks at one aspect of the relationship between a(n) and the, whether there is one or more items in the frame of reference. Thus we have **1** the biggest in the street, **4** the door, **6** the name of that new restaurant and **9** the TV, and five more general items. Ask the students to complete the activity in pairs. Collate the results with the whole class and try to elicit the basic principle above.

Activity 4 Vocabulary — money

Ask the students to do this activity in pairs, and to pay attention to the number of letters in each answer. Check the results with the whole class afterwards.

There is more money vocabulary in **lesson 1**.

Activity 5 Writing

Make sure the students understand the brief. Revise the layout for a formal letter on the board. You may prefer students to work in pairs and compare their letters as they work.

Homework task

This task probably needs internet access in order to be done properly, though some limited results might be obtained from leaflets published by the relevant company.

Most firms are rather sensitive about the word **complaint**. Ask the students to enter **customer services** after the company name in a search engine. This should produce the full procedure. An alternative to them working on their own would be to hand out a print-out from a company website. When they bring their results to the class, collate these and elicit the standard procedure of:

- · complain to company head office
- if not satisfied, complain to the relevant regulatory body and/or consumer organisations
- if necessary, copy in local councillor or MP/MSP.

03

Goods and services

Finding things

Task: Ask for and give information about the availability and

location of goods

Skills: Speaking, reading, writing

Materials:

Notes: Activity 1 Speaking

Ask the students to work in pairs and read the dialogue, then exchange roles and read it again. Draw their attention to the prepositions of place in the box. Let them choose a part, either the customer or shop assistant, and ask and answer questions about location of goods.

Activity 2 Reading

Skill: identify specific information

This text looks at an area of increasing concern. In February 2007, Channel 4's *Despatches* series ran an episode on Tesco under the title, *The Supermarket that's eating Britain*. Ask the students to work on the text individually. You may want them to compare their answers with a partner before you check them with the whole class.

Activity 3 Language focus

Introduction

The rules for prepositions of time, using the examples in the activity, are

at for a specific time: five past six on for a day or date: Wednesday, the 3rd of June in for a period of time: January, the morning, a few days, the winter, 1985

exceptions are at for Christmas, Easter, night, the weekend

Procedure

Ask the students to complete the activity in pairs. Collate the results with the class. Collect examples on the board to illustrate the four groups above.

Activity 4 Vocabulary

Ask the students to complete the activity in pairs. Stress that in general use the possessive forms (newsagent's, etc.) tend to be preferred.

Activity 5 Writing

The students may not be familiar with the concept of an advertising feature. Explain that this looks like a newspaper article, but is paid for by the company and so only covers the positive aspects. It is quite different from a review. If you can bring some examples to the class, this will be helpful.

You could put the students into groups and ask them to rough out their ideas first. Go round and listen to these and highlight the better ones on the board.

Homework task

Talk through the list with the students and ask for suggestions as to outlets. They might want to list different ones for price and for quality. Ask them to compile their ideas into a mini consumer guide to the area. Compare their results on a whole-class basis.

Goods and services Emergencies

Task: Call an emergency number and explain a problem

Skills: Speaking, listening, writing

Materials: CD player, CD, tapescript

Notes: Activity 1 Speaking

Ask the students to work in groups of three. They should sort the sentences in **part 2** into the correct order. After this, it would be helpful if they were given a copy of the answer sheet. Ask them to read the dialogue. Stress that **B**, the caller, should be impatient.

You could record the conversations and play them back to the students.

Activity 2 Listening

Ask the students to listen to the CD track and answer the questions. Play the track twice. Afterwards, collate results with the whole class.

Activity 3 Language focus

Ask the students to complete the activity in pairs. While checking their answers, collect these structures on the board:

countable nouns: are some, how many, aren't many, are lots of, aren't any

uncountable nouns: is some, how much, isn't much, is lots of, isn't any

Note that **lots** in questions 3 and 6 depends on the following **of**, and that **isn't/aren't any** in questions 4 and 9 is specified by the context — the information that there are no tins of soup and there is no bread. Grammatically, **many** and **much** would be possible.

Activity 4 Vocabulary

Ask the students to complete this exercise with a partner. As a follow-on, discuss the grammar of the different words, eg 'He has collapsed.' 'The sprinklers came on.'

Activity 5 Writing

It is quite possible that students will never have been involved in a real emergency. Alternatively, they may have memories of a traumatic event. In both cases, some recourse to fiction may be in order. You could prepare the students for this by building up a tree on the board, beginning with **police**, **fire**, **ambulance**, and leading down to the different types of emergencies that each service deals with.

Homework task

Depending on the level of the students, you may prefer to restrict the scope of this enquiry. It could in fact vary from a simple listing of the names of these organisations to a full description. Similarly, the career angle may be more or less interesting to students of different ages.

Goods and servicesReview of lessons 1–4

Skills: Speaking, reading, writing

Materials:

Notes: Activity 1 Speaking

Skill: developing the clarity of individual sounds

Introduction

The purpose of this activity is to revise the pronunciation of letters of the alphabet. Students can sometimes get to a fairly high level while still retaining some uncertainty about this. However, precision is essential when it comes to ordering goods and making bookings over the phone.

Procedure

Ask the students to complete the activities in pairs and collate results with the whole class as they do so.

Activity 2 Reading

Skill: identify the purpose of a text

Ask the students to work on these in pairs. Check results with the whole class and draw their attention to the significant language:

- 1 minimum charge = not less than
- 2 turn off in sign = switch off in answer
- **3** ex-rental in sign = used in answer
- 4 November–March in sign includes winter in answer.
- **5** admission in sign = enter in answer
- 6 2 minutes' walk in sign = not far away in answer

Activity 3 Language focus

This activity revises the areas looked at in the language focus sections of units 1–4. These are 1 a/an, 2 a(n)/the, 3 prepositions of time and 4 countable/uncountable nouns.

Ask the students to work through the exercise in groups and deal with any points of uncertainty with the whole class.

Activity 4 Vocabulary

Ask the students to complete this in pairs. Check their answers with the whole class. Note that the answers to 10 across and 7 down (**butcher's**, **greengrocer's**) use the possessive form used in lesson 3.

Activity 5 Writing

skill: describe simple processes

You may prefer to give this to the students in the format of an assessment, ie with no preliminary discussion and with them working individually. Alternatively, group discussion of the subject, if possible with students from different geographical backgrounds in each group, should help prepare them. If this is done, check that they understand the format of a personal letter.

Homework task

This obviously depends on internet access. At the time of writing, the answers are as follows:

- 1 Tesco is Britain's biggest supermarket chain, and biggest retailer. It is also the world's third-largest grocery retailer.
- 2 Wal-Mart is the world's biggest retailer.
- 3 McDonalds is the world's largest fast-food chain

No.4 will vary according to area, but it is not absolutely necessary for the teacher to do the research. The students should be able to come up with relevant information.

HealthAppointments

Task: Make and confirm appointments with health care

professionals

Skills: Speaking, listening, writing

Materials: CD player, CD, tapescript, instruction sheets for activity 1

(from supplementary materials)

Notes: Activity 1 Speaking

In this roleplay, **Student A** is a medical receptionist and **Student B** is phoning to make an appointment. **Student B**'s instructions state that the appointment should be as early as possible that afternoon. This is to ensure that both students start from the beginnings of their respective schedules. In fact, the first possible appointment is at **5.15**. Divide the students into pairs and ask them to choose to be **Student A** or **B**. Give out the instructions in the supplementary materials and make sure students understand their respective roles. When roleplaying, the students should sit with their backs to each other, to simulate a telephone conversation. Afterwards, ask them to compare their diaries.

Activity 2 Listening

Skill: listen for and select relevant/specific information Make sure the students understand the situation. Ask if any of them have made a doctor's appointment by phone. Let them complete the questions individually before comparing results with a partner's, either before or after you play the track for the second time.

Activity 3 Language focus

Introduction

The relationship between the present continuous and simple in present time is often characterised as 'now' versus 'often, sometimes, always, etc.' It would be more accurate to say that the continuous is used for actions which are unlimited, whereas the simple simply reflects the context of the sentence. In these sentences the actions in the continuous range from immediate in no.1 to 'a few days' in no.10. However, all are temporary.

Procedure

Ask the students to do the exercise in pairs. Collate the results with the whole class and have a discussion of the meanings of the two tenses in present time.

Activity 4 Vocabulary

This exercise revises the names of parts of the body. Ask the students to complete it in pairs.

Activity 5 Writing

Skill: record information on straightforward forms

The form is designed to equate to a medical history form without asking overly-personal or potentially distressing questions. Even so, there is no guarantee that someone will not prove sensitive. Be aware of the possibility as the students interview each other.

Homework task

Prepare the students for this by discussing the system in the UK. Pay particular attention to any problems they might have experienced. It is not necessarily the case that the NHS will be seen as superior to the system in other countries. You might even take a look at the methodology employed. In many parts of the world, doctors still see ailments as something to be investigated rather than dealt with at the most immediate point of contact. You might then want to place the students in groups, either based on common cultural background or mixed backgrounds where this is possible, for further discussion.

HealthWhat's the problem?

Task: What's the problem?
Skills: Speaking, reading, writing

Materials: Instruction sheets for activity 1 (from supplementary

materials), a selection of accident reports from newspapers

Notes: Activity 1 Speaking

Ask the students to work in pairs and give out the instructions from the supplementary materials. Encourage them to make as much as they can of the conversation between patient and doctor. When they finish, ask them to change roles and talk about another problem. You might like to record some of the interactions and play them back, either to the speakers or the whole class.

Activity 2 Reading

Introduction

The information here is taken from various websites. The actual numbers probably shouldn't be trusted, though the types of accidents are credible enough, in Scotland at least. This is, after all, the country where a significant number of single men die through putting a chip pan on the gas then falling asleep or passing out.

Procedure

Ask the students to work in pairs. Some of the vocabulary is illustrated, but they may need extra help with some words. Check the answers to exercise 1. At this point, you may want to give students a copy of the completed sentences — from the answer key below — before asking them to complete exercise 2.

Activity 3 Language focus

Introduction

The present simple is used for simple facts in the future — events that require no further clarification. The present continuous is used to signal an arrangement. This needn't be anything elaborate — a personal decision to watch TV tonight would qualify. However, two things are necessary: that the decision is made before the moment of speaking and that the event is within the control of the speaking.

This last would exclude sentences like 'It's raining tonight.'

Procedure

At some point the students need to be made aware of or reminded of the theory. Whether this is done before, during or after they complete the exercise is very much a matter of teaching style.

Activity 4 Vocabulary

Ask the students to work on this in pairs and use their dictionaries where necessary. Afterwards, write the unfamiliar words on the board and discuss their meanings.

Activity 5 Writing

Prepare the students for this by putting them into groups. Ask them to discuss accidents they have had or have seen. Circulate around the groups and pick up on suitable accidents to relay to the whole class. If any students are lucky enough never to have had an accident, help them to construct a fictional account.

Homework task

A good preparation for this would be to let the students see some local accident reports from newspapers. Otherwise, construct a fictional summary of an accident on the board.

08 Health Medication

Task: Obtain medication from a pharmacist

Skills: Speaking, listening, writing

Materials: CD player, CD, tapescript, instruction sheets for activity 1

(from supplementary materials)

Notes: Activity 1 Speaking

Pair the students up and give out the instruction sheets. Student A is visiting the chemist's. Student B is a pharmacist. Student A can choose one of four medical problems. The four remedies have coverage as follows:

sore throat heavy cold cough headache

Lemsomol	\checkmark	✓		✓
Khemprox	✓		\checkmark	
Fixitix .			\checkmark	
Asperid				✓

They also have different prices, so there is room for some discussion.

Afterwards, ask the students to exchange roles and replay the dialogue with a different medical problem.

You might like to record conversations and play them back, either to the speakers or the whole class.

Activity 2 Listening

Track 4

Skills: identify and interpret tone and simply expressed feelings

Explain to the students that their objective here is to understand the tone and feelings of the speakers. Ask them to decide on their answers individually. You might like them to compare their answers with a partner before checking these with the whole class. Play CD track 4 twice.

Activity 3 Language focus

This activity practises two of the recognised uses of the present perfect: the indefinite past and the 'up to now', though some of the present sentences are difficult to assign to one or the other, as is often the case in real life. For example, in sentence 6: 'I haven't worn this for years', 'not wearing' could be seen as an event that didn't happen, or 'years' as a period of time leading up to now. In fact, it doesn't matter. However the event is seen, it relates to now, the moment of speaking, and this makes the present perfect appropriate.

Ask the students to complete the exercise in pairs. At some point, before, during or after they complete the activity, explore the meaning of the present perfect with them, with particular attention to the focus on now that all uses have in common.

Activity 4 Vocabulary

Ask the students, in pairs, to match the words in the box to the signs. Most of these are fairly obvious. The only point of difficulty might be separating the green cross for a **pharmacy** from the white cross on green for **first aid**.

Afterwards, make the point that a **pharmacy** is more commonly known as a **chemist's** in Britain, which means that the job of **chemist** has two meanings; that **flammable** is the more modern form of **inflammable**, introduced because **inflammable** was sometimes taken as a negative, with horrific results. Mention the negative forms, **uninflammable** and the more modern **non-flammable**. Also, cover the pronunciation of **extinguisher**, which is hardly a simple name for such an important piece of equipment.

Activity 5 Writing

Skill: use basic punctuation appropriately

- 1 Ask the students to work in pairs. When checking their answers, make sure they understand the names of the different punctuation marks, and how to pronounce them. Before checking, you might consider making an OHT of the answers supplied in the answer key.
- 2 Ask the students to work individually. Dictate the following e-mail from a student to her teacher. Say these punctuation marks where appropriate.

comma full stop dash
open inverted commas close inverted commas
new paragraph
question mark exclamation mark

Let students compare their results with a partner's before you check with the whole class. There is an enlarged version of the text, suitable for making into an OHT, in the **answer key**.

Dear Ms Manson,

I am sorry to say I will not be in class tomorrow. This morning when I woke up I felt sick. I tried to drink some tea but it made me feel worse. I went to the toilet, but as I walked in I slipped on the wet floor, fell down and banged my head on the side of the bath. As I lay there, my flat-mate came in with a cup of coffee in her hand. She said, 'Oh, I'm sorry — I meant to mop the floor after I had my shower.' 'Are you completely stupid?' I shouted. She shouted back, 'Don't talk to me like that!' In fact, she got so angry that she spilled her coffee and burned my leg.

It is now afternoon and I feel a bit better but I have to look for somewhere to stay because it was her parents' flat and they told me to leave.

Best wishes.

Elena

Homework task

Ask the students, either in pairs or groups, to think about accidents in the home, either those they have been involved in or can imagine. Ask them to think about ways to prevent accidents and collate these on the board. There are many home safety sites on the internet. You might ask them to look there for ideas.

09 Health Labels

Task: Understand basic information from the labels of off-the-

shelf medicines

Skills: Speaking, reading, writing

Materials:

Notes: Activity 1 Speaking

The students should first work individually, then in pairs, comparing their ideas. To stimulate discussion, give them a target time of 3-4 minutes and stress that, by the end of this, they should either agree or know how and why they disagree.

Activity 2 Reading

Ask the students to complete the reading individually, then compare their results with a partner's. Check over the vocabulary and ask students if they have ever had difficulty understanding the instructions on medical products.

Activity 3 Language focus

Introduction

In this exercise, and most commonly, the past continuous is used to give duration to an event in order to locate another event inside it. The students need to be made aware of this. It might be worth drawing their attention to the fact that the 'continuous' meaning of limited duration also allows longer actions to be limited: **He was living in Paris** rather than **He lived in Paris**.

Procedure

Ask the students to work in pairs. Discuss the meaning of the past continuous with them either before, during or after exercise 1. Ask them to complete exercise 2 individually before comparing their sentences with a partner's. Circulate and check the sentences while they are doing this.

Activity 4 Vocabulary

In spite of efforts in the US to make medicine labels more accessible, there is little evidence of British pharmaceutical companies having much awareness of English, never mind other languages. 'For topical oral use', from a tube of gel for teething and mouth ulcers, is perhaps the most glaring example of language that seems deliberately designed to be obscure.

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

Activity 5 Writing

Skill: record information on straightforward forms You might prepare the students for this by asking to discuss possible reasons for absence, either in pairs or groups. The absence is for four days and the form requires a visit to a doctor for more than three. You can choose to clarify this either before or after they fill in the form.

Homework task

Prepare the students for this by asking them to look at the **reading** text again, and by having a discussion, either in pairs, groups or with the whole class.

Health Review of lessons 6–9

Skills: Speaking, listening, writing

Materials: CD player, CD, tapescript

Notes: Activity 1 Speaking

The students may or may not be familiar with this type of joke. It doesn't matter greatly, because the format is fairly simple. Rather than becoming involved in trying to explain, let them do the task in pairs. Afterwards, ask if any of them have come across 'Doctor, Doctor' jokes before — and if they know any others. If they are interested, there are many websites on the internet devoted to these.

Activity 2 Listening

Track 5

Ask the students to complete the questions individually, then to check their answers with a partner. If there is any uncertainty, play the track again, pausing it to analyse the conversations.

Activity 3 Language focus

This activity revises the areas covered in the **language focus** sections of units 6 (present simple and continuous for present time), 7 (present simple and continuous for future time), 8 (present perfect / past simple) and 9 (past continuous vs. past simple). The structures in the exercise are presented in random order. Ask the students to work in pairs and make their choices.

Activity 4 Vocabulary

This exercise revises the vocabulary sections in lessons **7–9**. Lesson 6 was revision and shouldn't need further coverage.

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

Activity 5 Writing

Ask the students to work in pairs. They should read the sick notes and choose which illness goes with which. They can then move into the roleplay. During this, circulate and make sure they couple the structures accurately. Clarify the results with the whole class. They then use the language of the notes and the roleplay to write an absence e-mail to their teacher or boss.

Homework task

The full definition can be found at:

http://news.bbc.co.uk/1/hi/special_report/1999/02/99/e-cyclopedia/1099138.stm

Discuss the idea with the students, making sure that they understand the idea of company-approved duvet days. You might mention that the UK has one of the highest levels of employee absence in Europe. On the other hand, UK workers work longer hours than those in any other western European country. The UK average full-time working week is 45.8 hours for men and 40.6 hours for women. In Europe, these figures are only surpassed in the countries newly admitted into the EU.

Travel Enquiries and bookings

Task: Make enquiries about cost, time and duration of journeys.

Make bookings and pay for tickets

Skills: Speaking, reading, writing

Materials: Instruction sheets for activity 1 (from supplementary

materials), a selection of holiday brochures

Notes: Activity 1 Speaking

Put the students into pairs and ask them to choose to be either the customer or the travel agent. Give each student an information sheet from the supplementary materials. You might like to gather these into two groups for separate briefing. Make sure each group understands that the objective is to arrange a holiday within the dates, in a hotel and inside the cost limit. The six holidays on offer break down as follows:

Greece: Rhodes: This is self-catering. Student A

wants a hotel.

Italy: Bari:Dates are too late.Spain: Benidorm:Dates are too early.Spain: Ibiza:This is possible.

Tunisia: Hammamet: This is too expensive.

Turkey: Marmaris: This is possible.

To complete the task, **Student A** has to agree to a holiday either in Ibiza or Marmaris.

Ask the students to sit back-to-back when they have the conversation, to simulate a telephone conversation. You could consider recording some of the conversations and playing them back, either to the pair or to the whole class.

Collate results with the whole class when the students finish.

Activity 2 Reading

Skills: identify purpose of a text; identify specific information

Ask the students to do this activity in pairs. Afterwards, when you check the answers with the whole class, go over any new vocabulary. Possible unknown words are 1 diversion, 2 unattended, 3 exact, 4 via, 5 permits, towed away and 6 essential maintenance; subject to

delay. Note that **via** has the variant pronunciations /vaɪə/ and /vi:ə/. The former is more common in England; the latter in Scotland — and Italy.

Activity 3 Language focus

Ask the students what they know about these three countries. Elicit at least their locations. Let the students work through the activity in pairs. Afterwards, discuss why the birth rate is higher in developing than in developed countries.

Activity 4 Vocabulary

Ask the students to work with a partner and complete the exercise. Afterwards, expand the list by asking them what other nationalities they know, and by adding a selection yourself.

Activity 5 Writing

Students may not have much experience of popular holiday destinations. If so, a possible solution would be to ask them to complete the homework task first. Otherwise, put them into groups and ask them to pool their experiences and ideas.

Homework task

Discuss the idea of mass holiday migration, cut-price package holidays and the general phenomenon of Brits in the sun. Give some background on the countries and resorts involved: Rhodes and Bari fairly conservative; Benidorm and Ibiza for the mass British market, though both rather past their peak; Marmaris rather newer as a destination and not so brash, and Hammamet for the slightly more adventurous. Include an experience that members of the class have had before giving them guidance on how to go about gathering information. A bundle of brochures from the nearest travel agent's would be of some use to students.

Travel Announcements

Task: Understand short, simple announcements

Skills: Speaking, listening, writing

Materials: CD player, CD, tapescript

Notes: Activity 1 Speaking

Make sure the students understand the scenario. Ask them to work in pairs. Depending on their level, they might write a script or simply practise making the announcements. The newsflashes need to be expanded into full sentences, and students will probably need help with this. You could collect examples of these on the board. When the students are ready, ask them to make the announcements. You could consider recording these.

Activity 2 Listening

Track 6

Skill: listen for and select relevant/specific information Explain to the students that the announcements all relate to a train journey between Edinburgh and London. The first is at Waverley Station and the rest are the steward's announcements on the train. Ask them to study the map of the journey. Check that they can pronounce the names of the places along the route.

Ask the students to complete the answers individually. Play CD track **6** twice.

Activity 3 Language focus

Ask students to work in pairs. Exercise 2 is more complex and should lead to some discussion, both among the pairs and perhaps on a whole-class basis. Make sure the students understand that sometimes both answers are possible.

Activity 4 Vocabulary

Ask the students to do exercise 1 with a partner, then complete the crossword individually, before checking their answers with their partner.

Activity 5 Writing

Prepare the students for this with a class discussion. Even if they haven't experienced all the forms of travel, they should have enough awareness of the general parameters to be able to write a general comparison. However, depending on their awareness of environmental issues, they may need some briefing on the question of carbon emissions from aircraft.

Homework task

Students might want to research this using the internet. The issue is topical and likely to remain so, so articles about it are not hard to come by. A number of airlines and environmental groups have CO₂ emissions calculators. The figure of .78 tonnes for a Glasgow–Delhi flight is from the British Airways site. Discuss the general concerns with the class before asking them to write their ideas.

Travel Maps and timetables

Task: Get information from maps and timetables

Skills: Speaking, reading, writing

Materials: Brochures or other information on coach tours

Notes: Activity 1 Reading

Skill: extract straightforward information for a specific purpose

In this lesson, **reading** precedes **speaking**, and the **speaking**, **writing** and **homework task** are all derived from the **reading**.

Ask the students to look at a map of Scotland. Discuss with them places they may have visited. Make sure they understand the nature of the task. The places to be visited need to be arranged in the correct order to form a circular route. Some help with vocabulary may be necessary. Possible problem words are: cattle, distillery, ruins, volcanic, statue, geological fault, earthquakes, waterfall, water skiing, canoeing together with the Scottish forms kirk (church) and Deil's Caldron (Devil's Cauldron), and the Gaelic words glen (valley), loch (lake) and ben (mountain). However, since understanding the full text is not necessary for completion of the task, you may prefer to leave vocabulary until later.
Ask the students in pairs to complete the task. Collate

2 The students now have to match the pictures with their titles. A full understanding of the vocabulary will be necessary for this task.

Activity 2 Speaking

their results with the whole class.

Considerable flexibility in planning is possible here. The full route could be driven in less than four hours. However, there are eight possible stops, each of which could occupy either half an hour, an hour or longer. Students might therefore decide on a one- or two-day tour. Ask them to complete the exercise in pairs, then compare the results with the whole class.

Activity 3 Language focus

The expectation here is that every student will be able to write true sentences using either **used to** or **didn't use to**. In some cases, this may not be possible. If this happens, ask students to use some poetic licence.

Afterwards, elicit from the students the meaning of **used to**: that this is applied to a past habit. Present habit can be referred to using the present simple, but the signal is not so clear with the past simple, which is frequently used for single events in the past. **Used to** also carries the meaning that the habit has been discontinued.

Activity 4 Vocabulary

Ask the students to do this activity in pairs. Circulate while they do so and check any mistakes. Collate the results of both exercises with the whole class.

Activity 5 Writing

It would be helpful to the students if they could see some descriptions of coach tours, either real or on the internet. You could ask them to collect some or check some websites before doing the task, or bring some material in yourself. The students might also want to do more research on the places to be visited. If so, consider combining this with the **homework task** below.

Homework task

There is potential here to turn this into a class project, with posters, picture boards, etc. If the students are interested, set this up. If the class is in the vicinity of any of the places on the tour, you might also consider a class visit.

14 Travel Directions

Task: Ask for, understand and provide straightforward directions

Skills: Speaking, listening, writing

Materials: CD player, CD, tapescript, maps of the local area

Notes: Activity 1 Listening

Skill: listen for and select relevant/specific information

This lesson begins with **listening** rather than **speaking**. The map and language supplied for the listening are used in the speaking exercise.

Ask if the students are familiar with this part of Glasgow. Make sure they understand the nature of the task. Ask them to complete the exercise in pairs. Play CD track 7 twice before checking answers with the whole class. You may like students to look at copies of the tapescript before moving on to the **speaking** activity.

Activity 2 Speaking

Explain that this is an activity rather than a roleplay. Each student in the pair should send the other from the starting point to one of the grey squares on the map. The other student has to guess which square it is. Make the point that this should not be competitive — otherwise the instructions given might become less clear. As a follow-up, you might bring in maps of the local area and ask the students to roleplay giving directions to particular places.

Activity 3 Language focus

Ask the students to complete this activity in pairs. Check their results with the whole class. Note that **occasionally** comes at the end of the sentence, though it can also precede the verb, like the others.

Activity 4 Vocabulary

Of the two forms, **north** vs **northern**, **south** vs **southern**, etc, the former is the more clearly defined, and occasionally, as in **South** vs **Southern Africa**, there is a meaningful contrast. However, in many cases the choice

over whether to use the **-ern** form or not seems fairly arbitrary. The purpose of exercise 1 is simply to raise student awareness of the possibilities.

Ask the students, working in pairs, to complete both exercises. Afterwards, collect other examples of similarly named places from their own knowledge and write them on the board.

Activity 5 Writing

Maps of the local area would be useful as preparation here. Students might also be directed to internet map sites such as www.streetmap.co.uk, www.viamichelin.co.uk, maps.google.co.uk, etc. Ask them to discuss their routes in pairs or groups. You might refresh their knowledge of the language of giving directions by playing CD track 7 again or letting them read the tapescript.

Homework task

Depending on their cultural and educational background, students may have a better or poorer grasp of the conventions of mapping. Prepare them for this by asking them to draw a map freehand, then either provide them with, or ask them to obtain, a local map. When they have finished, ask them to walk to or from school/college, referring to the map as they do so.

Travel Review of lessons 11–14

Skills: Speaking, reading, writing

Materials:

Notes: Activity 1 Speaking

It is unlikely that the students will have much idea of which custom goes with which country, unless they have connections with one of the countries concerned. However, the purpose here is not to test their general knowledge, but rather to encourage discussion. They might start by eliminating those which are obviously not British, and go on from there. When they have made up their minds, encourage discussion with the whole class, and ask if any customs from their own cultural backgrounds are similar to those listed.

Activity 2 Reading

The quiz is a follow-on to the speaking activity. Inevitably, it is based on generalisations. So, for that matter, is all scientific thinking, and the observations here are true enough as to potentially cause awkwardness, embarrassment or offence if the rules are broken. Some of the students may come from the cultures concerned. If so, ask them for their views — but don't be too surprised if the results are less than illuminating. People can be remarkably unobservant about their own culture.

Activity 3 Language focus

This exercise revises the content of the **language focus** sections of lessons **11–14**. Ask the students to complete it in pairs. Use the results to focus on any area that they still seem unsure of.

Activity 4 Vocabulary

Introduction

The thermometer provides a number of further nationalities to add to those covered in lesson 11. In a situation where global warming — and North Atlantic cooling — is being taken ever more seriously, this activity might provide a starting point for a discussion of climate change.

Procedure

Talk through the thermometer with the whole class, making sure they understand the idea. If their background country does not appear, ask them which of those on the list its people might most resemble. Ask them to complete the exercise in pairs.

Activity 5 Writing

Ask the students to complete this in pairs. It is likely that some pairs will not be able to complete the activity. Collate the results with the whole class and fill in the gaps. Afterwards, ask the students to read the corrected text aloud to their partners.

Homework task

Prepare the students for this by asking them to discuss, in pairs or groups, customs in their own background cultures that differ from those in the UK. Draw this out into a general class discussion, writing some examples on the board.

16

Free time and leisure

Enquiries

Task: Make and respond to straightforward enquiries

Skills: Speaking, listening, writing

Materials: CD player, CD, tapescript

Notes: Activity 1 Speaking

Ask the students to do this exercise in pairs. Encourage them to think of different questions. Collect the more interesting ones and relay them to the rest of the class. You could write some of these on the board and encourage other students to practise them. Try to derive some basic grammar rules relating to questions from these and feed them back to the class.

Activity 2 Listening

Skill: listen for and select relevant/specific information

This takes the form of an official interview, asking for name, address, phone numbers, date of birth, nationality and first language. The students should work individually, but could compare their results after the first or second playing of the CD track.

Activity 3 Language focus

Introduction

Both will and going to have two meanings, of judgement and intention. Will is used for judgement based on intuition or expertise, while going to signals judgement based on evidence. Where intention is concerned, will indicates that this comes from the moment of speaking, while the intention with going to comes from before this. The sentences in the exercise are arranged so that the first five relate to judgement and the rest to intention. You may or may not decide to make this known to the students before they start.

Procedure

Ask the students to do the exercise in pairs. Either before, during or after it, elicit or make them aware of the theory above. Collate the results with the whole class.

Activity 4 Vocabulary

Ask the students to do this exercise in pairs. Afterwards, collate the answers with the whole class. You could make these points:

- racket is now more common than racquet, and is also used for squash.
- a golf club can mean what you play the game with or what you join to play it.
- athletics divides into track and field events
- a boxing ring is so-called because the spectators originally held a rope around the fighters
- although stadium has more cognates in other languages, most UK supporters still refer to the area round the pitch as a ground

Activity 5 Writing

Skill: record information on straightforward forms Ask the students to do this activity in pairs. It could be roleplayed to a certain extent by letting them sit facing each other, and including social language like 'Good morning,' 'Thank you very much.' Ask them to spell any words that the interviewer is not sure of.

Homework task

Prepare the students for this by putting them into groups. When they have filled in their lists individually, encourage them to discuss their tastes.

Free time and leisure Bookings

Task: Make and confirm bookings and arrangements

Skills: Speaking, reading, writing

Materials: Instruction sheets for activity 1 (from supplementary

materials)

Notes: Activity 1 Speaking

Put the students in pairs and give each a copy of the information sheets. There is a great deal of information in these so allow plenty of time for the students to absorb this. It might be best to put all the students playing each role into separate groups and go over the details with them. Check that they understand the situation and the nature of the task.

Consider recording some or all of the pairs and playing these back either to the pairs or the class.

Activity 2 Reading

Ask the students to look at the list of companies. In pairs or groups, then with the whole class, discuss their experiences with these companies. Some may have used the internet companies, Expedia, First Choice and Lastminute. You may want to pre-teach the words **chain store**. Let the students complete the exercise in pairs. Collate answers with the whole class.

Activity 3 Language focus

Introduction

Students have to do two things in this exercise. They have to decide which clause is the **if**-clause, and insert **if** in the right place. They also have to decide if the sentence relates to a single event in the future, in which case **will** needs to be added, or a series of events in present time, in which case **will** isn't necessary.

Procedure

Make the above clear and ask the students to complete the activity in pairs. When they finish, check the results with the whole class.

Activity 4 Vocabulary

This activity provides practice in spelling the months and also in writing the abbreviated forms of ordinal numbers. Ask the students to work through it in pairs.

Activity 5 Writing

Prepare the students for this by asking them to think about places they have visited in the local area. If they have been on a class visit to a location, this will provide a common experience for discussion. If anyone in the class has managed to avoid stepping inside any local attraction, they may be able to do some research on the internet — or actually go and visit somewhere.

Homework task

This is intended to give the students some experience of the online travel business. Ask them to browse a number of sites, check out some of the holidays on offer and see how the online booking process works — up to the point where they have to give credit card details. You might want to give this task a specific objective — to find the cheapest holiday on offer within certain parameters. This could even be made competitive.

18

Free time and leisure

Ordering and complaining

Task: Order food and drink in a café or restaurant.

Make a complaint, eg about slow service.

Skills: Speaking, listening, writing

Materials: CD player, CD, tapescript, form for Activity 1 (from

supplementary materials)

Notes: Activity 1 Speaking

The students may have very little awareness of the job of food critic. Discuss this with them. You could also mention that it is unlikely a critic would fill in a form after a meal then discuss it with the manager. However, this is a language exercise, not reality.

You might want to put the students into groups in order to fill in their forms, and help them with these. Afterwards, make up the pairs with students from different groups. A procedural point is that the reviewer has to inform the manager of the name of the restaurant and clarify what they had to eat before the discussion can begin. Afterwards, elicit general comments and vocabulary and write these on the board.

Activity 2 Listening

Skill: listen for and select relevant/specific information Because the talk moves from Britain, to France to Turkey, the questions are not sequential. Tell this to the students before you play the track. Play the track twice and check their answers. A possible follow-up activity would be for the students to discuss in groups the style of cooking in their own culture, and what historical or geographical factors influenced it. Possibilities here might be the historical shortage of fuel in China leading to stir-frying, the heat in the Indian sub-continent generating a taste for chilli, cold winters in Northern Europe producing a need for heavy soups and stews, etc.

Activity 3 Language focus

Introduction

When **must** and **have to** are used to express obligation, the usual explanation for the difference between them is that **must** relates to internal and **have to** to external obligation. The line between these is not clearly drawn — at what point does a pang in a tooth, a reminder that a visit to the dentist is overdue, become a pain that can't be ignored? However, the distinction is generally true and will cover the majority of cases. It is also as far as can be gone in the classroom. A full explication resembles a complex wiring diagram and would be impossible to memorise.

Procedure

Ask the students to complete the exercise in pairs. Elicit the generalisation above, but remind them that it *is* only a generalisation and that they may well come across cases which appear to contravene it. As always with modals, what is obvious is patchy, but a search for the full picture is a shortcut to insanity.

Activity 4 Vocabulary

There are no parts of speech indicated either in the words **1–12** or the definitions **a–I**. Ask the students to think about the different possibilities and if necessary, use their dictionaries. Let them complete the activity in pairs. Collate the answers with the whole class.

Activity 5 Writing

It would be conventional to allow the students to read some restaurant reviews as models. However, since the art of writing a review seems to involve turning what is essentially a simple task into something arcane, and it is not possible to fill an entire page by simply writing about the food, it is unlikely that these would be helpful to students at this level. Instead, work from the base up, encouraging the students to expand their ticks and notes, and their spoken comments during the roleplay, into a connected piece of writing.

Homework task

You could prepare the students for this by playing CD track 9 again, or by letting them read the tapescript. Depending on the composition of the class, it may be possible to put students into cultural groups to discuss their cuisines. It is possible that the students have never given this matter much thought, so emphasise that cuisines differ from culture to culture and there are reasons for this.

19

Free time and leisure

Recipes

Task: Ask questions to establish the contents and preparation of

dishes (about the menu).

Skills: Speaking, reading, writing

Materials:

Notes: Activity 1 Vocabulary

The vocabulary here is used in the following **reading** activity. Ask the students, in pairs, to write the words on the correct lines in the boxes, using their dictionaries if necessary. Afterwards, check over the meanings with the whole class, using the board for illustration.

Activity 2 Reading

Skill: identify main points of a text

Ask the students to work in pairs and complete exercise 1. When they have done this, open up a class discussion on the recipes. Ask if any of the students are familiar with these dishes — if so, would they make them in the same way? Are they similar in any way to things they eat themselves? With the possible exception of Potato Omelette, all of these recipes are commercially popular in Britain, in restaurants, takeaways and supermarkets. Ask if any of the students have eaten them.

Finally, ask the students to complete exercise 2. This can be done either in pairs or working individually before comparing results with a partner.

Activity 3 Speaking

Use this as a shaping exercise. Ask the students to try out the task and circulate, picking up usable phrases and writing them on the board. Work towards a class awareness of how to describe the preparation of dishes. This can be helped by recording some of the conversations and playing them back either to the pair or the whole class.

Activity 4 Language focus

Introduction

This exercise asks students to choose between **can** and **could**, that is, between real or unreal expression of ability. In some sentences, more than one form is possible, and

they should choose the one which is most likely.

Procedure

Ask the students to complete the exercise in pairs. Check results with the whole class.

Activity 5 Writing

Ask the students to complete this exercise individually and then compare their results with a partner's. Check the final results with the whole class.

Homework task

Students may have more or less experience of cooking and of recipes, and some may have given little thought to the subject. Prepare for this with a classroom discussion of cooking, and perhaps of the different roles of men and women in this process in different cultures. Some discussion of the status of celebrity chefs in Britain today might be relevant. When the students bring their recipes in, ask them to compare them in groups.

Free time and leisure Review of lessons 16–19

Skills: Speaking, listening, writing

Materials: CD player, CD, tapescript

Notes: Activity 1 Speaking

Ask the students to complete the questions individually, before discussing their ideas with a partner. Emphasise that, where they disagree, they should try to bring their partner round to their own point of view.

Activity 2 Listening

Skill: listen for and select relevant/specific information Play the CD track twice and check the answers with the whole class. Play it again to resolve any remaining points of difficulty.

Activity 3 Language focus

Introduction

This activity revises the grammar points covered in the **language focus** sections of Units 16–19. These are: 16 *will* and *going to*, 17 first conditionals, 18 *must* and *have to* for obligation and 19 *can* and *could*. Inevitably, in some of the sentences, both forms are possible, though students may not be aware of this. At this stage, you may or may not want to discuss both possibilities. This might be useful, or just confusing, depending on the level of the students.

Procedure

Ask the students to complete the exercise in pairs. Check the answers with the whole class afterwards.

Activity 4 Vocabulary

The crossword includes words from the vocabulary sections of lessons 16, 18 and 19. Ask the students to complete it in pairs.

Activity 5 Writing

Ask the students to work through exercises 1–3 with a partner, then individually write sentences for exercise 4 and compare these with their partner's. Collate results of all exercises with the class as they work.

Homework task

Provided that not much time has passed since students did the speaking activity, and that they had a reasonable discussion afterwards, this should be a natural follow-on. However, if you feel they need reminding about the issues, ask them to pair up for a short discussion.

Answer key

Goods and services Purchase and return

Activity 2

1 C, 2 H, 3 D, 4 B, 5 G

Activity 3

1 Arsenal is an English football team

2 Dnepropetrovsk is a Ukrainian city
3 Goulash is a Hungarian dish
4 Jamaica is a West Indian island

5 Melbourne is an Australian city

6 Bermuda is a United Kingdom territory

7 New Jersey is an American state8 Pizza is an Italian dish

9 The Danube is a European river

Activity 4

1 a cheque

b receipt

c currency

d reduced

e credit card

f change

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

1 Student's surname, correctly spelt, in block letters.

The remaining answers can be written either in block letters or in lower case with appropriate capitalisation.

- 2 Student's first name(s).
- 3 A credible address, correctly spelt.
- 4 Any credible form of postcode.
- 5 (Decca) radio
- 6 37 Lorne Street, Glasgow, (G2 7HM)
- 7 14/09/07, or any other acceptable form
- 8 (£) 24.99
- 9 cash ✓
- 10 Either box ticked

Goods and servicesComplaints

Activity 2

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

Activity 3

- 1 the
- **2** a
- **3** a
- 4 the
- **5** a
- 6 the
- **7** an
- **8** a
- **9** the

- 1 coins, pieces
- 2 note
- 3 hire, deposit
- 4 Ioan, interest
- 5 exchange
- 6 statement, overdrawn

Goods and services Finding things

Activity 2

- 1 billion
- **2** fat
- **3** 50
- **4** 40
- 5 clothes
- **6** 80

Activity 3

1 at, 2 in, 3 on, 4 in, 5 at, 6 in, 7 in, 8 at, 9 on, 10 at, 11 in, 12 at.

Activity 4

1 newsagent's, 2 butcher's, 3 hairdresser's, 4 baker's, 5 chemist's, 6 greengrocer's, 7 shoe shop.

Goods and services Emergencies

Activity 1

Part 1

- A Emergency. Which service do you require?
- **B** I need the police. There's a robbery going on across the street.
- A What's your phone number?
- **B** My phone number? It's wait a minute it's 07998 387649.
- A I'll put you through now.

Part 2

- C Police control here. _1_
- **B** Hello, there's a robbery across the street. There was some shooting ... $\underline{2}$
- **C** A robbery. OK, please tell me your name and address. _3_
- **B** Jan Gorzynski, 21 Albert Crescent. <u>4</u>
- C Gorzynski? Can you spell that please? _5_
- **B** Oh for goodness sake G-O-R-Z-Y-N-S-K-I. <u>6</u>
- C Thank you. We know about the robbery. A patrol car is on the way. Are you at home now? _7_
- **B** Yes I'm standing at the front window. <u>8</u>
- C Fine. Please stay in the house. A police officer will speak to you soon.

 9
- **B** OK, I'll stay in. <u>10</u>

- **1** c
- **2** b
- **3 a** To stop oxygen getting to the fire. **b** To stop the smoke spreading.
- 4 Touch it with the back of your hand.
- **5 a** Shut it. **b** Use them to close any spaces. **c** Open it.

Activity 3

- 1 much
- 2 some
- 3 lots
- 4 any
- 5 some
- 6 lots
- 7 much
- 8 many
- 9 any
- **10** many

Activity 4

Police assault, burglar, constable, robbery, sergeant

Fire explosion, extinguisher, fire engine, inflammable, sprinklers

Ambulance collapsed, doctor, heart attack, paramedic, unconscious

Goods and servicesReview of lessons 1-4

Activity 1

1

Α	В	F	Н	ı	0	Q	R
J	С	L		Υ		U	
K	D	M				W	
	E	N					
	G	S					
	Р	Χ					
	Т	Z					
	V						

2

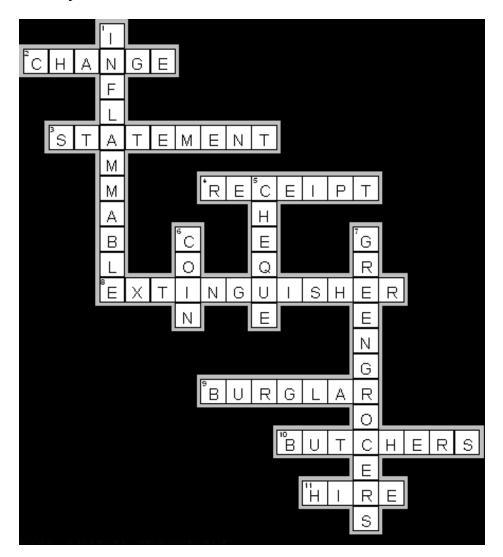
F	С	Р	Т	Α
Q	L	J	٧	M
0	K	N	G	Υ
U	Н	S	Е	ı
R	W	D	В	Z

Activity 2

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

Activity 3

1 a, 2 aren't, 3 a, 4 in, 5 a, 6 a, 7 a, 8 the, 9 in, 10 an, 11 on, 12 much



06 Health Appointments

Activity 2

1 b, 2 b, 3 b, 4 a, 5 b, 6 b

Activity 3

- 1 'm/am finishing
- 2 goes
- 3 watches
- 4 's/is cooking
- 5 spend
- 6 prefers
- 7 's/is playing
- 8 sleeps
- 9 's/is buying
- 10 's/is working

Activity 4

1 nose, 2 ears, 3 knees, 4 finger, 5 mouth, 6 teeth, 7 lips, 8 hand, 9 feet, 10 eyes

HealthWhat's the problem?

- **1 1** b, **2** g, **3** i, **4** e, **5** c, **6** h, **7** f, **8** a, **9** d
 - 1 Over 50 people are injured by using sharp knives instead of screwdrivers.
 - **2** 3 people die testing if a 9-volt battery works on their tongue.
 - **3** Over 100 people are injured by not removing all the pins from new shirts.
 - **4** 10 people die by watering their Christmas tree while the fairy lights are plugged in.
 - **5** 6 people die after eating Christmas decorations, believing they are made of chocolate.
 - **6** 4 people break their arms after pulling Christmas crackers.
 - 7 18 have serious burns after trying on a new jumper with a lit cigarette in their mouth.
 - **8** 270 go to hospital after trying to open bottles of beer with their teeth.
 - **9** 8 go to hospital after fracturing their skulls while being sick in the toilet.
- 2 a T, b T, c F, d T, e F

- 1 The film **finishes** after midnight.
- 2 Is Julia going to the party?
- **3 Do** you **have** school tomorrow?
- 4 I can't come for lunch I'm seeing the boss in a few minutes.
- **5** We have to leave. The game **starts** at three o'clock.
- 6 I'm not going to the cinema tonight. I don't feel like it.
- 7 There's no hurry the shops don't open till nine.
- 8 Arnie's playing tennis with Emma tomorrow.
- **9** When **does** your flight **leave**?
- **10 Are** Matthew and Jessica **getting** married next week?

Activity 4

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

08 Health Medication

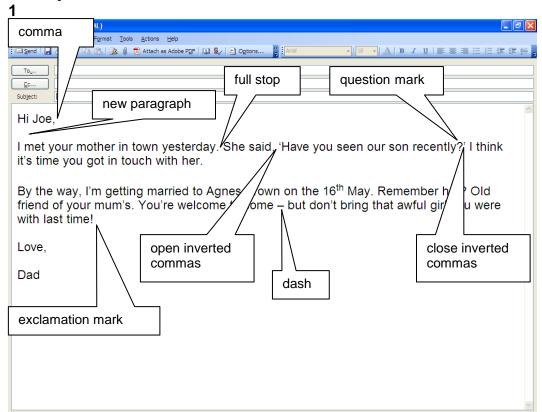
Activity 2

1 false, 2 false, 3 true, 4 true, 5 false, 6 false

Activity 3

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

- 1 Flammable
- 2 Explosive
- 3 Dangerous chemical
- 4 Pharmacy
- **5** Radioactive
- 6 First Aid
- 7 Fire extinguisher
- 8 Fire escape



2

Dear Ms Manson,

I am sorry to say I will not be in class tomorrow. This morning when I woke up I felt sick. I tried to drink some tea but it made me feel worse. I went to the toilet, but as I walked in I slipped on the wet floor, fell down and banged my head on the side of the bath. As I lay there, my flat-mate came in with a cup of coffee in her hand. She said, 'Oh, I'm sorry — I meant to mop the floor after I had my shower.' 'Are you completely stupid?' I shouted. She shouted back, 'Don't talk to me like that!' In fact, she got so angry that she spilled her coffee and burned my leg.

It is now afternoon and I feel a bit better but I have to look for somewhere to stay because it was her parents' flat and they told me to leave.

Best	VA/IC	hac
DESI	WIS	ม เธอ.

Elena

09 Health Labels

Activity 2

1 pills, 2 good, 3 doctor, 4 lucky, 5 danger, 6 labels, 7 hospital, 8 translating, 9 languages, 10 language

Activity 3

- 1 was playing, twisted
- 2 went, told
- 3 was lying, phoned
- 4 came, made
- 5 didn't like, drank
- 6 were drinking, arrived
- 7 was running, hurt
- 8 made, told

Activity 4

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

Health Review of lessons 6-9

Activity 1

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

Activity 2

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

Activity 3

- 1 never eat
- 2 leaves
- 3 dropped
- 4 are you going
- 5 was shopping
- 6 Did you see
- 7 's studying
- 8 do the holidays end
- 9 was turning
- 10 've read
- 11 worked
- 12 's living

Activity 4

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

- 1 food poisoning
- **2** flu
- 3 a cold

Travel Enquiries and bookings

Activity 2

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

Activity 3

- 1 more
- 2 fewer
- 3 bigger, smaller
- 4 smaller
- 5 lower, higher
- 6 lower

- 1 She's Greek.
- 2 She's Brazilian
- 3 He's Turkish.
- 4 He's Italian.
- 5 She's Spanish.
- 6 He's South African.
- 7 He's Egyptian.
- 8 He's Irish.
- 9 She's English.
- 10 He's Indian.
- 11 She's Polish.
- 12 He's Dutch.
- 13 She's Chinese.
- 14 He's German.

Travel **Announcements**

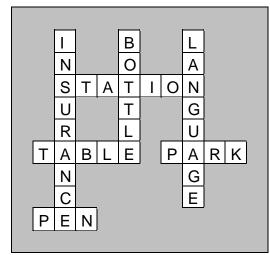
Activity 2

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

- 1 Mark's
 - 2 Karen's
 - 3 Tahir's
 - 4 Ben's
 - 5 A policeman's
- 2 1 a Barry and Angela's son. ✓_
 - **b** Barry's and Angela's son. **x**
 - 2 a my sister's friends. ✓_
 - **b** my sisters' friends. <u>√</u>
 - 3 a James' car. <u>√</u>
 - **b** James's car. _√_
 - 4 a Jessica's guitar. <u>√</u>
 - **b** Jessicas' guitar. _x_
 - 5 a the girl's teacher. _✓_
 - **b** the girls' teacher.
 - 6 a the girl's dress. _√_
 - **b** the girls' dress. (Only if they share a dress.)
 - 7 a the baby's food. ✓_
 - **b** the babie's food. **x**_
 - 8 a the woman's work. <u>√</u>
 - **b** the womens' work. **x**
 - 9 a in one week's time. <u>✓</u>
 - **b** in two week's time. **x**
 - 10 a the US president's wives. xb the US presidents' wives. √

fruit drink
history book
mineral water
police officer
railway line
road sign
shoe shop
ticket office
tooth brush

2



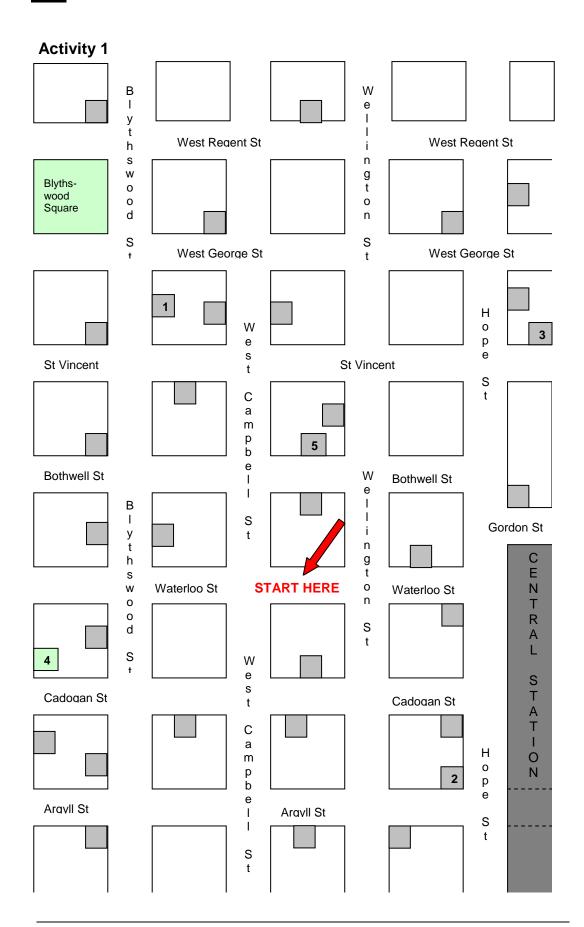
Travel Maps and timetables

- 1 1 Edinburgh
 - 2 Linlithgow Palace
 - 3 Bannockburn
 - 4 Stirling Castle
 - **5** Callander
 - 6 Lochearnhead
 - **7** Comrie
 - 8 Crieff
 - 9 Perth
 - 10 Loch Leven
 - 11 Edinburgh
- 2 A Statue of Robert Bruce at Bannockburn
 - B St John's Kirk, Perth
 - C Linlithgow Palace
 - D Water skiing on Loch Earn
 - E Glenturret Distillery, Crieff
 - F Stirling Castle

- 1 I used to eat baby food.
- 2 I used to play with toys.
- 3 I used to/didn't use to like films.
- 4 I didn't use to live in Britain.
- 5 I used to/didn't use to work hard.
- 6 I didn't use to study English.
- 7 I used to/didn't use to eat so much.
- 8 I didn't use to be so tall.
- 9 | used to/didn't use to do homework.

- 1 fifth
- **2** fourth
- 3 first
- 4 sixth
- 5 second
- 6 seventh
- 7 third

14 Travel Directions



- 1 never
- 2 always
- 3 occasionally
- 4 sometimes
- 5 often

- 1 a East Lothian
 - **b** Northern Ireland
 - c Eastern Europe
 - d North Korea
 - e Western Australia
 - f Northern Hemisphere
 - g West Virginia
 - h South Africa
 - i Southern Africa
- 2 a north-west b south-west c south-east

Travel Review of lessons 11-14

Activity 1

Greece

People throw and smash plates during dances. People often go out for dinner at 10.00 pm or later.

Britain

Some men still wear a tie from their old school.

When two or more people go into a bar, one of them buys the drinks.

Germany

When you give flowers, you must give an odd number. When students like a lecture, they may knock on the table.

Italy

Brides don't wear any gold until they put on their wedding ring. When people enter a room, they shake hands with or kiss everyone there.

Japan

When you have a bath, you wash with soap before you get in. Four is an unlucky number. People don't give presents in groups of four.

Brazil

People don't give handkerchiefs as gifts, because these suggest funerals. People often introduce themselves as Mr, Mrs or Ms, followed by their first name.

Unmatched

It is unlucky to say someone's name from behind them. You must hiss instead.

This is a West African custom.

Activity 2

1 a, 2 b, 3 b, 4 a, 5 c, 6 a, 7 b, 8 b, 9 c, 10 b, 11 c, 12 c, 13 b, 14 a

- 1 baby's
- 2 days'
- 3 women's
- 4 fewer
- 5 higher
- 6 bigger
- 7 use
- 8 often
- **9** I **never** go to the cinema.

Activity 4

50° b

30° d

−2° a

–40° c

Activity 5

I want to tell you about my last trip to London. I went for a meeting and took **the** train. **The** time for **the** journey was 4 hours 50 minutes — at least it was supposed to be. I left Edinburgh station at 8.00 in **the** morning. **The** meeting was at two o'clock so this would give me enough time. But just to **the** south of York **the** train stopped. **The** steward told us on **the** loudspeaker that this was because of an electrical fault. Well, we were there for about three hours. **The** train finally started and we got to London after three o'clock. I got a taxi from King's Cross Station to Bloomsbury and arrived at **the** meeting just at **the** end. So I had a cup of coffee with **the** others then went back to **the** station to get **the** train home. This one didn't break down, so I was back at **the** house just after nine o'clock.

Free time and leisure Enquiries

Activity 2

First name(s): <i>Nargis</i>					
Family name:					
Address:25 Baker Street					
<u>Glasgow</u>					
Postcode: <i>G14 45B</i>	Home telephone:				
	Mobile: <i>07798 126532</i>				
Date of birth:24.2.81					
Nationality: <u>Pakistani</u>					
First language:					

- 1 I'm going to
- 2 it won't
- 3 he's going to
- 4 it's going to
- 5 we'll
- **6** I'll
- 7 I'm going to
- 8 we'll
- 9 Will you
- 10 we're going to

Activity 4

tennis

running shoes/spikes track/field athletics racket/racquet & shuttlecock badminton court basketball ball court boxing gloves ring cricket bat and ball pitch football ball pitch golf clubs and ball course hockey stick and ball pitch motor racing track car skiing skis and sticks slopes/piste table tennis bat table

racket/racquet & ball

court

Free time and leisure Bookings

Activity 2

- 1 Expedia, Lastminute.com
- 2 Asda, Tesco
- 3 Thomson
- 4 Woolworths
- 5 First Choice

Activity 3

- 1 If I get home early tonight I'll watch the game on TV.
- 2 If the weather is good on Saturdays they go shopping.
- 3 If Maria gets good exam results she'll study medicine.
- 4 They'll go to Florida this summer if they have enough money.
- 5 In Britain, pupils leave school at 16 if they want to.
- 6 If Ken has time this afternoon, he'll go for a swim.
- 7 If people want to study at home, they sometimes take an Open University course.
- 8 Every January, if I'm not too busy, I go skiing in France.

Activity 4

May	5th
November	11th
September	9th
October	10th
<u>March</u>	<u>3rd</u>
December	12th
April	4th
July	7th
June	6th
August	8th
January	1st
February	2nd
	November September October March December April July June August January

Free time and leisure Ordering and complaining

Activity 2

1 France, 2 Britain, 3 Turkey, 4 Britain, 5 France, 6 Britain, 7 Turkey

Activity 3

- 1 have to
- 2 must
- 3 must
- 4 has to
- 5 have to
- 6 have to
- 7 must
- 8 have to
- 9 must
- **10** has to

Activity 4

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

Free time and leisure Recipes

Activity 1

Meat, etc. mince Vegetables green peppers onions red kidney beans Other ingredients curry powder Equipment casserole colander frying pan oven Verbs beat chop simmer crush drain peel slice

Activity 2

- 1 a Chicken Madras
 - **b** Potato Omelette
 - **c** Shish Kebab
 - d Chilli con Carne

2		Chilli con Carne	 Chicken Madras	Potato Omelette
а	It doesn't use tomatoes.		 	
b	You don't fry anything.		 	
С	You finish it in the oven.		 _ ✓_	
d	You turn it upside down.		 	
е	You eat it with salad.		 	
f	You need a lot of olive oil.		 	
g	It uses the most tomatoes.		 	
h	People sometimes cook it outside.		 	
i	It uses less meat than the others.		 	

Activity 4

- 1 could
- 2 can
- 3 can't
- 4 can't
- 5 could
- 6 can
- 7 couldn't
- 8 can't
- 9 could

Activity 5

of

Heat ¼ litre / olive oil in a large frying pan and gently fry the potatoes

they are

until / almost soft, stirring from time to time so that they don't burn. Add

it it is the potatoes and onion

the onion and fry / until / soft. Drain / in a colander. Beat the eggs in a

them

bowl and add salt and pepper. Add the potatoes and onions and mix / well.

Free time and leisure Review of lessons 16-19

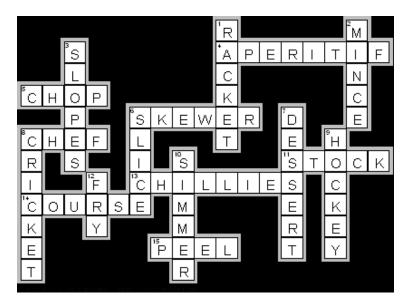
Activity 2

- 1 false
- 2 true
- 3 false
- 4 false
- 5 true
- 6 false

Activity 3

- 1 could
- 2 he plays
- 3 |'||
- 4 have to
- 5 I'll see
- 6 I'm going to
- 7 can
- 8 must
- 9 can't
- 10 you get
- 11 have to
- 12 she's going to

Activity 4



Activity 5

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

a make plurals with **-ves**. life lives

b make plurals with **-es**. box boxes

c irregular plurals. child children

d have plurals with **-oes**. potato potatoes

e don't change. deer deer

f change y to i and add -es. party parties

- 3 1 copies
 - 2 gases
 - 3 teeth
 - 4 sheep
 - 5 faxes
 - 6 halves
 - 7 tomatoes
 - 8 babies
 - 9 buses
 - 10 mice

Tapescripts



Track 1

Interviewer Up to a year ago, Anthea Matthews worked for a bank here

in Glasgow. She drove to work in a Porsche, she wore a business suit and she solved computer problems. She was good at her work and earned a high salary. Now, she has her own shop. It's called Music Online. It's quite small and — she says — it doesn't make very much money. So, Anthea, what

happened?

Anthea Well, I was with the bank for eight years, but then it had

some money problems. A lot of people had to leave and I was one of them. I didn't want to move to another company, so I did something new. I've always liked music, but I can't sing very well or play any instruments. But, it's like music and

computers have come together recently.

Interviewer So what do you sell in the shop? **Anthea** Anything that can help you to do.

Anything that can help you to download and listen to music — iPODs, things like that, and also software for people who want to listen on their computer at home. I run classes too, because a lot of people, even young people, have problems with

the new technology.

Interviewer But isn't it too much of a change?

Anthea It's certainly different, but I love it. In the old job, when I

solved a problem, it wasn't *real* somehow. Now, when I show somebody how to do something, I see the result. Also, instead of the same people every day ... well ... I've met so

many interesting people since I started the shop.

Interviewer OK, but isn't the lower salary difficult to live on?

Anthea Well, I've sold the Porsche ... but we're getting more and

more customers, so things are improving. I'm not making

much money yet, but I know things will be OK.

Interviewer So, any regrets?

Anthea None at all. I'm very happy when I go to work every day. Last

week I drove past the bank's building, where I worked before. I just thought, 'It's so nice to do something different.

Interviewer Well, Anthea, thanks very much, and good luck with the

shop.

Anthea Thanks.

Goods and services Emergencies

Track 2

Sally

Ahmed ...and we'll hear more from that album later. Just a reminder that

you're listening to the Ahmed Khan Show on Capital One Radio. Now, my guest on the programme this morning is Sally Ross,

the local Fire Safety Officer. Good morning, Sally.

Sally Morning, Ahmed.

Ahmed Now, tell us, a fire breaks out at home. What should you do?

Well, the first thing to understand is that fire, any kind of fire, is very dangerous. Within a few minutes your home might fill up with smoke. Some furniture, when it catches fire, gives out very

poisonous smoke.

Ahmed So what should you do?

Well, you need to have a fire extinguisher in your house, and use it, but don't hesitate to dial 999 and call the Fire Service. Even if you think the fire has gone out, make the call. Many fires

look like they've gone out, but they can still be burning where

you can't see them. It's better to be safe than sorry.

Ahmed Yes, I can understand that, but let's say you have a real fire, and

it's out of control, what do you do?

Sally Well, the first thing, if you can safely do so, is to close the door of the room and, as you leave the house, close all the other

doors behind you. This will stop oxygen getting to the fire, and also stop the smoke spreading. If you come to a closed door, and you think there might be fire on the other side, touch it with

the back of your hand. If it feels warm, don't open it.

Ahmed And then you get out of the house?

Sally Yes, get everybody out as quickly as possible. Don't try to pick up your valuables or possessions. In fact, before any fire starts,

everybody should know their escape route from the house.

Ahmed But let's say you can't get out of the house. What then?

Well, try to stay calm. Get everybody into one room, if possible
— and if you take a phone or a mobile with you, that's better.
Shut the door and keep it shut, and use towels, pillows or

clothes to close any spaces. Open the window and, if you haven't called the fire service, try to let other people know.

Ahmed That's great, Sally. Now, we have to go over to the news room

for the eleven o'clock news. We'll be back in a few minutes to

hear more about fire in the home.

106 Health Appointments

Track 3

Two speakers: receptionist (R), female; caller (C), male.

- R Langstone Medical Practice good morning.
- **C** Hello. My name's Derek Brown. I'd like to make an appointment to see Doctor Cairns.
- R That's fine. What time would suit you?
- **C** It has to be in the morning. I work afternoons.
- **R** Well, Doctor Cairns could see you tomorrow at ten-fifteen. He had an appointment but the patient cancelled.
- C Ten-fifteen tomorrow this is Tuesday. Oh no, sorry I've got a dental appointment tomorrow at half past ten.
- **R** OK, let's see. Well, I'm sorry. It'll have to be next week.
- C Next week? But I need a doctor soon.
- R What's the problem?
- **C** Well, I keep feeling dizzy. I almost fell down at work yesterday.
- **R** Well, can't you take some time off work? Dr Cairns has some free appointments in the afternoons.
- **C** No, sorry. Normally yes, but we're really busy this week.
- R I see well, you could see one of the other doctors. How about Dr Patel on Thursday morning. He's free at nine-thirty. Or there's Dr Jones. You could see her on Friday at nine o'clock.
- **C** Well, the sooner the better, I think. The Thursday one.
- **R** OK, that's half past nine on Thursday with Dr Patel.
- **C** That's fine. Goodbye.
- **R** Bye.

08 Health Medication

Track 4

The questions in this section relate to tone and expressed feelings.

1 Two females. Sue sounds depressed.

other Hi Sue. How are you?

Sue Not too good, Mandy. I'm feeling a bit rough — I've had a sore

throat for days now.

other Oh, sorry about that. Are you taking lots of hot drinks?

Sue Yeah, but they're not having much effect. This could go on for

ages.

2 Two females. Lisa sounds flat but in control.

other Oh, come on, cheer up, Lisa.

Lisa Look, just leave me alone, will you?

other But what's the problem? Why are you so sad?

Lisa It just happens sometimes. I don't want to talk about it. Now go

away.

3 Two males. Jake sounds stressed out, resentful and angry.

other Jake, have you finished that report?

Jake No I haven't. Do you think I've got nothing better to do than finish

reports? Look at this desk — there's stuff all over it that I have to do. Why is it I'm the only one who seems to do any work around

here?

other OK, OK, I'm sorry I asked.

4 Two males. Mustafa sounds happy.

other Hi, Mustafa. How are you?Mustafa Fine, fine, fine — great.

other Well, that's nice to know. Any particular reason?

Mustafa What? Oh ... it's a nice day. I'm going on holiday next week.

And I put some money on a horse yesterday, and it won.

other A lot?

Mustafa Enough to cheer me up.

5 Female and male. Harry sounds blasé and totally unmoved by being caught out lying.

other OK, OK, who ate all the biscuits?

Harry Well, don't look at me. I haven't touched them.

other Yes, you did, Harry. I saw you eating two this morning.

Harry OK, OK, so I lied. Does it matter that much? Now, come on, we've

got work to do.

6 Two females. Maria sounds unconcerned about Alan's behaviour.

Julie Hi Maria. You know, I saw Alan yesterday. He was with that new girl in the class. What's her name?

Maria No idea.

Julie Sophie — yes. They seemed to be very happy together.

Maria Julie, I haven't seen Alan for weeks. I really don't care what he's

doing.

Health Review of lessons 6–9

Track 5

1

woman (speaking to answer-phone)

Nadia, it's Sue here. Look, I won't be able to get to the meeting tomorrow. I've got to see my mother in the morning — she's ill. Say sorry to the others and I'll call you again in the afternoon.

2

woman Hello, I'd like to make an appointment — any day after 4.30.

man OK — who's your dentist?

woman Mrs Gorman.

man She's free today at 4.45 — we had a cancellation.

woman Today? Yes, that'll be fine.

3

woman Could you tell me where Ward 23 is?

man Yes, it's on the second floor.

woman Oh, is there a lift?

man Just go through that door and along the corridor.

4

man Hello — I made an appointment to see Dr Jones on Thursday

but I can't remember the time.

woman Could you tell me your name, please?

man It's Shand — Gavin Shand.

woman Let me see — oh yes, it's at 3.15.

man That's fine. Thanks a lot.

5

man So, is it flu, doctor?

woman Flu? No — you've just got a bad cold and a touch of fever.

man So what should I do?

woman Just stay warm and drink plenty of fluids.

6

man 1 Could I have this prescription, please?

man 2 Sure — hmmm — it'll take about ten minutes. Would you like to

wait or call back later?

man 1 Oh — I'll come back in about an hour.

man 2 That's fine

12 Travel Announcements

Track 6

No. 1, station announcer, female speaker. Nos.2–5, train steward, male speaker.

- 1 GNER regrets to announce that the eleven hundred hours train to London King's Cross has been delayed. This train will now leave from Platform 12 at eleven thirty. We apologise for any inconvenience.
- 2 This is the delayed eleven hundred hours train for London King's Cross. This train will call at Berwick-upon-Tweed, Newcastle-upon-Tyne, Darlington and York and will arrive at London King's Cross at sixteen twenty.
- 3 This is a call for Mr Jason Roberts, that's Mr Jason Roberts. Would Mr Roberts please return immediately to coach D to identify a piece of luggage that may belong to him?
- 4 Passengers are advised that there is a buffet service on this train. This is located at the front of the train, in coach C. The buffet will open shortly for the sale of hot and cold snacks and refreshments.
- 5 Ladies and gentlemen, in a few minutes we will arrive in London King's Cross. Passengers are asked to stand clear of the doors until the train comes to a halt. Please ensure that you take all your luggage with you when you leave the train.

14 Travel Directions

Track 7

1

B is male.

- A Excuse me, could you tell me the way to the Pitcairn Hotel?
- **B** The Pitcairn? Oh yes, go along here and turn right into West Campbell Street. Go up the road and take the second left. That's ... yeah ... then turn right at the next crossroads and it's about half-way along the block on your right.
- A Fine, thanks.
- 2

B is female.

- A I wonder if you could help me. I'm trying to find CR Brown's.
- B CR Brown's?
- **A** It's a big furniture store.
- **B** Oh, that place yes well, it's a bit of a walk. Look, you see Central Station there?
- A Yes.
- **B** Right, go along here until you get to it, then turn right and go down the street. Go past one right turn, along the block and it's on the next corner, just before you turn right.
- A Right, then second corner on the right. OK, got it. Thanks.
- B No problem.
- 3

B is male.

- A Hello could you tell me the way to the Victoria and Albert Bar?
- **B** The Victoria and Albert? Oh, the Vicky aye ... now let me see ... turn into Wellington Street there, go up past Bothwell Street, keep going and take the first on the right, go across the next junction and it's along the street a bit on your left.
- A Right, thanks a lot.
- B Sure.

4

B is female.

- **A** Excuse me, I'm looking for a carpet saleroom.
- **B** Carpets? Carpets ... oh yes there's Harling's in ... now wait a minute go along here to Blythswood Street. Turn left, walk to the end of the block and turn right. That's sorry, I can't remember the name of the street, but walk to the next crossroads um ... turn right, and it's there, just round the corner.
- A That's fine thanks.
- **B** It's a good shop. Some nice stuff in there.
- A Great thanks.

5

- A Hi could you help me. I'm trying to find a restaurant called MacGonagall's.
- **B** Oh yes, that's ... let me think oh, it's just round the other side of this block. Turn right here and right again.
- A Right and right again?
- **B** Sure or go that way and turn left and left again. It's about half-way along the block, but you'll have to cross the street it's on the other side.
- A That's great thanks.

Free time and leisure Enquiries

Track 8

Kate Good morning. My name's Kate. Could you tell me your name?

Nargis It's Nargis — Nargis Azad.

Kate So Nargis is your first name?

Nargis Yes it is.

Kate OK, could you spell it for me, please?

Nargis N-A-R-G-I-S.

Kate And Azad's your family name — is that A-Z-A-D?

Nargis Yes, it is.

Kate Fine, so what's your address?

Nargis 25 Baker Street, Glasgow.

Kate Baker Street — and what's the postcode?

Nargis G14 4SB.

Kate What's your home phone number?

Nargis 485 3597.

Kate Have you got a mobile?

Nargis Yes ... hold on a minute ... I can never remember it. OK, it's

07798 126532.

Kate OK — what's your date of birth?

Nargis The 24th of February, 1981.

Kate Fine. And your nationality?

Nargis Pakistani.

Kate And what's your first language?

Nargis Urdu.

Kate That's fine. Thanks.

Free time and leisure Ordering and complaining

Track 9

Different countries have very different types of cooking, and there are usually good reasons for this. Let's think about Britain. In the 18th and 19th centuries many people left the land and moved into towns and cities. They worked in factories — the men **and** the women — and they didn't have much time. So they had to eat very simply. Then, in the 20th century, there were two world wars. Many more women had to work in the factories. There wasn't much food and people just had to survive. I think that British food is getting better, but it needs some time.

Or look at France. The French say their food is wonderful — maybe it is. But why? Well, one reason is the French Revolution. In the years after 1789, they killed the king, the queen and many of the rich people. Now, all these people had chefs. So, think about it. You're a chef in the king's kitchen, but the king is dead and you don't have a job any more. What should you do? Simple — move into town and open a little restaurant. So, the best chefs in France started to cook for the people in the towns and cities.

Or think about Turkish food. What do you think about? Well, kebabs, probably, and maybe green and red peppers filled with rice, or roasted on an open fire. It's very different from French or British food. Why is this? Well, let's look at the early Turks, a thousand years ago. They were travelling across Asia on horses. They didn't want to carry big pots. So they put the meat on long pieces of metal. They filled the vegetables with other things and everything went on the fire and cooked nicely.

So that's what I'm saying — food is history, and a lot of interesting history is about food.

Free time and leisureReview of lessons 16–19

Track 10

1 woman I think I'll have the steak — does it come with vegetables?

man Yes, a selection.

woman That's fine. And could I have the steak well done?

man Certainly.

2 woman George, I'm making coffee. Do you want some?

man I'd rather have tea.

woman I'm doing coffee. You can make your own tea.

3 woman So what do people do for lunch here?

man Well, you can go to the canteen, or bring your own.

woman Oh, I didn't bring anything with me.

man That's OK — there's a sandwich shop just across the

street.

4 man Mountain Bike Centre. Good morning.

woman Hello. I saw your advert in the newspaper — tell me, do

you hire out bikes?

man Yes. They're twenty pounds for a day.woman OK — I'll think about it and call you back.

5 woman Hi. Did you get a present for Dad?

man Well, I couldn't find a book he'd like so I got him a new tie.

woman Hmm — I don't like colour very much.

6 woman 1 So what's Joan's new house like?

woman 2 Well, it's a modern one, quite small — but the garden's

enormous.

woman 1 That'll be why she bought it. She loves gardening.

Supplementary materials

Goods and services Purchase and return

Activity 1 Speaking

Student A

You bought a radio in **Harker's Electrical** shop. When you took it home and plugged it in, it didn't work. A few days later you take it back to the shop.

Tell the assistant about the problem.

Say that, unfortunately, you have lost the receipt.

Decide if you want a new radio of the same type or your money back.

Student B

You are a shop assistant in **Harker's Electrical** shop. Read the shop's policy on replacing items:

Harker's Electrical

Notice to customers

If you are not satisfied with an item you have bought, please return it to the shop.

Unfortunately, without a receipt we can't offer you your money back.

In this case, we can arrange a credit note or offer a replacement.

We can't guarantee that this will be the same model.

A customer comes in with a radio. They bought it from your shop but when they took it home, it didn't work.

Ask the customer for the receipt.

Unfortunately, you have no more radios of that type. Offer the customer a similar radio.

Goods and servicesComplaints

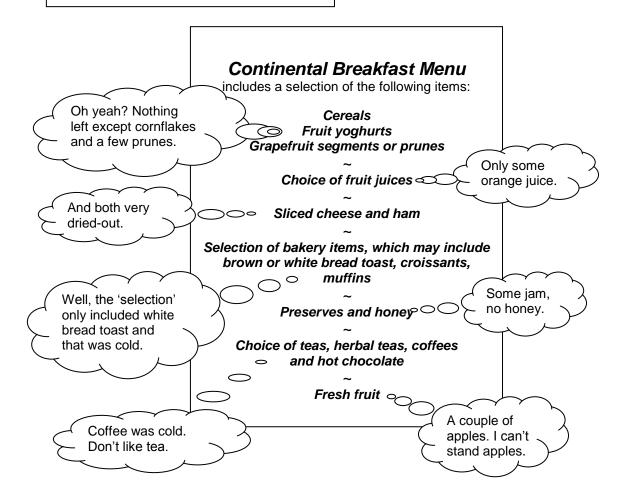
Activity 1 Speaking

Student A

You are staying at the Plaza Hotel. You went down for breakfast at 8.30, and didn't enjoy it. Read the menu below and your thoughts. Then go to the reception desk and complain to **Student B**.

Plaza Hotel

Breakfast is served from 7.30 to 9.00 Lunch from 12.00 to 2.00



Student B

You are the receptionist at the Plaza Hotel. Today, you had a bad morning. Read about it in your diary below. Student A is one of the guests, and comes to the reception desk to complain. Listen to the complaint and try to deal with it.

Saturday 14 June

Really terrible morning at the hotel! Patrice the chef phoned in sick at 6.30. Mike the sous-chef took over. He cooks well enough but he's so slow!!! Then the head waiter phoned to say his car had broken down. So everything's all over the place. And we had that coach party from Bolton — the dining room was full. I was on the front desk from 8.00 and just one complaint after another — cold food, not enough food, cold coffee, total nightmare!!



Activity 1 Speaking

Student A

This is Dr Ann Christie's appointments diary for Tuesday 23 October. Student B phones you. Try to arrange an appointment with Dr Christie for that day.

Auchardle Medical Practice

Tuesday 23 October

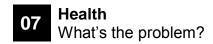
Dr Christie

1.00	Meeting
1.15	Meeting
1.30	Meeting
1.45	
2.00	Mrs Contini
2.15	<u>Mr Farooq_cancelled</u>
2.30	
2.45	
3.00	Break
3.15	<u>Ms Johari</u>
3.30	James Mackenzie; Mrs Mackenzie
3.45	
4.00	Mr Clark
4.15	<u>Ms Ramsay</u>
4.30	<u>Break</u>
4.45	
5.00	
5.00	Mrs McCarron
5.15	Mrs McCarron
	Mrs McCarron

Student B

This is your diary for Tuesday 23 October. Phone Auchardle Medical Practice. Your doctor is Dr Christie. Make an appointment with her for as early as possible that afternoon. It takes ten minutes to walk from your office to the medical practice.

1.00 Meeting with Bob, 1.30-2.00 2.00 2.15, call Marcel in Paris 2.30-2.45, see Craig about new computers. 3.00 3.30, management meeting till 4.00 4.00 4.30-5.00, talk to trainees 5.00 5.45, meet Leslie at station.



Activity 1 Speaking

Patient

Choose a problem from the ones below. Talk to the **doctor** about it and listen to their advice.

Then change roles and have the conversation again. This time, talk about a different problem.

Note: The advice below is for language practice only. If you really have one of these problems, see your doctor.

You think you've got flu. You started feeling strange yesterday. This morning you woke up with a temperature, a sore throat and aching joints.

You had a cold a week ago. It has got better but has left you with a sore throat that won't go away. It's a little uncomfortable when you eat.

You've got a sore arm. You've done a lot of work on the computer recently and this is the arm you use for the mouse. Now you can't raise it very far to the side and it aches when you try to sleep.

You've got earache in one ear. You've had it for three days now and it doesn't seem to be getting better.

You woke up this morning and saw that you had a rash on your face. You can't understand it because you don't think you are allergic to anything.

Yesterday you were playing your favourite sport and twisted your ankle. You can walk on it but only slowly.

Doctor

1 Listen to the patient. Let them describe their symptoms.

2 Ask the patient

how long they have had this problem.

if they are taking any medicine at the moment.

if they are allergic to any medication.

3 Check the treatment guide below. Prescribe some medication and give advice.

Treatment guide

Problem	Prescription	Advice
earache	pain killers	hold a warm cloth on it
flu	none	stay warm, rest drink plenty of fluids
indigestion	antacid tablets	avoid spicy food eat and drink less
rash	ointment	don't scratch your skin
sore arm	pain killers	rest it
sore throat	lozenges	drink plenty of fluids
sprained ankle	pain killers	rest it keep your foot on a stool



Activity 1 Speaking

Student A

Choose one of the problems below. Student B is a pharmacist. Discuss which is the best medicine to buy.

sore throat

heavy cold

cough

headache



99

Student B

You are a pharmacist. Student A tells you about a problem. Discuss the best medicine and the cost.



Lemsomol

Cold and flu treatment

For headache, fever, blocked nose, body aches & pains, sore throat

Contains Paracetemol

Pour one sachet of powder into a mug and add hot water.

Adults and children 12 and over: 1 sachet every 4–6 hours. Do not exceed 4 sachets in 24 hours.

Sore throat relief

Khemprox lozenges

Antiseptic & local anaesthetic Fight infection

Effective relief from sore throat pain and coughs

Fixitix cough syrup

For fast relief from tickly cough

Take one 5 ml teaspoon every 2 hours up to a maximum of 6 in 24 hours. If symptoms persist consult your doctor.

Not suitable for children under 12 years.

ASPERIOGet rid of pain fast

For back pain, muscle ache and headache.

Adults and young people over 12 years of age: Take 1–2 capsules with a drink of water. Repeat every 4–6 hours as required.

Price list

Lemsomol 3.45 Khemprox 2.55 Fixitix 2.99 Asperid 3.15

Travel Enquiries and bookings

Activity 1 Speaking

Student A

You have a week's holiday in March as shown in the calendar below. You want to go somewhere warm, by the sea. You don't really mind where it is but

- you want to fly from Glasgow.
- you want to stay in a hotel
- you don't want to spend more than £150.00.

Phone Sunstroke Travel and arrange a holiday. Pay by Visa.

March

M	Т	W	Th	F	S	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Student B

You work for Sunstroke Travel. Your job is telephone sales. Student A phones you, looking for a holiday. You can see some possible holidays on the screen below. When you agree on a holiday, fill in the form:

Departures from Glasgow



special offers

Greece: Rhodes

depart Sun 15 15.30 return Fri 20 23.00

cost: 132.00

accommodation: Cosmo self-catering apartments

Italy: Bari

depart Mon 16 08.40 return Mon 23 17.45

cost: 145.00

accommodation: Frescobaldi Hotel

Spain: Benidorm

depart Wed 11 14.00 return Wed 18 21.00

cost 147.00

accommodation: Splendido Hotel (4 star)

Spain: Ibiza

depart Sat 14 11.15 return Sat 21 16.00

cost 129.00

accommodation: Chavara Hotel (3 star)

Tunisia: Hammamet

depart: Mon 16 return: Sun 22 cost: 178.00

accommodation: Hannibal Hotel (3 star)

Turkey: Marmaris depart: Mon 16 return: Sun 22 cost: 138.00

accommodation: Gelibolu Hotel (3 star)

Telephone sales confirmation



26 Rupert Street, Glasgow G4 8HM, (0141) 674 8392

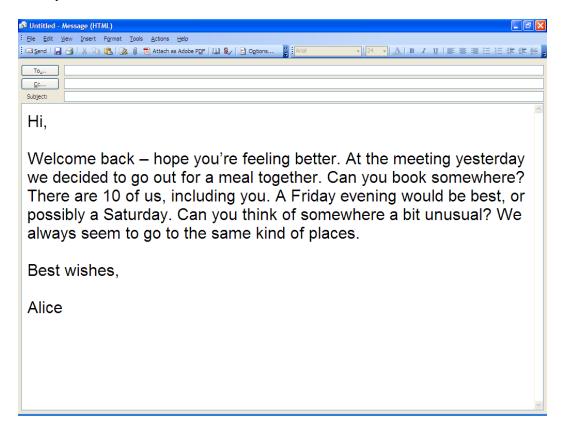
	Customer's full name:	
	Address:	
	Postcode:	
	Tel. number:	
	Destination:	
	Departing from:	
	Date of Departure: time:	
	Date of return: time:	
	Type of accommodation:	
	Payment	
	Type of card:	
	Name on card:	
	Expiry date:	
Int	form customer that tickets will be sent within 24 hours.	

Free time and leisure Bookings

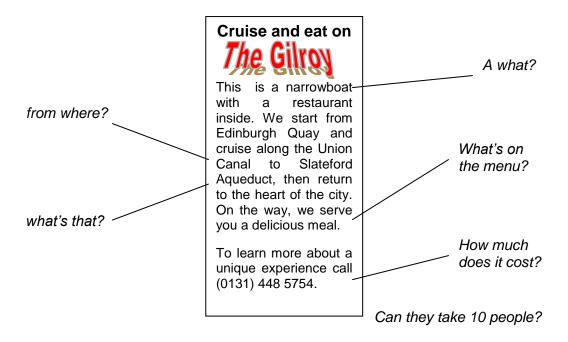
Activity 1 Speaking

Student A

You were ill and off work for a day. When you return, you read this e-mail from your boss:



You were trying to think of an unusual restaurant. Then you saw this advert in the local paper. Read it, and the notes you have made:



Friday night would be best, maybe Saturday. When are they free next?

Check the calendar. Today is the 6th. The 9th is too soon. You want the meal on a Friday evening, or perhaps a Saturday evening, from the 16th on.

M	T	W	Th	F	S	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Phone **The Gilroy**. Ask questions about the notes you have made. If you are happy with the answers, try to make a booking for a suitable date.

Student B

You work on **The Gilroy**. This is a **narrowboat**on the Union Canal.

> The Union Canal runs from Edinburgh to Falkirk, where it joins the Forth & Clyde Canal at the Falkirk Wheel.



narrowboat, *n*, a long narrow boat used on canals. 2





The Gilroy has a restaurant inside which seats 11.

Cruises start at Edinburgh Quay

Edinburgh Quay is the start of the Union Canal, near Fountainbridge and close to the city.

and go out to Slateford Aqueduct before returning.



Here are some notes about the menu.

The Gilroy: menu

We can suggest a menu or act on customer's suggestions. Choice of 2 starters, 3 main courses, 2 sweets.

cost 27.00 per head

Or a buffet at 16.00 per head.

All photos: (c) istockphoto.com 1 – Kenneth McIntosh 2 Graham Heywood 3 Small Aldra 4 Duncan Walker

And here is your booking sheet for the rest of the month.

Tue 6	
Wed 7	Nikos (10), 7.30
Thu 8	
Fri 9	
Sat 10	<u>Thomson (9), 8.00</u>
Sun 11	
Mon 12	
Tue 13	Elcko group (10) 8.30
Wed 14	
Thu 15	
Fri 16	_McKinley, birthday party (11) 8.00
Sat 17	
Sun 18	
Mon 19	
Tue 20	
Wed 21	Darroch HS staff (10) 7.45
Thu 22	
Fri 23	
Sat 24	<u>Granacki (11) 8.00</u>
Sun 25	
Mon 26	
Tue 27	
Wed 28	<u>Forsyth (9), 8.30</u>
Thu 29	
Fri 30	
Sat 31	

Talk to **Student A** on the phone. Answer any questions about:

- the boat
- the location
- the cruise
- the restaurant
- the menu
- prices
- times and dates

Try to arrange a booking.

Free time and leisure Ordering and complaining

Activity 1 **Speaking** The Echo Restaurant review form Name of restaurant: _____ Date: _____ General cleanliness: tablecloths clean 🛚 dirty \Box cutlery clean 🛚 dirty \Box dirty \Box plates clean 🛚 dirty \Box glasses clean 🛚 toilets dirty \Box clean \square good □ helpful □ Service: slow \square speed manner unhelpful 🗖 Food: starter name of dish comments: temperature taste main course name of dish _____ comments: temperature taste dessert name of dish _____ comments: temperature _____ taste General comments: