

# Learning Support Materials

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

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### Teacher's Notes



## **Introduction**

These materials are designed to support learning and teaching for the National 5 Unit *English for Speakers of Other Languages: Everyday Life*. They form part of a series of materials for the three National 5 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.

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

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

There are no supplementary materials for this Unit.

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## **01** Learning English Establishing your learning goals

**Task:** Identifying and setting learning goals  
**Skill:** Writing, Reading

**Materials:** Monolingual and bilingual dictionaries

**Notes:** Warmer:  
If this is the first lesson on the course, a general getting to know each other activity can be used instead. This activity aims to get students thinking about their past learning experiences with the English language.

**Activity 1:**  
Students work individually to answer the questions. If appropriate they can share their responses in groups or with a partner.

**Activity 2:**  
Students move on to setting themselves goals for the future. They also have to identify how they will achieve these goals. Some students will need a lot of help with this section. In many cultures the only goals ever set are set by the teacher so it can be difficult for some students to accept that they can take responsibility for their own learning.

Short-term goals set at this stage can be checked so encourage students to keep their goals and review them periodically as a class as the course progresses.

### **Useful language for this lesson:**

goals	strengths
short-term	weaknesses
long-term	improve
realistic	advantage
achievable	disadvantage
set yourself .....	

## **02** Learning English

### Identifying your preferred learning style

**Task:** Identifying your learning style  
**Skill:** Reading, speaking

**Materials:** Monolingual and bilingual dictionaries

**Notes:** Activity 1:  
Students think about other things they have learned and make a list. Ideas from all students could be written up on the board and used to extend Activity 2 if needed.

Activity 2:  
Students now look at activities they are likely to have already learned. These can of course be adapted to suit the needs of the class. In the second column students write how they learned the activity. Some examples can be found in the Tip box.

Activity 3:  
Students read about the different learning styles and decide which style they used when they learned the activities in Activity 2.

Activity 4:  
Students complete a learning style survey.

#### **Useful language for this lesson:**

learning style	visual
questionnaire	auditory
	kinaesthetic

## **03** Learning English

### New Words

**Task:** Learning skills - understanding, sorting and learning new words

**Skill:** Speaking

**Materials:** Monolingual and bilingual dictionaries

**Notes:** Activity 1:  
Students in pairs discuss dictionaries. There are no set answers. Both bilingual and monolingual dictionaries can be useful. Advantages of bilingual dictionaries: a quick reference for new words which students find. Advantages of monolingual dictionaries: they give a more accurate definition and examples, learners do not translate when they use them. Disadvantages of monolingual dictionaries: students get into the habit of translating words. It is often very difficult to translate words. Disadvantages of monolingual dictionaries: it can be difficult to understand the definitions.

Activities 2 and 3:  
Students move on to analyse 3 dictionary definitions and to work out what the dictionary abbreviations are. Understanding how dictionary entries are organised and abbreviations used in entries are useful skills. Get them to do the activity with a partner. You could also encourage them to look at entries in other dictionaries.

Activity 4:  
Divide the class into 2 groups. Separate the words between the groups. You could add other words, if you think it is appropriate. Students look up the words and note down all the information requested. They also invent examples. Now put the class into pairs making sure that there is one person from each group (A and B) in each pair. They now have to 'teach' the words to their partners. Make sure that the partners note down the words.

Activity 5:  
It can be useful for students to get used to storing information beyond a translation or definition. Get student to do this activity in pairs. You can add more words for students to look up if you think it is appropriate.

Activities 6 and 7:  
These 2 activities focus on learning vocabulary. Students should work in pairs. You can also then to categorise other

words and write more anagrams for them.

**Activity 8:**

The aim in this activity is for students to discuss and think about the best ways for them to learn new words. They could start the activity in pairs and then move on to class discussion.

## **04** Personal and General Information Completing forms and introducing yourself

**Task:** Completing an application form  
**Skill:** Speaking, Reading

**Materials:** Recording  
Monolingual and bilingual dictionaries

**Notes:** Warmer:  
Discuss the questions with a partner.

Activity 1:  
Students work individually to choose the topics for their introduction and to prepare what they will say.

If you think the students would benefit from more practice in this area have them rotate round the room so they introduce themselves to three or four different people. Get feedback at the end regarding interesting or unusual information they discovered.

Activity 2:  
Students listen to the recording and make notes under the headings. Encourage students to listen for as much detail as possible. See tape script for answers.

Activity 3:  
Students work together to explain the meanings of some formal language commonly used in forms. Check the meanings of these with the whole class before moving on to the next stage.

Activity 4:  
Students complete the college enrolment form for themselves. Get students to check each other's forms for accuracy. If they need more practice other types of forms can be obtained and given to students to complete in class or for homework.



## **05** Personal and General Information Talking about your daily routine

**Task:** Interviewing about daily routines  
**Skill:** Speaking

**Materials:** Monolingual and bilingual dictionaries  
Job flashcards for the role-play

**Notes:** Warmer:  
To introduce students to the topic, have them discuss the questions in pairs.

Activity 1:  
Students can check any new words in their dictionaries and then use the phrases to describe their typical day with a partner.

Activity 2:  
Students read an interview and answer questions about it. If there's time they can each take a role and read it through together.

Activity 3:  
Students take the roles of interviewer and interviewee. Give the interviewee a job card. You will need to prepare these. Write the names of jobs on cards. Suggestions: plumber, nurse, teacher, footballer, waiter, mechanic, etc. They can then take this role throughout the interview. If the students are already working they can use their own jobs if they prefer.

### **Useful language for this lesson:**

What time do you usually get up?	It all depends, sometimes 8 or 9.
What do you usually do before you go to work?	Have a cup of tea and read the newspaper.
What do you do everyday at work?	I answer the phone and deal with customers. I meet my friends for a drink.
What do you do when you finish work?	I watch TV or surf the net.
What do you do in the mornings/evenings?	

## **06** Personal and General Information

### Talking about your family life

**Task:** Talking about family  
**Skill:** Speaking, Listening

**Materials:** Recording  
Monolingual and bilingual dictionaries

**Notes:** Warmer:  
Students will have studied this vocabulary before. This activity is to see how much they can remember. Teachers can check answers with the whole class and write words on the board.

Activity 1:  
Students work together to match vocabulary to definitions. Check answers with the whole class.

Activity 2:  
Students test each other by one giving definitions and the other giving the word.

Activity 3:  
Students listen to Jane describing her family and make notes on each family member. The recording should be played twice, with a pause in between, so that students can compare answers. After the second playing go through answers with the whole class. If necessary give students a copy of the tape script to read. See tape script for answers.

Activity 4:  
Students work in pairs to describe their own families. Encourage them to draw a family tree. Draw an example on the board for them to refer to if necessary. Monitor and give feedback at the end.

#### **Useful language for this lesson:**

ex-wife	married
stepmother	divorced
parents	single
relations/relatives	separated
mother/father	engaged
sister/brother	a close family
cousin	the black sheep
the in-laws	we get on well together
adopted	we don't see eye to eye



## **07** Personal and General Information

### Reading signs, notices and maps

**Task:** Reading signs, notices and maps

**Skill:** Reading

**System:** Vocabulary

**Materials:** Monolingual and bilingual dictionaries  
Maps of a local city which show visitor attractions

**Notes:** Warmer:  
Students discuss the questions and give feedback to the rest of the group.

Activity 1:  
Students look at example signs, check new vocabulary and discuss where they might be found.

Activity 2:  
Students match the words together to make signs and then say where they might be found.

Activity 3:  
Students write their own signs for the places listed. The signs can be collected in by the teacher and displayed around the classroom. Students mingle and read each other's signs and try to guess where they might be found. At the end, new vocabulary can be checked and correct answers given.

Activity 4:  
Teacher issues maps showing attractions. You will need to find maps of your city (sources might be local tourist offices or the Internet). Students have to plan a walking tour taking in most of the sights in the most convenient way. Each group presents their ideas to the rest of the class and the class vote for the best one.

#### **Useful language for this lesson:**

Mind the step	prohibited
Beware of ....	shoplifters
Keep off the ...	prosecuted
No ....	midge
Do not ....	repellent
strong currents	en suite
	vacancy

## **08** Personal and General Information Giving directions

Task: Giving and following directions

Skill: Speaking, Writing

**Materials:** Recording

A collection of maps of the town that students are studying in.  
Monolingual and bilingual dictionaries

**Notes:**

Activity 1:

Students put the sentences in order and check with a partner.

Activity 2:

Students listen to the recording and answer the questions. To set up the task the teacher can ask a few general questions about how to ask/give directions. The town Milngavie is pronounced **Mill guy**.

Activity 3:

Students practise giving each other directions to places in their own towns. Either give students maps (for possible sources see previous lesson) or let them do this from memory.

Monitor and give feedback at the end.

Activity 4:

To practise writing and following directions, have students write directions to places within the building, for example: the canteen, drinks machine or library. When they have written their directions they should swap with someone else and try to follow the directions.

### **Useful language for this lesson:**

Turn left/right.

Take the second road on  
your left/right.

It's on your left/right.

It's opposite the bank.

It's next to the department  
store.

It's behind the newsagents.

Cross the road.

zebra crossing

pedestrian

passer-by

You'll see the school on  
your right ....

Go past ....

Go through ....

Go over ....

Go under ....

Can you tell me the way  
to....?

How do I get to .....?

Where is the .....?

Is there a library near here?



**09** **Personal and General Information**  
Describing places

Task: Describing places  
Skill: Speaking, Writing  
System: Vocabulary

**Materials:** Monolingual and bilingual dictionaries  
Pictures or postcards of various places for students to practise describing.  
A list of places to read out to students

**Notes:** Warmer:  
Students should be able to identify this as the leaning tower of Pisa in Italy. Encourage them to supply adjectives to describe Italy. This could be done as a brainstorming session or the students can work in pairs.

Activity 1:  
Students check any unknown words in their dictionary. You will need to provide pictures or postcards of various places. Put students in groups and give out the pictures/postcards. Students try to describe them. Monitor and give feedback at the end.

Activity 2:  
The teacher should prepare a list of places before the class. For example: train station, the beach in winter etc. The teacher says a place and students write down adjectives to describe it.

Activity 3:  
Students read a short article about a city in Japan and answer the questions.

Activity 4:  
Students write their own descriptions and share their work with others in the class. This can be collected in for marking.

**Useful language for this lesson: TN**

crowded	remote
peaceful	surrounded by
touristy	overlooking
modern	modern
historical	unusual
fascinating	romantic
enormous	tiny
wide	narrow
industrial	interesting





## **10** Personal and General Information

Review and remember

**Materials:** Monolingual and bilingual dictionaries  
Small cards with important vocabulary from lessons 1-8  
written on (enough for students to work in groups of three)

**Notes:** Activity 1:  
Students work together to describe vocabulary from lessons  
1-8. The teacher will need to prepare small flashcards with  
appropriate vocabulary written on.

Activity 2:  
Students complete the missing words from the signs.

Activity 3:  
To review adjectives, students write adjectives they could use  
to describe the places.

Activity 4:  
Students read the short text and work out the relationships  
between the family members.

Activity 5:  
Students work in pairs. They should pretend that they do not  
know where these places are so that the directions are as  
detailed as possible.

## **11** Personal and General Information

### Progress test

**Materials:** None required

**Notes:** Warmer:  
A chance for students to think about what has been studied and which goals have been achieved. It may also help them to plan future goals.

Activity 1:  
Gap fill exercise to practice daily routines. Students can check answers together.

Activity 2:  
Writing task to practise descriptions. Students write their answer then pass their paper to another student for comment. They then have an opportunity to change it before submitting it to the teacher.

Activity 3:  
Writing task to practise directions.

#### **Useful language for this lesson:**

gym	the washing up
work out	weekdays
pizzeria	rare
canteen	occasions
glance	spend

## 12 Looking for living accommodation Adverts

Task: Understanding ads  
Skill: Reading, Writing

**Materials:** None

**Notes:** Activity 1:  
Put students into groups for this activity so they can help each other. Monitor and help where necessary. Check pronunciation and understanding in feedback stage. Reassure students that they don't have to understand all the words perfectly at this point as they are about to see them in context.

Activity 2:  
This is designed to get students looking at typical family accommodation. The task involves discussion and ranking and should be done in pairs or small groups. Monitor and give help where necessary.

Activity 3:  
This task focuses on the abbreviations students will come across in accommodation ads. The matching part is quite easy but there are some expressions and concepts that students will need help with.

Activity 4:  
This focuses on flatshare accommodation and puts the abbreviations in context. It's a simple scanning task. Get students to check answers together before feedback.

Activity 5:  
This gets students to read for detail and begins to look ahead to the making enquiries stage. Again get students to compare answers to 1 before checking. Get students to work together on 2. Monitor and in feedback accept anything suitable.

Activity 6  
Ask the students to write a short ad using the models in the lesson to help them.

Activity 7  
Students find the words in the grid. They check with their partner.

**Useful language for this lesson:**  
advertisement                      let

advert	location
ad	long term
amenities	look out over
appointment	luxury
bills	mature
brand new	open-plan
bright	rent
bungalow	semi-detached
central heating	solicitor
convenient	spacious
double glazing	tenement
en-suite	three-bedroomed
fitted kitchen	tidy
flatshare	unrestricted
fully-furnished	view
immaculate	well-equipped
kitchen/diner	well-kept
lease	white goods

## **13** Looking for living accommodation

### Making enquiries

**Task:** Asking for accommodation details  
**Skill:** Listening, Speaking

**Materials:** 2 Recordings and transcripts, list of accommodation available from lesson 2

**Notes:** Activity 1:  
Put students in pairs or small groups to do this task so they can share ideas. At the feedback stage check understanding and pronunciation of the difficult items.

Activity 2:  
Check that students understand the task before starting. Pause after each dialogue to give students time to write. They can listen again if necessary. They can write any other information in the third column.

Activity 3:  
Students underline the useful phrases in the transcript then practise the dialogues in pairs. Get students to sound friendly when reading aloud even if it's artificial.

Set up the role-play. Check that students know who they are, who their partner is and who speaks first. This is where students have the opportunity to use the language more spontaneously. This works well if students are back to back.

Activity 4:  
Students predict the questions they think they will hear before listening. This forms the listening task as they listen and check to see if they were right. Peer feedback before listening a second time then class feedback. You can go on to the post listening discussion here as a class or get students to do it in groups.

Activity 5:  
This focuses on a more formal situation. Start as a class then students match in pairs. Check pronunciation at the class feedback stage.

Activity 6:  
Students have the opportunity to use the above questions in a role-play. The details of the flat in Craigtoun are in lesson 2. Check that students understand who is who and what each speaker needs to find out before starting. They will need to

invent some of the information. Monitor as students work and go over any problems in feedback.

**Useful language for this lesson:**

available	landlady
blocked sink	landlord
buzzer	leaking roof
cancellation	legal
come round	let me know
council tax	letting agent
damage	loss
deposit	reference
direct debit	secure entry system
fee	shelf
have a look	split
house rules	tenant
intercom	vegetarian
inventory	viewing

## **14** Looking for living accommodation

Review and remember

**Materials:** None

**Notes:** The whole lesson is based on an extended role-play.

### Activity 1:

The aim is for students to recall vocabulary from the previous lessons. Get students into groups of four to do this so they can help each other. Monitor. If some groups are having difficulty, help or split them up sending each student to a stronger group. Students can write their ideas in a notebook or on a large sheet of paper so that they can refer to it later.

### Activity 2:

Put students in pairs. Students can look back at the ads before starting this. They could base their ad on where they live now if that is appropriate. Once the ads are ready get them up on the whiteboard or notice board and get students up to read them.

### Activity 3:

Split pairs into As and Bs. Ask the As to choose an ad from the notice board and sit next to the person who wrote it, back to back. Give them a minute to think about what they are going to say. They then role-play the conversation in which they make an arrangement for the viewing. Monitor and get feedback on the arrangements.

### Activity 4:

Get students back together with their first partner to brainstorm the questions to ask. You might want to start them off as a class. Get students to practise the pronunciation of the questions before the role-play.

### Activity 5:

Students stand up for this and work with their partner from Activity 3. They can mime or imagine the flat they're in. They should ask questions about the flat and about each other. Monitor and get feedback on whether they have decided to move in.

### Activity 6:

Swap round As and Bs and repeat Activities 3 and 5.

**15** Free time  
Reading film reviews

Task: Describing films  
Skill: Reading

**Materials:** Current film reviews

**Notes:** Bring in, or ask students to bring in reviews of films they have seen or would like to see.

Warmer:

Mingle activity – give each student a post-it on which they write their favourite film and movie star. They then mingle and ask and answer questions about their own and each other's films. You will need to demonstrate first. Student pairs or small groups can brainstorm film genres.

Activity 1:

Set a time limit for this.

Activity 2:

Give students plenty of time to work through this in pairs or small groups.

Activity 3:

Students can work in groups or whole class to answer the questions.

Activity 4:

Students can work in pairs to match the vocabulary items and definitions.

Activity 5:

Students work in pairs to complete the paragraph/.

Homework:

If you have time, do some preparation in class, building up a short review of a film all, or most, of the class has seen.

**Useful language for this lesson:**

director/direct	unknown
star	theme
budget	plot
shoot	role
performance	cast



**16**

**Free time**

Going to the cinema

**Task:** Understanding recorded messages  
**Skill:** Listening

**Materials:** Cinema listings pages

**Notes:** Warmer:  
Students discuss the questions in pairs or small groups.

Activity 1:  
Play the tape once and monitor during feedback. If the students have got most of the information, you may not need to play it again at this stage.

Activity 2:  
Students may not know this meaning of heavy.

Activity 3:  
Students listen to the message and make notes.

Activity 4:  
Students note down the times.

Activity 5:  
Students listen to the second conversation between Sal and Ash.

Activity 6:  
Give students copies of the tape scripts of the conversations between Sal and Ash. Students underline expressions used in asking for, making, and responding to suggestions.

Activity 7  
Students practise similar dialogues in pairs, inviting their partner out to the cinema and agreeing on choices. They can use the cinema reviews from the previous lesson or the teacher can bring in a listings page from a local magazine or newspaper.

Activity 8  
Students now write this dialogue in pairs.

**17** Free time  
The cinema

**Task:** Reading and writing film reviews  
**Skill:** Reading, Writing

**Materials:** Examples of current film reviews – good and bad

**Notes:** Activity 1:  
An introduction to the other activities.

Activity 2:  
You will need to find some reviews of current films. Students quickly read the reviews. After whole class feedback, get students to identify key words (adjectives) in the text that helped them with their decision.

Activity 3:  
Using same reviews, get students to find examples of different types of adjectives. Make sure students understand the terms.

Activity 4:  
Students write reviews. Reviews can then be passed around the class. Ask students if they would go to see this movie or if they agree with the review.

**Useful language for this lesson:**

interested	wonderful
disgusting	exciting
terrible	terrific
weird	outstanding
ridiculous	

**18** **Free time**  
Shopping as a leisure activity

Task: Understanding texts  
Skill: Reading, Listening, Writing  
System: Vocabulary

**Materials:** Recording

**Notes:** Warmer:  
Use this to generate interest and elicit ideas and vocabulary.  
Check students know cash, cheque, credit card, debit card, store card.

Activity 1:  
The text is quite long but the questions can be answered without reading every paragraph in detail. Set a time limit and ask students to compare answers with a partner.

Activity 2:  
Give students a little longer to read the text again and compare answers to questions 1 and 2 the discussion questions can be done in groups or as a class, depending on your students.

Activity 3 and 4:  
Play the recording twice (if necessary).

Activity 5:  
This is an example of a letter of complaint. Students can underline useful phrases to help them with their homework later.

Activity 6:  
Students work in pairs.

Activity 7  
This is revision of the lesson.

**Useful language for this lesson:**

survey	prohibitive
opinion poll	consumer
affluent	credit
disposable income	

**19** **Free time**  
Hotels

**Task:** Asking for / providing information  
**Skill:** Speaking, Listening

**Materials:** Hotel advertisements or tourist brochures.

**Notes:** Warmer:  
Discuss these questions as a class or in groups.

Activity 1:  
Students work in pairs or groups. Write the questions on the board, correcting grammar if necessary.

Activity 2:  
Students listen for confirmation. Check with the tape script.

Activity 3:  
Students make notes under the 3 headings.

Activity 4:  
Give students time to form questions. Play the tape twice.

Activity 5  
Students discuss the questions in groups, then compare answers as a class. This helps prepare students for the following activity.

Activity 6:  
Divide the class into 3 groups. You should prepare role cards for this.

Group 1 – budget hotel sales people. They have to sell the customers their excellent value, no frills hotel.

Group 2 – luxury hotel sales people. They have to sell the customers all the facilities at their hotel (at a price, of course).

Group 3 – customers. The customers have to visit a sales person from each hotel and decide which to go to.

Give students time to prepare:

Groups 1 and 2 - You could suggest nightly prices for the two groups on the role cards. Students should decide in their groups on the facilities on offer given the price range of their hotel, e.g. room service, restaurant, swimming pool, internet access, ensuite bathrooms, etc.

Group 3 – This group need to prepare the questions that they are going to ask.

**Useful language for this lesson:**

en-suite

English/Scottish/Irish breakfast

Continental breakfast

buffet

resident

rate

double

twin

refurbished

facilities

**20** Free time  
Hotel reservations

Task: Registering/reporting problems  
Skill: Listening, Speaking

**Materials:** Copies of tape script, hotel information and brochures.

**Notes:** Warmer:  
This is to start students thinking about working in a hotel and with members of the public. Elicit good and bad points about hotel work if you can.

Activity 1:  
Students compare the conversation with their predictions.

Activity 2:  
Students make notes on information given and received during the conversation. Teacher checks with the tape script and gives feedback.

Activity 3:  
Play the tape script once. Students note the problems and solutions. Teacher checks with the tape script and gives feedback.

Activity 4:  
Play the scenarios again one at a time. Draw attention to the use of expressions like I'm sorry and I'm afraid by both customer and receptionist. In the fourth conversation, the customer uses indirect questions. Check the tape script for the answers.

Activity 5:  
Students practise by reading the dialogues aloud with partners.

Activity 6:  
Pairs of students work with prompts, such as:

- ◆ The hair-dryer in your room is broken.
- ◆ The towels have not been replaced.
- ◆ The room has not been cleaned.
- ◆ You would like to have your breakfast in your room.
- ◆ You want to have a newspaper delivered to your room.
- ◆ You asked for a quiet room but the one you have is directly above the bar.

Activity 7  
Students write the dialogue individually and check with their

partner.

Homework:

Give student copies of the tape script from Activities 1 and 2 to recreate.

**Useful language for this lesson:**

housekeeper

chambermaid

duty manager

remote control

hair-dryer

iron

automatic

radiator

bedside light

room service

**21** **Free time**  
Review and remember

**Materials:** None

**Notes:** Activity 1:  
Students match vocabulary and headings.

Activity 2:  
Individually, or in pairs, students match film names with descriptions.

Activity 3:  
Student pairs could work together to do this. Revise the word order in direct and indirect questions before the activity.

Activity 4:  
Put students in different pairs for the role-play.

Activity 5:  
You could change pairings again for this or let them take opposite (customer/sales person) roles with the same partner.

Activity 6:  
Students could work together on this and report back to the class orally on each other's films.

Activity 7:  
When students have written their reviews they can mingle and read other students'. Which is the best hotel? Is it the most expensive?

**Useful language for this lesson:**

foyer	credit card
aisle	debit card
reservation	review
porter	reception
interval	box office
customer service desk	refund
credit note	service charge
order	room service



**22** **Free time**  
Progress test

**Materials:** Recording

**Notes:** Students should be able to work through the written exercises but you will need to set time limits for activities in order to accommodate the listening exercises.

**Useful language for this lesson:**

ONO  
spac  
GCH  
DG  
excl

mod cons  
bdrms  
gdn  
avail  
loc

**23** **Free time**  
Hobbies and sports

**Task:** Writing a questionnaire  
**Skill:** Writing, Speaking

**Materials:** Examples of questionnaires (optional)

**Notes:** Activity 1:  
Students can do this in pairs. Answers depend on their suggestions.

Activity 2:  
Discussion and general feedback. Suggestions – feel happier, feel more self-confident, can help you learn things better, helps you remember things better, helps you live longer.

For the next part, make sure students talk about nutrition, fitness and other general health matters, e.g. smoking, aging, stress etc.

Activity 3:  
Students develop their own questionnaire. Begin with a brief discussion of types of questionnaire, types of questions etc. Get students to divide questionnaire into 3 sections with about 5-10 questions in each section. Possible division – nutrition, fitness health.

**Useful language for this lesson:**

sport and fitness activities	How often do you ...
adverbs of frequency	Do you ever ...

**24** **Free time**  
Talking about the weather

Task: Talking about the weather

Skill: Speaking, Listening

System: Vocabulary

**Materials:** None

**Notes:** Activity 1:  
Students work in pairs. General class feedback, where students talk about what their partner said.

Activity 2:  
Basic weather vocabulary. Students put the words into the correct categories.

Activity 3  
This can be extended by getting students to write today's weather forecast.

Activity 3:  
Students can use their dictionaries for help. Give examples where necessary. Monitor student understanding.

Activity 4  
Student A decides what the weather is like at the moment. She or he draws symbols for the weather in different parts of the country. then tells student B what the weather is like. Student B draws symbols on his or her map. Students then swap roles.

**Useful language for this lesson:**

to have a *sunny disposition*

to be *as right as rain*

to get *hot under the collar*

to look *on the bright side*

to get *cold feet*

blizzards

sweltering

overcast

freezing

**25** **Free time**  
Review and remember

**Materials:** Grammar reference books for students to consult

**Notes:** Activity 1:  
A review of adjectives. Students might not know the meta language, go over it with them. Encourage them to use different adjectives. Answer any questions.

Activity 2:  
Students should work in pairs. Write a vocabulary item on a piece of paper (at least 20) that was covered in the previous 3 lessons. Put them in an envelope. There should be one for each pair. If there is a lot of vocabulary to revise, different words could be put in each envelope, and then they can swap round. People take turns to pick out a paper. They have to give clues and definitions so that the other person can guess.

Activity 3:  
This covers sports and hobbies. Students use their own information then compare with partner.

**26** **Free time**  
Progress test

**Materials:** None

**Notes:** Students individually work through the activities then hand in work for assessment.

## **27** Culture

### Describing cultures – festivals and customs

**Task:** Describing cultures  
**Skill:** Speaking, Reading

**Materials:** Pictures of different festivals around the world (optional)

**Notes:** Activity 1:  
Students match column A with column B.

Activity 2:  
Split the students into 2 groups – A and B. Group A looks up the words in column A and group B looks up the words in column B. They make sure that they provide their own definitions and examples for the words. Re-organise the class so students from group A and group B are sitting together in pairs. They teach their partner the words they have researched.

Activity 3:  
Students predict the content of the text.  
Students read the text and answer the true false questions.  
They check their answers with their partner and then the teacher.

Activity 4:  
Without referring back to the text, students should try to answer the questions in their own words from memory.

Activity 5:  
Students make their own relative clauses as in the previous exercise, but about their own culture. They then swap with another person. Monitor for accuracy and new vocabulary if needed. After completing the exercise they pair up again, check each other's answers and ask each other questions for more information. Do a whole class feedback.

#### **Useful language for this lesson:**

holidays	to attend
festivals	to celebrate
celebrations	to honour
anniversary	to hold
national dress	to serve
special food	to wear

**28** **Culture**  
Presenting ideas about culture 1

Task: Preparing a mini lecture  
Skill: All  
System: All

**Materials:** Poster size paper  
Markers

**Notes:** Activity 1:  
This is to prepare students for Activity 2. Go over vocabulary in Useful language box (below). Elicit from group the types of information archaeologists give us, such as people's way of life, type of culture they come from.

Activity 2:  
The objective is for students to examine their present culture and lifestyle from the point of view of someone from the future. The mini lecture will be their Progress Test (Lesson 20).

Make sure students choose something from this century (and ideally British culture). Reinforce that they are only making a hypothesis and that they can invent what the artefact was for, as long as it represents life in Britain today.

Activity 3:  
Explain that students will have to give a mini lecture-type talk, which should last 10 minutes. Quickly explain the genre of lectures. Go over what they will have to include and how (poster, pictures, diagram etc.) This can be done in pairs or individually, depending on the group. If in pairs make sure they don't speak the same language. The remaining class time is for students getting themselves organised. Their presentations will be done in another class. Give sufficient time for them to prepare.

Activity 4:  
Students begin preparation for their presentation in class and continue at home. The teacher can act as a motivator and as a source of language while the students are preparing.

**Useful language for this lesson:**

archaeologist	excavation
archaeological site	reconstruct
ancient cultures	renowned
artefact	hypothesise

**29**

## **Culture**

### Presenting ideas about culture 2

**Task:** Presenting ideas  
**Skill:** Speaking, Writing

**Materials:** Large map of the world  
Large index cards – enough space for name and information  
Yarn or thread  
Thumbtacks

**Notes:** Activity 1:  
Quiz to motivate students. Put the students into small groups. The teacher reads out the questions and the students note down their responses. The teacher can add more questions, if necessary. At the end, students add up the number of questions that they got right.

Activity 2:  
Students individually read and decide to what extent they agree with the statements. They then compare with their partner or the other people in the group.

Activity 3  
Students read through the short text. They write their own text.

Activity 4  
Students pass their texts to the other students in their group who read them and decide if they agree with what they have written.

Activity 5  
Students read what the UK citizens say about the UK. They write the number of the idea expressed in activity 2 next to the statements.



**30** **Culture**  
Review and remember

**Materials:** None

**Notes:** Activity 1;  
Students tell their partners what happens in these festivals.

Activity 2:  
Students write individually, then exchange work with another  
classmate. Work can be peer corrected and by teacher.  
Encourage students to ask questions.

**31** **Culture**  
Progress test

**Materials:** Feedback forms

**Notes:** Activity 1:  
Students will give a mini lecture as set out in Lesson 17. Since this is their progress test, it would be beneficial to students if written feedback is given.

Points to assess should include:

- ◆ general presentation (layout, visuals etc.)
- ◆ accuracy – grammar, spelling, pronunciation
- ◆ students' weaknesses and strengths

Encourage students to ask each presenter questions.

## **32** The media

### Television

Task: Discussion  
Skill: Speaking, Reading  
System: Vocabulary

**Materials:** Up to date TV listings.

**Notes:** Activity 1:  
Students can use dictionaries if needed.

Activity 2:  
Help with new vocabulary when needed. Other kinds of programme: *news, dramas, sitcoms, comedy shows, etc.*

Activity 3:  
Students refer back to genres of programme mentioned above. They discuss which they prefer and why. They should give examples of the kind of programmes that they watch.

Activity 4:  
Students read the short descriptions and decide what kind of programme are being talked about.

Activity 5:  
Give the students a time limit to read the listing and answer the questions. The teacher can also provide up to date listings from a newspaper and magazine and prepare similar kind of exercise across 4 or more channels.

Activity 6:  
Provide the students with up to date listings. Individually, students plan their evening's viewing. In pairs, they should agree on what they want to watch for the whole evening.

#### **Useful language for this lesson:**

informative	drama
selective	soap opera
couch potato	wildlife documentary
mind-numbing	sitcom
educational	chat show
highlights	game show
repeats	

## **33** The media Radio

**Task:** Understanding a radio programme  
**Skill:** Reading Listening Speaking

**Materials:** Recorded up to date radio news headlines (see notes)

**Notes:** Activity 1:  
You will need up to date copies of a radio station guide from a local newspaper. The objective is to motivate students into using the radio. The activity can be done in pairs/small groups ending with a general discussion.

Activity 2:  
Students read the listings and answer the content questions. They check with their partners. You could set a time limit for this.

Activity 3:  
Students find and the words in the text and examine the context. They match the words with their meanings.

Activity 4:  
Elicit from the students what stories have been in the news recently. Ask them to give as much detail about the news story as possible. Note down the stories on the board. This acts as a prediction of what they will listen to and activates vocabulary.

Activity 5:  
This is very intensive listening. You will need to have recorded an up to date broadcast of the radio news headlines only. Emphasise to the students that they should not try to hear every word just the gist of what is said. You could pre-teach a lot of the more difficult vocabulary and culturally specific references in the news before they listen. Also emphasise that anything at all that they hear is good even if it is only a few words. After the first listening get the students to check with their partner. Repeat as many times as you think necessary for students to get a general idea about what story the headline is about.

### **Useful language for this lesson:**

radio station	current affairs
local/national station	monologue
Presenter	

## **34** The media Newspapers

**Task:** Newspapers in the UK

**Skill:** Reading, Speaking

**Materials:** Examples of both tabloid and broadsheet newspaper (enough for whole class)

**Notes:** Activity 1:  
Students can work in pairs, and do vocabulary exercise, encourage them to add their own words.

Activity 2:  
Students work in pairs to complete the paragraph with the words. Check as a class or get student to check with the key.

Activity 3:  
You will need copies of popular, mid market and quality newspapers. In groups or pairs – students compare them. You may have to adapt this activity for the newspapers that you have available.

Activity 4:  
Students discuss the questions in groups. Write down their predictions on the board so that they compare in activity 6.

Activity 5:  
You could do some practice of high number before you do this exercise. Simply dictate some numbers. Students write down and check with their partners.

E.g. 26

426

4,426

6,426

87,426

487,426

5,487,426

Photocopy and cut up the tables so A and B are on separate pieces of paper.

Pair work activity – divide the class into pairs, allocate roles A and B. Give out the appropriate pieces of paper. Student A asks the question: 'How many copies of the Sun are sold everyday?' or 'What is the circulation of the Sun?' or something similar and B tells him/her the answer. Then A asks the question of the newspaper for which s/he does not have figures etc.

**Activity 6:**

Students now answer the questions about circulation which they discussed in activity 4. Is there anything that they find surprising? What is different from their predictions?

**Useful language for this lesson:**

the press	impartial
tabloid	biased
broadsheet	sensationalist
headlines	investigative
headings/subheadings	exploitative

**35**

## **The media**

Review and remember

### **Materials:**

### **Notes:**

Activity 1:

Quiz. There are a few ways you can do this:

Students can do the quiz in groups or pairs and then check with the key or you.

You can put the students into 2 or more teams and read out the questions. The students write down their responses. The team with the most answers correct at the end wins.

Activity 2:

Distribute the questionnaire. Students walk around the room asking other students and noting down their answers. Make sure that the students ask at least 3 people.

Activity 3:

Students prepare their own questionnaire in groups. Make sure that they write at least 10 questions which elicit the information required in the rubric. The homework task is to interview at least 4 people to find out their newspaper reading habits.

**36**

**The media**

Progress test

**Materials:** Pens, coloured paper, various stationary

**Notes:** Activity 1:

Students have a choice of project. They will be expected to present their choice to the class and teacher.

Give them as appropriate time limit to prepare the material. They should present the results of their project to class.

The choices are:

- ◆ Design the front-page of a newspaper. Make sure that students write their own articles, and do not copy articles from newspapers or magazines.
- ◆ Present a radio programme.

This can be recorded if you have the equipment.

- ◆ Present your favourite soap opera
- This can be recorded or videoed if you have the equipment.

Depending on their choice, students can do this individually, in pairs or in small groups (no more than 4).



## **37** Travel Visiting the Tourist Office

**Task:** Asking for information  
**Skill:** Listening, Speaking

**Materials:** Tourist Office information leaflets (organised into areas of the country), maps of Scotland or the UK

**Notes:** Warmer:  
This can be done in groups or as a whole class activity. Encourage students to share information about places they have visited or would like to go to.

Activity 1:  
Encourage as many suggestions as possible about places to go. Students listen to the tape.

Activity 2:  
Students make notes of what the Tourist Officer says.

Activity 3:  
If no-one has been to Skye, you could give students some more information. Focus on the time needed to travel – students are often surprised that you can't drive there and back in a day.

Activity 4:  
The aim is to help students think about the variety of places and activities in Scotland (or the UK).

Activity 5:  
Give each group of students as much information as you can about a particular area. Encourage each group to find places on the map and plan a realistic trip for themselves or as a school trip.

Activity 6:  
Students compare trips and choose the best.

### **Useful language for this lesson:**

driver/guide  
minibus  
stately home  
castle  
landscape

hill-walking  
climbing  
country park  
nature reserve  
scenery

**38** **Travel**  
Modes of transport

Task: Making travel arrangements  
Skill: Listening, Speaking  
System: Vocabulary

**Materials:** Bus and train timetables, car hire information, information about other modes of transport if possible.

**Notes:** Warmer:  
See Activity 4. Try to elicit as many forms of transport as possible. Discuss modes of transport for travelling within the UK.

Activity 1, 2, 3:  
Play the tape and ask students to identify situation and topic.

Activity 4:  
Students match modes of transport (from warmer) with vocabulary items. Introduce collocations with check, adjust, load etc at this point.

Activity 5:  
Students discuss pros and cons of modes of transport for travel within the UK.

Activity 6:  
Students plan a trip using timetables.

**Useful language for this lesson:**

single	excess
return	ferry
cheap-day return	toll
saver	fare
fully comprehensive	petrol station
third-party	services

## **39** Travel Describing places of interest

Task: Understanding a description  
Skill: Reading

**Materials:** Tourist information leaflets and maps of Skye. Students could get information from the internet in advance of the lesson. For Activity 5 you could use guidebooks, if there are any in the school.

**Notes:** Warmer:  
Brainstorm ideas about Skye.

Activity 1:  
Set a time limit. Students read to find length of trip.

Activity 2:  
Students list places and activities.

Activity 3:  
Students compare answers from Activity 2 with content of second text.

Activity 4  
Students compare descriptions. Text 2 is more formal, has more impersonal language, uses a wider range of vocabulary and more unusual vocabulary.

Activity 5:  
Students compare notes about places they have visited. You could ask them to read guide book descriptions and compare them with their own descriptions.

Activity 6:  
Help students prepare for homework by focusing on useful language.

### **Useful language for this lesson:**

toll	bask
indented	elusive
landscape	sparkle
seascape	site
visitor centre	

## **40** Travel

## Types of accommodation

**Task:** Reading about accommodation types  
**Skill:** Reading  
**System:** Vocabulary

**Materials:** Holiday accommodation advertisements (e.g. pages from Sunday papers). Students could bring in their own pages.

**Notes:** Warmer:  
Brainstorm. Build a list on the board and compare with contents of the vocabulary box.

### Activity 1:

Set a time limit. There are no right or wrong answers. Campsite is probably least expensive. Loch Horn probable most.

### Activity 2:

Students can do this in pairs then discuss as a whole class.

### Activity 3:

Student pairs choose 2 or 3 to investigate further. Try to make sure they don't all have the same. They make up a list of questions to ask for each type of accommodation. They do not have to write complete questions at this stage.

### Activity 4:

Student pairs swap information and questions. New pairs think of answers to the questions. Encourage them to think of additional information.

### Activity 5:

Role-play – students work together, taking it in turns to ask and answer the questions, so that the original pairs have their questions answered by other students.

### Activity 6:

Whole class compare answers.

### Useful language for this lesson:

caravan	guest house
caravan park	B & B
campsite	cottage
tent	lodge
apartment	chalet
aparthotel	self-catering
beach-hut	facilities
luxury	budget
en-suite	hostel

## 41 Travel

## Food and drink 1

**Task:** Selecting from a menu  
**Skill:** Listening, Reading, Speaking

**Materials:** Menus from local restaurants or carry-outs

**Notes:** Warmer:  
Students discuss good restaurant experiences - revise food vocabulary if necessary.

Activity 1:  
Ask students to predict types of restaurant before they listen. Were they all mentioned?

Activity 2:  
Students listen again. You could ask them what they would understand by 'traditional home-made food'.

Activity 3:  
Students listen to see what Al and Jane ate.

Activity 4:  
Students compare choices from the menu. Can all of them find something they would like to eat? What do they think of the menu?

Activity 5:  
If you can, put students into same nationality groups to produce a short menu of their favourite foods. Make sure they include brief descriptions of dishes.

Activity 6:  
Students select one or two dishes and write a recipe. Demonstrate how to write a recipe with the whole class first.

### Useful language for this lesson:

hors d'oeuvre	pudding
a la carte	dessert
table d'hote	afters
starter	buffet
main course	self-service
appetiser	counter service
carry-out	table service
outlet	take-away
ingredient	cuisine
herb	method
spice	allergy

mix  
chop  
steam  
bake  
boil

slice  
marinade  
stir  
grill  
fry

## **42** Travel Food and drink 2

**Task:** A letter of complaint  
**Skill:** Reading, Writing  
**System:** Vocabulary, Register

**Materials:** None

**Notes:** Warmer:  
Encourage class discussion.

Activity 1:  
Students read text.

Activity 2:  
Students make a list of problems. Draw attention to the beginning and end of the letter.

Activity 3:  
Encourage students to generate as many ideas as possible. Discuss as a class. If you do want to make a complaint, it is necessary to have an acceptable outcome in mind.

Activity 4:  
General discussion – groups or whole class. Are there different attitudes to complaining in different countries?

Activity 5:  
Students familiarise themselves with the problems with the meal.

Activity 6:  
Student work in pairs to write a letter. You could use these as the basis of a correction exercise. If you want students to correct them at home, you may need to photocopy them.

### **Useful language for this lesson:**

waiter	child menu
reserve	portion
al-dente	manager
order	chicken nuggets
packet soup	stale

**43** **Travel**  
Climate

Task: Climate change  
Skill: Listening, Reading

**Materials:** Weather forecasts from newspapers on internet, including maps - large UK map if possible, world map for Activity 4

**Notes:** Warmer  
Brainstorm weather words. Set a time limit. Elicit onto board and correct spelling, part of speech etc. Revise collocations with light, heavy, strong etc.

Activity 1:  
Students identify areas on map.

Activity 2:  
Students make notes. Feedback using map.

Activity 3:  
Students make notes.

Activity 4:  
This acts as a prediction exercise for the text in Activity 5. Ask students to look at a map This could be done at home before the lesson if there is no map in the classroom.

Activity 5:  
Students read and find answers.

Activity 6  
This gives students preparation for their homework.

**Useful language for this lesson:**

temperate	sheltered
continental	spot
Gulf Stream	die out
mild	short-lived
unseasonal	interval
patchy	period
precipitation	pressure



## **44** Travel Being a tourist in the UK 1

**Task:** Sharing information  
**Skill:** Speaking

**Materials:** UK maps, tourist information about London could be used for Activities 5 and 6

**Notes:** Warmer:  
Students compare in pairs, then as a class.

Activity 1:  
Most of the vocabulary will be familiar to most of the students.  
More should arise during the lesson.

Activity 2:  
Students share information they have about other areas of the UK.

Activity 3:  
Students match areas with the map. Encourage them to think about weather, landscape, population density etc.

Activity 4:  
This continues from Activity 3 – which areas are best for activity holidays? Water-sports? Cultural visits?

Activity 5:  
Student pairs discuss what they know about London.

Activity 6:  
Whole class feedback to compare notes from Activity 5.

### **Useful language for this lesson:**

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

swimming costume  
personal stereo

suit  
insect repellent

**45** **Travel**  
Being a tourist in the UK 2

**Task:** Presenting tourist information  
**Skill:** Speaking, Listening

**Materials:** UK map

**Notes:** Warmer:  
The aim is to compare the UK with other parts of the world.

**Activity 1:**  
Students prepare to give their presentations, preparation for which was set as homework in the previous lesson. Mark the places they are going to talk about on the map. Students, individually or in pairs, make notes about what they want to know about the areas other students are going to talk about.

**Activity 2:**  
Student presentations. They may need more than one day to plan these. The activity can be done in small groups or by the whole class to pool information.

**Activity 3:**  
If students have been working in groups, change the groupings at this point. They have to decide on one place (a weekend) or several (a longer holiday).

**Activity 4:**  
In groups, students make notes about the places they have chosen.  
If there are pictures, they can use them.

**Activity 5:**  
Groups nominate a spokesperson to tell the class about their proposal. Students read other groups' 'brochures'.

**Activity 6:**  
As a class, decide on the best brochure and proposal.

**Useful language for this lesson:**

area	scenery
region	sea-shore
district	market town
rural	ruins
built-up	remains
bustling	secluded

**46** **Travel**  
Review and remember

**Materials:** Weather forecast maps with wind and temperature information available from newspapers and from weather web sites.

**Notes:** Warmer:  
Students mark areas on the map. They can do this in pairs.

Activity 1:  
Using the symbols on the map and weather information, students write a brief description of the weather, individually or in pairs.

Activity 2:  
Students work alone to prepare a description.

Activity 3:  
Students have to listen to other students' descriptions so that they can report back on what was said.

Activity 4:  
Read through the questions. Students listen and make notes.

Activity 5:  
Student can do this in pairs and compare notes.

Activity 6:  
Students do this alone and then read each other's descriptions.

## **47** Travel Applying for a summer job (adverts and forms)

**Task:** Reading job ads

**Skill:** Reading, Writing

**Materials:** None

**Notes:** Activity 1:  
This activity is designed to improve autonomy and get students to work together.

Activity 2:  
Let students discuss this in small groups. Their answers will depend on personal preference. If they don't find any of the jobs attractive encourage them to see them as representative of a type of job. Ask what would make them more attractive.

Activity 3:  
Students compare answers before feedback.

Activity 4:  
Get students to talk about what they are going to write before they start. Monitor as they write.

Activity 5:  
Check that students know what to do before they start reading. Allow peer feedback before class feedback. Students work together on writing the job ad.

Homework:  
This is a useful task that could be done in class time if necessary.

### **Useful language for this lesson:**

application

ASAP

back-breaking

behind the scenes

challenging

clean driving licence

CV

daily

fun-loving

hospitality

housekeeping staff

human resources

job description

lifeguard

marital status

opportunity

pay off debts

premises

prestigious

previous experience

qualifications

rate (of pay)

references

supervisor

take responsibility for sth

work long/all hours

**48** **Travel**  
Applying for a summer job (skills and abilities)

**Task:** Writing and editing  
**Skill:** Reading, Writing

**Materials:** None

**Notes:** Activity 1:  
Students can do this in pairs. Check understanding and pronunciation at the feedback stage.

Activity 2:  
Check that students understand the task before starting. Students can do the task in pairs. There may be some questions on vocabulary at the feedback stage.

Activity 3:  
Give the students the opportunity to discuss their ideas. They may need prompting, depending on how much they remember about writing formal letters. Remind them of the features of style and layout if necessary.

Activity 4:  
This should confirm what the students discussed.

Activity 5:  
Monitor students as they rewrite the letter. If appropriate, copy the example from the key to give to students as a reference at the end.

Activity 6:  
This should prepare students for writing their own covering letter. Students sometimes feel awkward about saying positive things about themselves and they may need some encouragement.

Homework:  
This is a necessary task to complete the work on this topic.

**Useful language for this lesson:**

budget	leadership
commitment	post
concise	referee
convince	references
CV (curriculum vitae)	reverse chronological order
highlight	vacancy
layout	voluntary

**49** **Travel**  
Progress test

**Materials:** Recording

**Notes:** You will need to have time limits for the activities to be able to do the listening.

Warmer:  
Students remind themselves of useful vocabulary for Activity 2.

Activity 1:  
This gives students preparation time for letter-writing in Activity 2.

Activity 2:  
Students write the letter. Set a time limit.

Activity 3:  
Students listen and make notes.

Activity 4:  
Students read and answer the T/F questions.

Activity 5:  
This is preparation for Activity 6.

Activity 6:  
Students should be able to give main ingredients and basic instructions for the method.

**Useful language for this lesson:**

patient	energetic
aggressive	talkative
competent	well-organised
easy-going	kind
sociable	quick-tempered
approachable	creative

**50** **Travel and work**  
Travel in the UK

Task: Reading and enquiring about a trip  
Skill: Reading

**Materials:**

**Notes:** Warmer:  
Monitor and correct students describing their last New Year's Eve.

Useful language:  
Pre-teach (Hogmanay is New Year's Eve, in Scotland.)

Activity 1 and 2:  
Give students plenty of time to work through the questions individually, then compare their answers in pairs. Highlight the positive adjectives and descriptions in the advert to persuade the reader to book. This is echoed in Amanda's note as she is trying to persuade her friend to come with her.

Activity 3:  
Ask students to read tapescript and answer the questions allowing students time to compare their answers. A good understanding of this description of the trip will be necessary for the next lesson, when students compare what was promised with what actually happened.

**Useful language for this lesson:**

Hogmanay	taxes
fireworks	charges
trip	brochure
package	get rid of
transfers	see in the New Year
upgrade	check
single supplement	to be worth + noun / verb+ing
excursion	leisurely stroll
facilities	residential
not included	extend
Inclusive	alternative



**51** **Travel and work**  
Postcard and letter of complaint

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

**Materials:** Optional: some real postcards or letters of complaint (in English)

**Notes:** Warmer:  
Encourage students to say what they wrote in their postcards as well. If students haven't sent any recently ask them to think about one they have received.

**Useful Language:**  
Pre-teach. Alternatively you could ask students, in pairs, to look up words they don't know, then explain them to another student. One student should explain words in the left column of the Useful language box, the other student should explain words on the right.

**Activity 1:**  
Remind students about Amanda's Hogmanay Heaven trip from lesson 50. Brainstorm as a class what you might expect her postcard to say. Write suggestions on the board. Then get students to look at the postcard to see if their ideas were correct. The postcard is surprising because it is so negative. Ask students what they would do if they were Amanda – would they complain or do nothing? What would they complain about? What do they think Amanda will complain about?

Get students to read letter – were they right about what Amanda complained about? Then students match paragraphs to their purpose.

**Activity 3 and 4:**  
Students do these individually, then compare in pairs before plenary. Students will be asked to write a letter of complaint in lesson 31 as part of their Progress Test.

**Useful language for this lesson:**

called off	to clearly state
atrocious	under the circumstances
inedible	appropriate
appalling	refund
to be charged	compensation
to assure	insist (that... / on + verb+ing)

## **52** Travel and work Describing jobs

**Task:** Describing jobs  
**Skill:** Speaking, Reading, Listening

**Materials:** Recording

**Notes:** Warmer:  
Just give students a few minutes for this.

Useful language:  
Pre-teach any words students don't know.

**Activity 1:**  
Students scan for gist and tell a partner which job they would be interested in and why. Then get students to read in detail underlining the words/phrases that tell them the answer to the questions.

**Activity 2:**  
The first time students listen, encourage them to listen for gist to understand overall purpose and answer questions 1 and 2. Get them to fill in any answers they know for the rest of the questions before listening again. Listen again and compare answers.

**Activity 3:**  
Give students a few minutes to plan what they are going to say. Let the conversations last at least 5 minutes. Monitor and correct at the end, either on the board or by giving each pair their own mistakes (which teacher noted on small pieces of paper) to correct.

### **Useful language for this lesson:**

alternative	renowned
day-to-day	line of work
experience	monotonous
desirable	hiking
preferred	competitive
essential	training
benefits	qualifications
fundraising	challenging
activity camp	stressful
implement	people skills
ideal	job satisfaction
bonus	variety
staff development	responsibility
opportunities	responsible for

Proven

dependent on

**53** **Travel and work**  
Looking for work

**Task:** Writing a covering letter

**Skill:** Reading, Writing

**Materials:** Evaluation forms from Supplementary Materials  
Optional: real CVs and covering letters for students to look at

**Notes:** Warmer:  
Allow a few minutes' discussion, then elicit ideas onto the board.

Activity 1:  
Remind students of the advert in lesson for a walking guide and explain this CV is to apply for that job. Students read Cath's CV to see if their ideas in the warmer were correct. Then they replace the headings in the CV.

Activity 2:  
Encourage students to tailor the covering letter to fit the advert and what they can remember Jez saying about his job. They should not simply lift chunks from Cath's CV. You may want to elicit what the different paragraphs should be about before students start.

Activity 3:  
The form helps students to give peer feedback. Once students receive their letters and forms back, they can correct them and then hand them in for assessment.

**Useful language for this lesson:**

CV	outdoor education
covering letter	active member of ....
experience	volunteer
interests	lead
references/referee	responsible for
academic	deliver (a talk)
professional	liaise
clean driving licence	promote
trekking	implement

**54** **Travel and work**  
Review and remember

**Materials:** Candidate information in Supplementary Materials

- Notes:**
- Activity 1:  
Give out candidate information. Students with the same candidate can work together to mark notes with positive or negative points.
- Activity 2:  
Now put students into groups of 4 so each candidate is represented. With any groups of less than 4, remove candidate cards as appropriate, but try not to have less than 3 students in a group.
- Activity 3:  
Students discuss the choices using language in the Useful language box. Encourage polite disagreement – not just saying yes or no.
- Activity 4:  
Groups should give a brief summary of who they chose and why.  
Give feedback on language at the end.

**Useful language for this lesson:**

**Good points**

He's got plenty of experience in ...  
The good thing about .... is ...  
What I like about ... is...

**Bad points**

She hasn't got much experience of ...  
I'm worried /concerned that ...  
I think ... is too.../ isn't .... enough

**Other**

I get the impression that she's ...  
He seems ...  
If .... happens, she might...

candidate  
capable  
cope  
trekking  
efficient  
nervous breakdown  
retirement age  
asap  
pull a muscle  
recurring

**55** **Travel and work**  
Progress test

**Materials:** None

**Notes:** Activity 1:  
This is an abridged version of the terms and conditions of a typical low-cost airline. As such, the language is quite complex and formal.

Activity 2:  
Ensure students understand the question before they write the letter. Encourage them to use phrases from lesson 27.

Activity 3:  
Encourage students to speak for 3–5 minutes. Monitor and correct.

**56** **Health**  
First aid

**Task:** Reading detailed texts  
**Skill:** Reading

**Materials:** Some realia would be very useful for Activity 2 on first aid kits.

**Notes:** Activity 1:  
Get students into small groups for this so they can help each other. To reduce the number of items, pre-select the vocabulary for the task. Monitor as students work. Check understanding and pronunciation in feedback.

Activity 2:  
The first question is designed as a lead-in. If you have any of the items to use as realia that would help students. Ensure the task is clear before students read the list. Let them check with their partner before class feedback then set the matching task. Again pairs or groups so students can help each other. Check understanding and pronunciation of difficult items in class feedback.

Activity 3:  
There is more than one possible order here but the discussion is just as important as the end result. The second question could be discussed in groups or as a whole class. Again not everyone may agree as it can depend on the severity of the situation.

Check that students understand the matching task and start as a class before letting students continue in pairs or groups. The 999 discussion can be done as a whole class at the feedback stage or in groups. Check that they know which procedure is missing.

Activity 4:  
This is a reading for detail task. Give students time to read the questions before starting. Students check together before class feedback.

To check comprehension of the actual instructions get students to go through the motions on their own. It might not be a good idea to let them try it out on each other as it's quite uncomfortable.

Activity 5:  
Start this as a class, then students work together to complete

the gaps. Get students to add some more tips. They could come and write these on the board or on sheets of paper round the room so everyone can see.

**Useful language for this lesson:**

abdomen	minor
adhesive tape	navel
antiseptic	patient
bandage	plaster
bleed	poison
choke	ribcage
cold compress	rinse
dressing	shock
emergency	slip
expel	splint
extensive	sprained
faint	squeeze
fist	sterile
fractured	sting
grasp	treat
graze	thrust
infection	tweezers
inhale	vomit
injury	wound
life-threatening	wrap
loose	



## **57** Health

### Accidents and emergencies

Task: Understanding instructions

Skill: Reading, Listening

**Materials:** Recording

**Notes:** Activity 1:

This could also be done at the end of the lesson after students have seen the new words in context.

Activity 2:

Check that students understand the task before reading. Allow them to compare in pairs before feedback.

Activity 3:

Before starting, check that students know they have to take notes on what service is needed and the answers to the four questions the operator will ask.

Stop between each recording to give students time to take notes and play through twice if necessary, allowing peer feedback before the second listening.

Activity 4:

Check that students know who's who before starting. They each have a go at being the operator and caller. If you have groups of three you can split the role of operator and emergency services. Monitor the role-plays and go over important points in feedback.

Activity 5:

This is a more complex text but the task is quite simple. If students need more help, write the missing words on the board.

#### **Useful language for this lesson:**

airway	lean over
ambulance	location
blow	obstruction
breathe	operator
casualty	phone box
cave	rapid
chest compressions	recovery position
chin	rescue
circulation	risk
coastguard	to be in a panic
collapse	trace
conscious	urgent

emergency services  
hold the line

We're on our way.  
witness

**58** **Health**  
Staying healthy

Task: Comprehension  
Skill: Reading, Listening

**Materials:** Recording, tape script, realia – food packets

**Notes:** Warmer:  
Get students into small groups for this.

Activity 1:

Put students into small groups so they can help each other. They don't need to know all the words before they start. Check understanding and pronunciation at the feedback stage.

Activity 2:

This could be done as a whole class or in groups. There may be some disagreement but the discussion should be useful.

Activity 3:

You could do questions 1 and 2 as a class. Students may not be aware of some of the reasons for reading food labels. Question 3 would work really well if you bring in some realia for students to look at – such as some packets or tins.

Set the reading task and encourage students to discuss their ideas. The tips writing activity could present some differences of opinion. Get feedback on some of the best tips – they could be written up on the board or pinned around the room.

Activity 4:

Check that students understand the task before starting. Pause after each speaker to give students time to take notes. Allow peer feedback before the second listening. After class feedback, finish up with a discussion in small groups.

Activity 5:

Check that students understand the situation and the task before they listen. Allow peer feedback before students listen again. After class feedback get the students to practise the dialogue. You'll need to hand out copies of the tape script for this. Students might also need some ideas about what to say.

**Useful language for this lesson:**

aerobics	nutrients
badminton	option
balanced	poultry
boxing	protein
calories	pyramid
carbohydrate	raw
cereal	rough guide
court	saturated fat
dairy products	serving
diet	tai chi
do lengths (swimming)	tinned
fit	unwind
fitness classes	vitamins
leisure	workout
minerals	

**59** **Health**  
Health problems

Task: Comprehension  
Skill: Listening, Reading

**Materials:** Recording

**Notes:** Warmer:  
Try and keep this light and impersonal unless students themselves want to go into details.

Activity 1:  
Put students into small groups or pairs for this. Get them to help each other. They could use dictionaries as a last resort. Check understanding / pronunciation of difficult items at feedback stage.

Activity 2:  
Check that the task is clear before students start to listen. Pause between speakers and allow peer feedback before second listening.  
Students can match in pairs. The feedback stage is an opportunity to check any new vocabulary.

Activity 3:  
This brainstorm allows students to generate and focus on language that they want to know about. They might have had personal experiences of serious illness so be prepared to move on if they feel uncomfortable.

Activity 4:  
The first task here is a gist reading task. Check that the task is clear before starting. Allow students to compare before feedback.

Activity 5:  
This is a more challenging task and requires more detailed reading of the text. Be prepared for a variety of ways of asking the questions. Students could work alone or in pairs.

**Useful language for this lesson:**

ache	sore
allergy	spot
bandage	swallow
be sick	symptom
cough	tablets
cure	throbbing
disease	treatment

drops  
feel sick  
fluids  
hurt  
infection  
itchy  
life-threatening  
lozenges  
medicine  
migraine  
prescribe  
rash  
runny  
scratch  
sneeze

Serious health problems:

**60** **Health**  
Stress at work

Task: Comprehension  
Skill: Listening, Reading, Speaking

**Materials:** Recording and tape script

**Notes:** Activity 1:  
Put students in groups or pairs to match and help each other. Encourage use of dictionaries as a last resort. Check understanding and pronunciation of difficult items at the feedback stage.

Activity 2:  
Check that students understand the task before starting. Question 1 is quite simple but the others will challenge students more. There is some overlap in the answers. Allow peer feedback before listening to the tape a second time.

Activity 3:  
Check that students understand the task before they begin. Get them to work together on the tasks. There may be some discussion about what the causes are and what the symptoms are but that is useful.

Activity 4:  
Get students to do this in pairs. Be prepared to accept several answers if they are correct. Students can write their own top tips on the board or they can be pinned up around the room.

Activity 5:  
Give students thinking time before starting this. The students should play themselves but in the situation described. Monitor the activity and go over any language points at the end.

**Useful language for this lesson:**

anxious	prolong
body of research	stressed out
cause	suffer from
colleague	superior
conference	thrive on
convincing	treadmill
cope	under a lot of pressure
deadline	workforce
detrimental	working conditions
eat on the run	work-related
feel sorry for	
impact	Useful expressions:
instinct	

keep s.o. up to date  
lack of consultation  
line manager  
long-term  
overtime  
pressure



**61**

## **Health**

Review and remember

**Materials:** Quiz on slips of paper

**Notes:** Activity 1:  
Students brainstorm in each category

Activity 2:  
Put the students into groups. The students discuss what they would do in each situation.

Activity 3:  
If necessary, remind students of the questions they'll be asked by emergency services. Set up role-plays back to back. The students can make up the details. Monitor and give feedback on content and language.

Activity 4:  
Set the scene as a class and give students time to prepare the notes for their talk.

Activity 5:  
When they are ready put each pair together with another pair. Each pair delivers their talk to the other pair. Monitor and give feedback on content and language.

**62 Health**  
Going to the doctor's

Task: Extracting information  
Skill: Listening, Speaking  
System: Vocabulary

**Materials:** Recordings

**Notes:** Activity 1:  
Put students in pairs or groups. They can help each other and use their dictionaries. Check understanding and pronunciation of difficult items in feedback.

Activity 2:  
Students complete the gaps in pairs then listen and check.

Activity 3:  
Check that students understand the task before listening. Allow time for peer feedback after listening. Play a second time if necessary.

Activity 4:  
Start this activity as a class so students can see what sort of words are missing. Students continue in pairs and help each other. Monitor. Check pronunciation at the feedback stage.

Activity 5:  
Put students in groups or pairs for this. Check understanding and pronunciation in feedback.

Activity 6:  
Ensure the task is clear. Nominate doctors and patients if necessary. Encourage students to use the language from the lesson.

**Useful language for this lesson:**

allergy	paracetamol
anti-histamine	penicillin
anti-inflammatory	prescribe
appendicitis	prescription
asthma	side effects
be sick	soluble
clear up	suffer from
diagnosis	swallow
digestive system	swollen
doctor's surgery	symptom
hay fever	tonsillitis
inhaler	treatment
kidneys	urine sample

medication  
medicine  
painkillers

virus  
waiting room  
wheezy

**63 Health**  
Going to the dentist's

Task: Extracting information  
Skill: Listening, Reading

**Materials:** Recording and copies of tape script

**Notes:** Activity 1:  
Get students to do this together so they can help each other. They should leave dictionary use until the end. Check understanding and pronunciation of difficult items at the feedback stage.

Activity 2:  
Check that students understand the task before beginning. Pause after each conversation. Allow peer feedback between listenings and play again if necessary.

Activity 3:  
Give out tape script and get students to underline language that they think is useful. They then role-play conversation 2.

Activity 4:  
Allow time for discussion and prediction using questions 1 +2 before students read. They may find it useful to write down their ideas so they have something concrete to refer to when they are doing the reading task. Allow peer feedback before class feedback. The writing task asks students to extract information from the text. Some pieces of advice require simple lifting from the text, others need more interpretation. Students can put their ideas up on the board or pin them up around the room.

**Useful language for this lesson:**

acid	gums
amalgam	have trouble with
bacteria	hazardous
calcium	hygienist
cancellation	injection
cavity	lean back
check-up	make an appointment
chew	NHS (national health service)
crown	preventable
decay	put to sleep
dental	register
drilling	rinse out
enamel	saliva
filling	surgery

floss  
fluoride

treatment  
waiting list  
X-ray

**64** **Health**  
Visiting a health centre

Task: Extracting information  
Skill: Reading, Listening, Speaking  
System: Vocabulary

**Materials:** Recording and tape script

**Notes:** Activity 1:  
Students can do this in pairs or groups so that they can share ideas, Check understanding and pronunciation of difficult items at the feedback stage.

Activity 2:  
Check that students understand the task and give them time to read the headings before they start. Get students to compare answers together before checking as a class.

Activity 3:  
This asks students to read the text in more detail. Students can work together and check answers together before class feedback. At this stage check that students can correct the false answers.

Activity 4:  
Check that the task is clear before students listen. Students compare answers before class feedback.

Activity 5:  
Give out copies of the tape script. Students practise reading the dialogues. They can change the underlined information. You could encourage them to replace it with information that is true for them. The role-play is a freer activity and students can use the leaflet to respond to enquiries.

**Useful language for this lesson:**

charge	nurse
check-up	out of hours
have your blood pressure taken	permanent
health visitor	practice
immunisation	regrettably
in the first instance	repeat prescription
injection	slip
joint	surgery (health centre/operation)
keep something up to date	temporary
locum	vaccine
lump	wart
medical records	

**65** **Health and education**  
NHS Services

**Task:** Finding out about NHS services  
**Skill:** Speaking, Reading

**Materials:** None

**Notes:** Activity 1, 2 and 3:  
Students work individually, then compare answers in pairs.  
Class feedback.

Activity 4:  
Give students some planning time. Encourage students to talk for 3 –5 minutes. Monitor and correct as necessary.

**Useful language for this lesson:**

medical practice	life-threatening
surgery	ante natal/post natal
health centre	blood test
repeat prescriptions	urine sample
test results	counterfoil
out of hours	diabetes
vaccine/immunisation	asthma
Income Support/Jobseeker's Allowance	contraceptives

**66**

## Health

### Public and private systems

Task: Persuading  
Skill: Listening, Speaking  
System: Vocabulary

**Materials:** Recording

**Notes:** Activity 1:  
Put students in twos or threes so they can work together and help each other. Check pronunciation and understanding of difficult items at the feedback stage.

Activity 2:  
This is a gist task. Check that students understand what to do before they start. Give students time to compare answers before class feedback.

Activity 3:  
This is more complex and may require two more listenings. Check that the task is clear before students start. You could even start the task as a class. Give students time to compare answers before checking as a class.

Activity 4:  
Here the students use the arguments from the listening activity in the role-play. Give them time to prepare their arguments before starting. Monitor the activity and give feedback on content as well as errors.

Activity 5:  
This gets students to use the arguments in a piece of discursive writing. Check that they understand what to do and monitor the task as they write.

#### Useful language for this lesson:

admit someone to hospital	geared towards
ambulance	health insurance
attentive	major
awful	operation
be able to afford	opt for
bureaucracy	plaster
consultant	rapidly
deteriorate	scan
devastated	sufficient
elderly	tax
feel reassured	urgent
	waiting list



**67**

## Health

Review and remember

**Materials:** An empty box, bag or hat. Slips of paper.

**Notes:** Activity 1:

Put students into groups of 3 or 4 for this activity. Give each group a set of slips of paper – about ten per group. If there are more than four groups you could give out fewer slips of paper. Set a time limit. Monitor the groups. Don't worry if the same items are chosen by more than one group.

Activity 2:

Take in the slips of paper and put them into an empty box, bag or hat. Mix them up.

Set up 'Back to the Board' – split up the groups to form new teams of about 4 students and get each team to choose a name. Draw score columns on the board with each team's name at the top. Organise seating so that each team is arranged around one chair facing away from the board – the hot seat.

Get one person from each team into the hot seat. Take out a slip and write the word on the board. If necessary, demonstrate how to explain the word without using the word and get a student in the hot seat to shout it out.

Start the game. Draw another word, write it on the board. The teams have to explain it to the student in the hot seat who has to shout it out. The first one to shout it out correctly wins a point for his/her team. Each person in the hot seat has a go at 3 items before changing places.

Give a prize to the winning team or clap and cheer.

Activity 3:

Students could remain in their teams for this brainstorm. Set a time limit and give each team a sheet of paper. They have to brainstorm and write down all the questions they might be asked on a visit to the doctor's or dentist's.

After 10 minutes take in the lists of questions and pass them on to another team. Each team marks the questions. Get students to use a different colour and not to correct but simply to highlight where the error is and possibly what kind of error. Each correct question gets one point. Monitor and encourage

fairness by reminding teams that their work is being marked too.

Find out what the scores are for each team – cheers and clapping. Then return the lists to the original team for correction. Monitor and help where necessary.

Activity 4:

Check that students understand the following – election, political party, manifesto. Set the scene. Students can remain in their teams and keep their team name or they can be regrouped. Give students about 10 minutes to prepare their manifesto. Each person in the team will need to make notes of the policies.

Swap the students round so that each student works in a new group. They should try and explain their manifesto to the other students in their new group and if possible, persuade them to see their point of view. They will need their notes for this. Monitor the activity and give feedback on content and language as appropriate.

**68**

## **Health**

Progress test

**Materials:** None

**Notes:** Check that students understand instructions for each activity.

## Answer Key

### 03 Learning English

#### New Words

Activity 2:

Correct order for dictionary definitions:

D C A E B

Activity 3:

Abbreviations:

n	v	adj	adv	conj	phr v
noun	verb	adjective	adverb	conjunction	phrasal verb
sb	sth	prep	pron	AmE	BrE
somebody	something	preposition	pronoun	American English	British English
C (after a noun)	U (after a noun)	I (after a verb)	T (after a verb)		
Countable	Uncountable	Intransitive	Transitive		

Activity 4 anagrams:

jacket jeans skirt shirt trousers belt pullover

### 05 Personal and general information

#### Talking about your daily routine

Activity 3:

1. Flight attendant
2. She doesn't say
3. No she doesn't
4. Tea
5. She can't function in the morning without it
6. Has a big breakfast, drinks tea, watches the news, check email, has a shower, gets ready for work
7. Goes home, eats and sleeps
8. Meets a friend, plays table tennis or badminton, goes to cinema

### 07 Personal and general information

#### Reading signs, notices and maps

Activity 2:

No parking

Mind the step

Please do not disturb  
Do not lean out of the window  
Do not leave bags unattended  
Keep off the grass

## **08** Personal and general information Giving directions

Activity 1:

1. Could you tell me the way to the council tax office?
2. Take the third road on the right.
3. Cross the road at the zebra crossing and turn left.
4. Is there a post box near here?
5. Go over the bridge and up the hill.

Accept any other correct variations.

Activity 2:

1. To the start of the West Highland Way
2. Turn right and walk down the pedestrianised area.
3. Grey.
4. In the middle of the street.
5. Various possibilities that include places mentioned in the text.

## **09** Personal and general information Describing places

Activity 3:

1. Kobe
2. The old British Embassy
3. It is next to the sea and is surrounded by mountains
4. Houses and apartments (residential)
5. A shopping centre
6. Next to the harbour

## **10** Personal and general information Review and remember 1

Activity 2:

1. out
2. no
3. mind
4. keep at
5. here
6. side
7. no
8. En-suite
9. Wait
10. Use

Activity 4

1. brother-in-law
2. mother
3. niece.
4. grandfather
5. sister-in-law
6. wife
7. children.

## 11 Personal and general information

### Progress test

Activity 1:

1. get up   2. have   3. work out   4. have   5. glance   6. drive  
 7. start   8. have   9. go   10. spend   11. making   12. writing  
 13. check   14. finish   15. drive   16. relax   17. cooks   18. do  
 19. drink   20. go

## 12 Looking for living accommodation

### Adverts

Activity 1:

Type – bungalow, flatshare, let, semi-detached, tenement,  
 Very positive – brand new, immaculate, luxury, spacious,  
 Positive – bright, convenient, tidy, well-equipped, well-kept  
 Features – central heating, double glazing, en-suite, fitted kitchen, fully-furnished, kitchen/diner, look(s) out over, open-plan, three-bedroomed,

Activity 2:

There are different possible answers to this activity but this is more or less what students should come up with:

1<sup>st</sup> choice – West End. Right price, has everything but not furnished.

2<sup>nd</sup> choice – Craigtoun. Right price, but no extras.

2<sup>nd</sup> choice – Colinton. Has everything plus extras. Sounds nice but expensive.

3<sup>rd</sup> choice – Murrayfield. Sounds nice with all the extras and cheaper but parking is on the street and garden is shared.

Activity 3:

1E   2K   3B   4P   5L   6M   7C   8F   9J   10A   11N   12D  
 13H   14G   15O   16I

Activity 4:

1C   2E   3A   4B   5D

Activity 5:

1. There may be different interpretations with some of the answers. For example, if it is in the city centre students may well presume that it's near shops and public transport.

2. Accept any suitable questions. The ones below are suggestions.

	1	2	3	4	5	Questions to ask
Location?	✓	✓		✓	✓	Where is the flat exactly?
Rent? Bills?	✓	✓			✓	How much is the rent? How much do bills usually come to?

Size?		✓	✓		✓	How big is it? How many rooms does it have?
Number of people?	✓			✓		How many people share?
Furnished?		✓			✓	Is it furnished?
Transport?			✓			Is it near public transport?
Shops?			✓			Is it near any shops?
Kitchen equipment?	✓	✓	✓			What equipment does it have in the kitchen?
Available from?				✓		When is it available?

**13** Looking for living accommodation  
Making enquiries

Activity 1:

1C 2A 3F 4H 5B 6D 7E 8G 9I

Activity 2:

	Available?	Viewing time?	Any other information?
1	no	-	-
2	yes	Wed 7pm	Kay is interested, 2 others viewing on Thu, 56 Drummond Place, Mark
3	-	-	Melanie is interested, her number is 0131 332 7734
4	yes	Tues 6pm	Lots of interest, Stefan Hoffmann is interested, his number is 0131 778 3340, agent will call if there's a cancellation

Activity 3:

See tape script for underlining.

Activity 5:

1. T D    2. T I    3. \* L    4. T A    5. \* N    6. T B    7. T F    8.  
\* H  
9. T G    10. \* K    11. T O    12. \* C    13. T J    14. T E    15. \* M

Homework:

1. How much is the rent? 2. Is it still available? 3. When do you want to move in? 4. How long do you want the flat? 5. Do you have any references? 6. When do you want to move in? 7. What is the system for cleaning the stairs? 8. Is there an inventory? 9. How much is the Council Tax? 10. Are you employed?

## **15** Free time Reading film reviews

Activity 1:

- a) 1) All except Red Hot Chile    2) Wonderboy    3) A tale of Two Families, and, probably, the others  
b) A Tale of Two Families – love story, family saga; Breakout – action movie, thriller; Wonderboy – fantasy adventure for children; Red Hot Chili – romance, adventure.

Activity 2:

1. F    2. F    3. T    4. T    5. T    6. F    7. T (probably)    8. T    9. T  
10. T    11. F    12. F    13. T

Film classifications in the UK:

- U – ‘universal’- suitable for anyone over the age of 4  
PG - ‘parental guidance’- some scenes may be unsuitable for young children,. The parent’s discretion should be used.  
12 – children under 12 are not allowed to see this film  
15 – children under 15 are not allowed to see this film  
18 – children under 18 are not allowed to see this film

Activity 4:

- 1e    2a    3d    4f    5c    6b

Activity 5

- performance    role    cast    director    studio    location    critical  
box office    plot

## **16** Free time Going to the cinema

Activity 1:

1. tonight      2. Mark Thorne film      3. no

Activity 2:

1. she doesn't like car chases      2. the new Scottish film      3. it sounds a bit heavy

Activity 3:

Red Hot Chile, Wonderboy, Breakout, A Tale of Two families

Activity 4:

PG    U    PG    15    See Tape script for times

Activity 5:

1. Breakout      2. In the cinema foyer at 5.20      3. Go for a meal

Activity 6:

*Asking for suggestions:* What film do you fancy? What time do you want to go?

*Making suggestions:* How about going to a movie? What about that new Scottish film? Shall I phone? If we go there, we can walk. Why don't we go to that? We can go to one of the one's you fancy next week. Let's meet in the foyer.

*Responding to suggestions:* Good idea. It sounds a bit heavy to me. Mmmm, not really my type of film. OK. Right. Yes. Great.

## 18 Free time

### Shopping as a leisure activity

Activity 1:

1. Surveys, out of town shopping centres, consumer magazines, internet sites, credit card use
2. More disposable income, less saving, shopping centres are child friendly, more things to buy
3. Yes, according to Sam Benedict

Activity 2:

1. People have children late, leave home later, have smaller families, usually have two incomes per household
2. Clothes, designer goods, household items, electronic gadgets

Activity 3:

1. Shoe shop      2. Customer is buying shoes

Activity 4

1. Shoe shop      2. Customer is returning shoes      3. No      4. She might complain further?

## 19 Free time



## Hotels

### Activity 3:

Hotel - en-suite rooms, bar open to non residents which shuts at 10.30, quiet, car park, mini-bar

Location – quiet convenient, near station (taxis available) and places of interest including university

Food - buffet breakfast and cooked breakfast if required, vegetarian option at breakfast, lunch and dinner

## 21 Free time

### Review and remember

#### Activity 1:

*Cinema:* foyer, aisle, reservation, interval, credit card, debit card, review, box office

*Shopping:* customer service desk, credit note, credit card, debit card, refund, order

*Hotels:* foyer, reservation, porter, credit card, debit card, review, reception, service charge, order (restaurant or bar), room service

#### Activity 2:

1 c fantasy adventure (or similar) U    2 a political thriller (or similar) PG  
or 12 3 d true-life drama (or similar) 12/15    4 b romantic comedy (or similar) U or PG

## 22 Free time

### Progress test

#### Activity 1:

Or nearest offer, spacious, gas central heating, double glazing, excellent or exclusive, modern conveniences, bedrooms, garden, available, location or located.

Newly available for rent: Spacious 3-bedroom flat in exclusive development. Fully fitted kitchen with all modern conveniences. Hi-tech bathroom with power shower. Quiet location. Excellent storage. Gas Central Heating. Double Glazing. Balcony. Shared garden. Private parking.

#### Activity 2:

1. 13.15, 15.30, 17.45, 20.00 and 22.30 on Friday and Saturday.
2. phone 0845 779621 or on the internet, [www.def.com](http://www.def.com)
3. Credit card, name of account holder, card number, expiry date.
4. 0845779263

Activity 4:

1. Hotel reception, blocked sink in bathroom

Activity 5:

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

## 24 Free Time

Talking about the weather

Activity 3

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

Activity 5:

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

## 27 Culture

Describing cultures – festivals and customs

Activity 1

1 b 2 e 3 d 4 c 5 a

Activity 2

1 T 2 F 3 T 4 F 5 F 6 F 7 F 8 T 9 T

## 28 Culture

Presenting ideas about cultures

Warmer:

There are no specific answers; it could be Maori, Indonesian etc. It could be found on a plate, clothes, a drawing on a wall, temple or cave.

Archaeologists usually investigate and find such things.

Activity 1:

1. Investigate past cultures and societies.
2. Any famous know sites around the world – e.g. The Pyramids in Egypt. Or places in own country.
3. Based on what they find at a site they hypothesise on what life used to be like.

## 29 Culture

Your culture and the UK

Activity 1:

1. Four. England, Scotland, Wales and Northern Ireland.
2. Edinburgh, London, Belfast, Cardiff

3. Ben Nevis (1,344 metres.)
4. English, Welsh and Scots Gaelic.
5. About 59.5 million (in 2003).
6. Glasgow – 1,099,400 (in 2003).
7. Saint Andrew. 30th November is known as St. Andrew's Day.
8. 10 Downing Street, London.
9. Tony Blair (as of June 2006).
10. The Labour Party.
11. Prince Charles.
12. Prince William and Prince Harry.
13. True. Although the date of foundation is unknown, it is thought that teaching was taking place there as early as 1096.
14. Six hundred and fifty three pence.
15. British Telecommunications Plc.
16. About 60 million.
17. 1564-1616. Romeo and Juliet, Hamlet, King Lear, Othello, etc.
18. Constitutional monarchy.
19. Scottish devolved government in charge of devolved powers.
20. At age 18.

## **32** The media

### Television

#### Activity 1:

TV screen	Cable TV	TV channel	TV guide
Daytime TV	Digital TV	TV station	Breakfast TV
TV set	TV licence	Reality TV	Satellite TV
Terrestrial TV			

#### Activity 4:

1. Soap opera
2. Reality TV
3. Chat show

#### Activity 5

1. Four
2. 6/6.30 – regional; 10.00/10.30 – regional
3. Overcharge
4. Disguise themselves
5. Soap opera
6. Husband flirting with another woman
7. Crime thriller
8. Comedy/sitcom
9. Documentary
10. Hip operation
11. Contracted hospital infection MRSA
12. No
13. Hanover
14. Comedy

## **33** The media

### Radio

Activity 2:

1. Soap
2. Lawyer/barrister
3. Creating beautiful gardens in dry conditions
4. Sports journalism in the past
5. Psychology

Activity 3:

A4 B2 C5 D7 E8 F1 G6 H3

## 34 The media Newspapers

Activity 1:

PEOPLE: journalist, editor, foreign correspondent, columnist, reporter.

TYPES: broadsheet, tabloid,

CONTENTS: review, classifieds, headline, article, editorial, feature.

Activity 2:

(a) advertising (b) circulation (c) entertainment. (d) headlines (e) cartoons  
(f) sensational (g) gossip columns (h) views (i) censorship (j)  
correspondents (k) news agencies. (l) reviews (m) editorials

Activity 3:

The Daily Star - popular

The Scotsman - quality – based in Scotland

The Independent - quality

The Daily Record- popular - based in Scotland

The Guardian - quality

The Herald - quality - based in Scotland

The Daily Mirror - popular

The Daily Mail – mid market

The Daily Telegraph - quality

The Daily Express– mid market

The Sun - popular

**Differences between types of newspaper:**

**size of the headlines and the language used in the headlines –**

popular - large print and sensationalist language – quality - more sober and serious

**the content of the articles –** popular – more gossip and less foreign affairs and politics – much more sport

**the style of the articles –** popular – shorter sentences, more colloquial language, quality – longer sentences, more formal language, more analysis

**the length of the articles –** popular - shorter

**the size of the photos –** popular – much larger

etc.

Activity 4

1. popular
2. The Sun
3. The Daily Mail
4. The Daily Telegraph
5. The Sun

### **35** The media

Review and Remember

#### Activity 1

1. terrestrial TV
2. BBC1 BBC2
3. TV licence
4. talk show
5. drought
6. barrister
7. editorial
8. circulation
9. quality, popular and mid market
10. The Sun
11. see lesson

### **37** Travel

Visiting the Tourist Office

#### Activity 1:

Skye, 3 or 4 days

#### Activity 2:

car hire, bus tour, min-bus tour, public transport (independent travel), accommodation information

#### Activity 4:

Bonnie Prince Charlie and Flora McDonald, pre-historic sites, transport, accommodation, museums, nature reserves, visitor attractions, maps and guidebooks, walking.

### **38** Travel

Modes of transport

#### Activity 1:

Railway station, buying 2 tickets (day returns) to Glasgow.

#### Activity 2:

Bus station, asking for information about buses to Inverness.

#### Activity 3:

Phoning a car hire company receptionist, hire a car for 3 days or more, speak to her friend and phone back.

#### Activity 4:

Car: boot (n), luggage compartment (comp n), roof rack (n), air pressure (comp n), manual (adj), rear-view mirror (n), automatic (n), services (n), oil (n),

water (n), gear stick (comp n), brake (n), bonnet (n), tyre (n), petrol station (n)

*Bicycle*: saddle (n), air pressure (comp n), handlebar (n), brake (n), tyre (n)

*Train*: buffet car (comp n), trolley (n), luggage rack (comp n), carriage (n)

*Ferry*: deck (n), cabin (n), reclining seat (adj + n), board (v), reclining seat (adj + n), terminal (n)

*Air*: reclining seat (adj + n), board (v), terminal (n)

*Bus*: services (n)

## **39** Travel

### Describing places of interest

Activity 1:

4 days (3 nights on Skye)

Activity 2:

Skye Bridge, Broadford, mountains, sea, Portree, Flora McDonald's grave, museum, Dunvegan, peninsula, wildlife, boat trip, Duvegan Castle and gardens, distillery, the south of the island, ferry to Mallaig.

Activity 3:

Population, craft shops, sports and activities, more wildlife, geology and topography.

1. DS    2. T

Activity 4:

The deeply indented coastline means you are never far from the sea./You can see the sea from all around.

Many people come to climb and walk in the Cuillins and.... /There are small islands and the mountains are spectacular.

... the pastel painted charm of Portree./Portree is very pretty with a lovely harbour.

The landscape has something for every one ... The range of geography and topography provides habitats for ..... / It was amazing. It was beautiful.

You can often see seals basking./There were seals on the rocks ....

## **40** Travel

### Types of accommodation

Activity 1:

Most expensive: Loch Horn Hotel

Least expensive: Oban camp site

Activity 2:

Family of four on half-term break: Airth Gardens Hotel, Self-catering cottages, Highland Lodges

Christmas/New Year group: Lochranza Hotel

Walking holiday: Pitstop Hostels

Touring holiday: Travelstop Hotels

Long weekend break for a couple: Loch Horn Hotel, Highland Lodges

Low budget holiday for four students: Pitstop Hostels, Oban Campsit

## **41** Travel Food and drink 1

Activity 1:

Chinese, Indian, Fish and Chips, Italian, Thai, Turkish, Traditional home made.

Activity 2:

Chips, local pub with garden, it looked nice and it's near.

Activity 3:

Fish pie, chicken casserole.

## **42** Travel Food and drink 2

Activity 2:

Table not ready, wrong table, big wait, half the menu finished, not enough bread, small portions, raw vegetables, no coffee because of staff attitude, went home hungry.

## **43** Travel Climate

Activity 2:

Showers spreading from the west but dying out. Mild. Sunshine everywhere.

Activity 3:

Gardening, hill-walking, washing

Activity 4:

The answers for most of the questions are in the text for Activity 5:  
4-5 degrees in Scotland, 8-10 in southern England. West side of hilly areas, esp. W Scotland. The east coast, Fraserburgh for example. South coast of England.

London is on approximately the same latitude as Warsaw, southern Siberia, northern Newfoundland in Canada.

Activity 5:

Sea, Gulf Stream, Westerly air streams, North Sea

## **46** Travel

### Review and remember

#### Activity 4:

1. Go away for the weekend
2. Fine, but rain in the west
3. St Andrews
4. Hire a car
5. Probably in a B&B
6. Restaurant, cinema, walk/drive round the coast, Sea Life Centre, Woollen Mill, Botanic Garden, putting, beach, old buildings.

#### Activity 5:

Indian: Chicken Tikka Masala, Lamb Korma    Japanese: Sahimi    Thai: Hot and Sour soup    French: Boeuf Bourguignon    Vegetarian: Stuffed Aubergine, Nut Loaf    British: Steak Pie and Chips, Poached Salmon with Hollandaise    Mexican: Quesadillas, Fajitas    Turkish: Kebabs, Stuffed Aubergine    Scottish: Cock-a-Leekie    Chinese: Stir-fried Vegetables, Beef with Black Bean Sauce    Italian: Lasagne al forno

## **47** Travel

### Applying for a summer job (adverts and forms)

#### Activity 3:

1. Lifeguards Wanted
2. Earn more on a fruit farm
3. Summer Work Edinburgh
4. Looking for summer work?

#### Activity 5:

1. to pay off debts
2. hospitality
3. planting trees
4. positive – saved money, free food and accommodation, good social life, met people from abroad  
negative – hard work, low pay, accommodation not high standard

## **48** Travel

### Applying for a summer job (skills and abilities)

#### Activity 1:

1b    2d    3a    4c    5f    6e

#### Activity 2:

1. Writing a CV    2. Personal Details    3. Education    4. Work Experience    5. Interests    6. Additional Skills    7. References

#### Activity 3:

1. should be neater or typed, should comply with formal letter conventions
2. should be more formal – it sounds too conversational. Informal expressions and contractions are not acceptable
3. no paragraphs, no attempt at organising content, contains irrelevant information



Activity 4:

1. longer    2. begin    3. relevant    4. make    5. available    6. forward

Activity 5:

*Suggested answer:*

Mr Hope Sunfun Ltd 11 Gray Street Edinburgh EH6 5SE	Sender's address
	Date
Dear Mr Hope	
I saw the advertisement for the position as Lifeguard on the Jobs4students web-site and I would like to apply for the job.	
I gained my RLSS qualification two years ago and I have worked part-time at my local swimming pool since then. In addition I am a keen football player. I also speak Spanish and a little Chinese.	
The position is of particular interest to me because it would allow me to use my communication skills in a new and challenging field.	
My contact details are on my CV which I enclose. I am available for an immediate start.	
I look forward to hearing from you.	
Jay Irvine Jay Irvine	

**49** **Travel**  
Progress test

Activity 3:

1. Railway Station, price of a day return ticket, next train, £9.50, in 10 min from platform 6.

Activity 4:

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

**50** **Travel and work**  
Travel in the UK

Activity 1:

1. From the newspaper "City News"    2. 3 days    3. Phone 0800 475 9837 and quote City News reader offer    4. £299    5. F    6. T    7. DS  
8. F    9. T

Activity 2:

1. F    2. F    3. F    4. F

Amanda thinks the trip is all-inclusive but it doesn't include lunch, dinner or entry to Stirling Castle.

Activity 3:

1. Amanda wants some more details about the trip advertised in City News.  
2. double room at Trente or twin room at Ponte.    3. High standard of accommodation/top-class restaurant/computer access/nearby health club.  
4. 5-minute walk from Princes Street, residential area.    5. stay on at hotel for £50 per person per night or stay somewhere else in Scotland for from £20 pppn.

**51** **Travel and work**  
Postcard and letter of complaint

Activity 2:

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

Activity 3:

1. I had been promised/I had been assured    2. I was very disappointed  
3. Your advert clearly stated    4. Under the circumstances    5. I think it would be appropriate for you to/I must insist that you

Activity 4:

<b>Formal</b>	<b>Informal</b>
in addition to this furthermore moreover	as well as this on top of this also

**52** **Travel and work**  
Describing jobs

Activity 1:

1. YHA assistant    2. childcare assistant    3. fundraiser/walking guide  
4. walking guide

a) childcare assistant    b) fundraiser    c) walking guide    d) YHA assistant

Activity 2:

1. to find out about his job    2. walking guide    3. found accountancy monotonous /loved walking/passionate about Scotland    4. enthusiastic/sociable/good people skills/work on own initiative/responsible/calm    5. lots of variety/job satisfaction    6. stressful (long hours, responsibility)/not well-paid.

### **53** Travel and work

Looking for work

Activity 1:

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

### **54** Travel and work

Review and remember

Test yourself:

+ = 1, 3, 9, 10, 11, 12

- = 2, 4, 5, 13, 15

? = 6, 7, 8, 14

### **55** Travel and work

Progress test

Activity 1:

1. to inform passengers of the airline's terms and conditions    2. you have to pay £17/€22    3. reconfirm your flight times    4. you won't be allowed to check-in and you won't get a refund    5. T    6. T    7. T  
8. F    9. F

### **56** Health

First aid

Activity 1:

Injuries and health problems – bleed, choke, faint, fractured, graze, infection, life-threatening, shock, sprained, sting, vomit, wound

First Aid Treatment – adhesive tape, antiseptic, bandage, cold compress, dressing, plaster, splint, sterile, treat, tweezers, wrap

Activity 2:

3 things – sharp knife, matches, mirror

2, 13, 1, 11, 6, 15, 3, 8, 14, 4, 10, 7

Activity 3:

Possible order – 5, 8, 3, 7, 2, 6, 1/4/9/10

First Aid – all of them in the first instance

Professional Assistance – 1, 4, 6, 9, 10

Matching A9, B6, C4, D3, E10, F8, G5, H7, 92, not included-1

Call 999 for 1, 4, 9, 10 and possibly 6 depending on fracture, could call doctor.

Activity 4:

1. food, coins, vomit, small toys
2. It's like a heart attack and occurs in restaurants.
3. Dr Henry Heimlich in 1974
4. Anyone who has been trained.

Activity 5:

- |           |             |           |               |     |
|-----------|-------------|-----------|---------------|-----|
| 1. cooker | 2. knife    | 3. safe   | 4. electrical | 5.  |
| clothing  |             |           |               |     |
| 6. bed    | 7. children | 8. stairs | 9. shower     | 10. |
| emergency |             |           |               |     |

**57 Health**  
Accidents and emergencies

Activity 2:

1. 999 or 112
2. 6
3. Where the trouble is, What it is, Where the caller is and the phone number.
4. Not a genuine emergency, the call could be traced and it implies the caller will be prosecuted.

Activity 3:

Call 1: Fire Service, 33 York street, fire upstairs, 26 York Street, 0141 332 3389

Call 2: Ambulance, Hope Street, road accident, outside Alexander College, 0131 776 5567

Call 3: Coastguard, in the sea, friend far out and not moving in water, near car park at Gullane beach, 07954 665 335

Activity 5:

chin x2, nose, mouth x4, chest, mouth, chest x2, arms, chest

**58 Health**  
Staying healthy

Activity 1:

Food – calories, carbohydrate, cereal, dairy products, diet, minerals, nutrients, poultry, protein, raw, saturated fat, serving, tinned, vitamins

Exercise – aerobics, badminton, boxing, do lengths, fit, fitness classes, tai chi, workout

Activity 2:

From top to bottom – 5, 4/6, 2/3, 1

Activity 3:

2. possible answers - if you have allergies, are on a diet, have diabetes, have heart disease or are vegetarian.

3. possible answers – calories, ingredients, protein, carbohydrate, fat, fibre and sodium content, use by and sell by dates

Activity 4:

1. swimming once a week, walks to work every day – 3 miles
2. cycling, every day, 4 miles each way
3. fitness classes, aerobics every Tuesday, tai chi Fridays
4. football training Wednesdays, matches Saturdays, tennis in summer
5. badminton, Saturday mornings, coffee afterwards

Activity 5:

1. every day, lunch time and evenings
2. aerobics, Bodycombat
3. £5 or £4 with leisure card
4. you need a leisure card, costs £12 an hour
5. £40 for the year

Test yourself

1. badminton 2. protein 3. balanced 4. cereal 5. vitamins 6. aerobics

**59** **Health**  
Health problems

Activity 1:

*Possible answers*

illness – ache, allergy, be sick, cough, disease, feel sick, hurt, infection, itchy, life-threatening, migraine, rash, sneeze, sore, spot, throbbing

treatment – bandage, cure, drops, lozenges, medicine, tablets,

Activity 2:

Listening - 6, 4, 8, 7, 2, 3, 1, 5

Matching – 5a 2b 1c 3d 7e 8f 4g 6h

Activity 3: Some of the health problems/illnesses students might mention are – high blood pressure, cancer, diabetes, arthritis, multiple sclerosis, cancer, asthma, epilepsy, aids, malaria, tuberculosis ....

Activity 4:

1B 2E 3D 4A 5C

Activity 5:

Possible answers

1. Is there a cure for diabetes?
2. How many people have diabetes?
3. Where does glucose come from?
4. What are the complications that may arise?
5. What kind of organisation is Diabetes UK?

**60**

**Health**

Stress at work

Activity 1:

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

Activity 2:

1. Speaker 3
2. not sleeping, not achieving anything, boss is nasty, poor relationships with colleagues, feels threatened, back pain, Speaker 1 is under pressure but enjoying it, Speaker 2 can cope and sees the positive outcome.
3. overwork, poor relationships, feeling threatened
4. being late, not sleeping, back pain

Activity 3:

1T 2F suffering from stress but not necessarily ill 3F for society as a whole 4T instinct 5F detrimental

Causes – 1, 2, 4, 7, 8, 11

Symptoms – 3, 5, 6, 9, 10

Activity 4:

1. than 2. much 3. each 5. drinking 7. exercise 8. positive 9. family

**62**

**Health**

Going to the doctor's

Activity 1:

Illnesses – allergy, appendicitis, asthma, be sick, hay fever, swollen (possibly), tonsillitis, virus

Medication – anti-histamine, anti-inflammatory, inhaler, medicine, painkillers, paracetamol, penicillin

Activity 2:

See underlining in Tape script.

Activity 3:

1. difficult to breathe, wheezy – asthma – two inhalers
2. back pain, been sick, can't eat – virus – wait, paracetamol, stay in bed

Activity 4:

- a) What seems to be the trouble? D
- b) How long have you had the problem? D
- c) When did it start? D
- d) Are you taking any medication? D
- e) Do you have any allergies? D
- f) Have you ever suffered from asthma? D
- g) Are there any side effects? P
- h) Does it hurt here? D
- i) Is it anything serious? P
- j) Do I need to take medication? P
- k) When can I go back to work? P

Activity 5:

1-c-ii            2-a-iii            3-d-I            4-b-iv

**63**

**Health**

Going to the dentist's

Activity 1:

In your mouth – acid, amalgam, bacteria, cavity, crown, decay, enamel, filling, gums, saliva

Connected with the dentist's – amalgam, cancellation, check-up, crown, drilling, filling, hygienist, injection, put to sleep, register, rinse out, surgery, treatment, waiting list, X-ray

Activity 2:

1a - register as an NHS patient            b - full            c - a different surgery

2a - yes            b - postcode, full name, date of birth            c – Thursday, 4pm

3a - a hole    b - take an X-ray

4a - a deep cavity    b - amalgam, it's cheaper    c - injection

5a - to see the hygienist            b - in 6 months

Activity 4:

*Suggested answers:*

- 1. clean and floss regularly
- 2. visit the dentist every 6 months
- 3. eat healthy food including dairy products
- 4. avoid sugar
- 5. allow 2-3 hours between meals and snacks
- 6. rinse out your mouth with water
- 7. avoid sugar when doing sport or on hot days

Test Yourself:

1. surgery    2. appointment    3. drilling    4. floss    5. check-up

**64 Health**  
Visiting a health centre

Activity 1:

1. practice, surgery 2. health visitor, locum, nurse 3. permanent  
4. vaccine, immunisation 5. check-up

Activity 2:

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

Activity 3:

- a. F b. T c. T d. T e. T f. F g. T h. T i. F j. F k. F

Activity 4:

Conversation 1 – para. 10 – in half an hour

Conversation 2 – para. 1–3.10pm

Conversation 4 – para. 3–4pm

Homework:

1. blood 2. smear 3. eye 4. urine

**65 Health and education**  
NHS services

Activity 1:

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

Activity 2:

1. a) booked appointment b) emergency appointment c) home visit  
2. phone the duty doctor 3a) Senior citizens b) Travel c) Ante natal  
4. F 5. DS 6. F 7. F

**66 Health**  
Public and private systems

Activity 1:

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

Activity 2:

NHS – speakers 2, 3, 4 Private – speakers 1, 2

Activity 3:

NHS positive – free, wider range of treatment available, hard-working staff.

NHS negative – long waiting lists, bureaucracy, tax, inefficient?

PHC positive – quick, smart, like a hotel, attentive staff.



PHC negative – narrower range of treatment, have to pay on top of tax.

**68**

## Health

### Progress test

Activity 1:

- |               |                     |            |                         |
|---------------|---------------------|------------|-------------------------|
| 1. injuries   | 2. life-threatening | 3. inhale  | 4. emergency            |
| 5. protein    | 6. raw              | 7. dairy   | 8. medication           |
| 9. itchy      | 10. check-up        | 11. gums   | 12. allergy             |
| 13. minor     | 14. practice        | 15. repeat | 16. symptoms, diagnosis |
| 17. colleague | 18. sore            |            |                         |

Activity 2:

Which service please?

Where are you?/Where is the problem?

What's the number of the phone you're calling from?

What's the problem?

What's the address?

Activity 3:

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

Activity 4:

surgery, make, registered, months, check-up, treatment, fillings, painful

Activity 5:

Award marks for content and accuracy, up to three for each answer.

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## Tapescript

### **04** Personal and general information Completing forms and introducing yourself

Activity 2:

I'm Mohsen Monzavi and I live in the west end of Glasgow now but I'm originally from Shiraz in Iran. I've been in Scotland for about three years now and I quite like it except of course for the weather. I still find the winters really cold!

I'm a carpenter by trade and I specialise in furniture making. I design and construct all kinds of furniture, coffee tables, cabinets, dining room chairs and so on. I haven't been to university but I'm studying part-time at college now to gain some qualifications in my field.

I don't have that much free time but when I do I like going to the cinema. I like all kinds of films, my favourite actors are Kevin Costner and Sean Connery. I especially like him in the old James Bond films. I didn't realise he was Scottish until I moved here. If the weather's good I also enjoy cycling and hill-walking. There are so many beautiful places in Scotland to see, but I think my favourite place is Loch Katrine, near Aberfoyle.

In the future I'd like to travel more, visit other countries all over the world. I'd also like to open my own carpentry business. I prefer working for myself, I think it gives me more freedom.

### **06** Personal and general information Talking about your family life

Activity 3:

My family are all quite close. I've got 2 sisters and a brother, I'm the eldest, there's my brother Richard and finally my twin sisters Sarah and Jody.

Richard is really the black sheep of the family. He's an accountant and has just got back from Bermuda where he's been working. He was married but he's just got divorced for the second time! He has 2 children, a daughter from his first marriage and a son from his second. His son's still in Bermuda with his ex-wife Yvonne but he sees his daughter at weekends.

I get on really well with my sister Jody. She's married to John. They live round the corner from us. My brother-in-law is a mechanic so we always go and see him when we have problems with our cars. Jody is 6 months pregnant so we are all very excited about that.

My other sister Sarah is a nurse. She works long hours so we don't see her so often. She isn't married but she's got a boyfriend, his name's Mark. Sarah and I didn't always see eye to eye when we were younger but we get on much better now.

My father died about 2 years ago so my mum's a widow now. She lives with me. We have a great time together with my son! I adopted him about 5 years ago. His name's Stuart and he's 6 years old.

## **08** Personal and general information

### Giving directions

Activity 2:

(P = Payam; W= woman)

P: Excuse me, can you tell me how to get to the start of The West Highland Way?

W: Sure, that's easy, go through the car park and through the underpass at the end. This'll take you to the town centre. Walk up the hill, until you see Marks and Spencer .....

P: Marks and Spencer, What's that?

W: It's quite a big store, selling clothes and food. It'll be on your right, anyway, when you see Marks and Spencer, turn right and continue down the pedestrianised area. Straight in front of you you'll see a big grey pillar in the middle of the street. This is the starting point and from there you turn left and go down the hill. Do you understand all that?

P: I think so, so I go through the car park, through the underpass, up the hill, and ...

W: Then you turn right at Marks and Spencer, keep going and you'll see the grey pillar - you can't miss it!

P: OK, thanks a lot.

W: Good luck with your walk!

P: Thanks, bye!

## **13** Looking for living accommodation

### Making enquiries

Activity 2:

Dialogue 1

A: Hello.

B: Hello. Is that Chris?

A: Yes. Speaking.

B: I'm calling about the single room.

A: Oh. I'm afraid it's already been taken.

B: Oh. Well thanks anyway.

Dialogue 2

- C: Hello.  
D: I saw your ad for a furnished room on the student notice board.  
C: Oh yes.  
D: Are you still looking for somebody?  
C: Yes. We've got a couple of people coming round on Thursday to have a look at it. Can you make it on Thursday?  
D: That's a bit difficult. Can I come round on Wednesday?  
C: OK. What time?  
D: Seven?  
C: That's fine. The address is 56 Drummond Place and it's on the left at the end of the street. Oh and what's your name?  
D: Kay. What's yours?  
C: Mark. OK see you on Wednesday then. Bye.  
D: Bye for now.

#### Dialogue 3

- E: Hi there. We are not in right now but if you leave your name and number we'll get back to you ..... beep.  
F: Hello. My name's Melanie and I'm calling about the room that was advertised on the notice board. I'd like to come and see it if possible. Could you let me know if it's still available? My number's 0131 332 7734. Thanks. Bye.

#### Dialogue 4

- G: B.J. Stonehouse solicitors. How can I help you?  
H: Hello. I'm calling about the house to let in Craigtoun.  
G: Yes. The bungalow?  
H: Yes. That's right. Is it still available?  
G: Yes, but there is quite a bit of interest.  
H: Could I arrange a viewing please?  
G: Let me see .... How about Tuesday at 6pm. I've got someone already booked in for 5.30.  
H: Do you have an earlier time?  
G: Tuesday 6pm is the earliest I have free. I can give you a call if there's a cancellation? What's your number?  
H: 0131 778 3340 and my name's Stefan Hoffmann.  
G: OK then Stefan. Bye for now.  
H: Bye and thank you.

#### Activity 4:

(M = Mark; K = Kay)

- M: Hi, you must be Kay. Come in.  
K: Hi.  
M: Come through. This is the living room. It's not always as tidy as this but we like to keep the place fairly clean.  
K: Yes. I'm quite a tidy person too.  
M: This is the room for rent. It's a good size.  
K: It's fine. Oh and there's a garden.  
M: Yeah. What are you studying?  
K: I'm a 3<sup>rd</sup> year Chemistry student. What about you?

- M: I'm doing an HND in Engineering.  
K: What are the house rules about music and so on?  
M: Well we're quite relaxed about that except near exam time. Our neighbours next door can be a bit loud sometimes though.  
K: Right. What about the kitchen?  
M: That's through here. There's shelf space in the fridge and in the cupboard. Have you got a lot of stuff?  
K: Yes. I quite like cooking. I'm vegetarian. How about you?  
M: Yes, we all are. Well that's handy.  
K: What about paying rent and bills?  
M: Well the rent is by direct debit so that just comes straight out of your account on the first of each month. We split gas and electricity between the three of us. It's usually about £30 a quarter. It's the telephone that's the real problem sometimes. I'll just see if Fiona's in .... (knocks on bedroom door) Fiona? ..... She's not back yet.  
K: I'd better get going anyway.  
M: So do you want to think about it?  
K: Yeah. Can I phone you tomorrow?  
M: That's fine. Don't forget to phone if you really want it because we've got someone else coming round tomorrow night.  
K: Oh and I forgot to ask – When's the room available from?  
M: From this Sunday.  
K: OK then.

## 16

### Free time

#### Going to the cinema

#### Activity 1:

(S = Sal; A = Ash)

*Ring ring*

- S: Hallo.  
A: Hi Sal, it's Ash. I just wanted to check if you were still on for tonight.  
S: Yes, of course. I was going to call you. How about going to a movie?  
A: Good idea. We haven't been to the movies for ages. What film do you fancy?  
S: I don't know really. What about that new Scottish film – A Tale of Two Families?  
A: It sounds a bit heavy to me. How about the new Mark Thorne film instead?  
S: Mmm. Not really my type of film. All those car chases and things.  
A: Oh come on Sal, it's got great reviews.  
S: Tell you what, shall I call the DEF and find out what's on? If we go there we can walk and we'll be able to have a drink and something to eat when we come out.  
A: OK. You can phone me back and we can arrange when to meet.  
S: Right. Bye for now then.  
A: Bye.



Activity 2:

*Ring ring*

Welcome to DEF cinemas. If you want reviews and information about films, please press 1. If you want information about cinemas and showing times, please press 2. If you want to make a booking, please ...

Welcome to the DEF information line for showing times. For DEF Aberdeen, please press 1. For Dundee, press 2. For Edinburgh, press 3. For Glasgow ...

Welcome to DEF Edinburgh. For information about Screen 1, press 1. For Screen 2, press 2. For Screen 3, press 3. For Screen 4, press 4. To hear information for all 4 screens, please hold.

Film showings from Friday 19<sup>th</sup> to Thursday 26<sup>th</sup>.

Screen 1 – Red Hot Chile, Certificate PG. Programmes begin at 12.20, 14.50, 17.20, and 19.50. The late film on Friday 19<sup>th</sup> continues the film classic series with Casablanca at 23.10.

Screen 2 – Wonderboy, Certificate U. Programmes begin at 12.30, 15.00, 17.30, and 20.00.

Screen 3 – Breakout, Certificate PG. Programmes begin at 12.00, 14.40, 17.20, and 20.00.

Screen 4 – A Tale of Two Families. Certificate 15. Programmes begin at 12.40, 15.10, 17.40, and 20.10.

For information about the films showing, please press 1. To hear the full menu, press 2. If you have no further requests, please press 0.

Activity 3:

(A = Ash; S = Sal)

*Ring ring*

A: Hallo

S: Hi Ash, it's Sal. We've got 4 choices of film at DEF – Red Hot Chile. I think that's the Tom Clare film. Wonderboy – I don't fancy that at all. Breakout – that's the one you wanted to see, and A Tale of Two Families; that's the Scottish film. You're probably right about it being heavy, it's got a Certificate 15.

A: OK, so what do you fancy?

S: I quite fancy Red Hot Chile, I like Tom Clare, but I don't really mind. What about you?

A: I'm still for Mark Thorne. Why don't we go to that and we can go to one of the ones you fancy next week?

S: OK. Good idea. What time do you want to go? It's on at twenty past 5 or 8 o'clock.

A: Can you make it for 5.20? If we go to that one, we can get something to eat afterwards.

S: Yes, I'll come straight from work. That's when the programme starts anyway. The film probably won't begin until about 10 to 6 so let's meet in the foyer.

A: Great, the foyer at about 20 past 5 or whenever you get there.

S: OK, see you then. Bye.

A: Bye.

## **18** Free time Shopping as a leisure activity

Activity 3:

(M = Mrs. Brown; A = Assistant)

M: Excuse me. Can I try these on?

A: Certainly, madam. What size would you like?

M: Size 6.

A: OK, and in black?

M: Yes please.

A: Just wait here and I'll get your size.

*Pause*

A: How are you getting on?

M: Fine. I'll take them.

Activity 4:

(M = Mrs. Brown; A = Assistant)

A: Good morning. Can I help you?

M: I hope so. I bought these the other day and the heel has come away already.

A: Do you have the receipt?

M: No, I couldn't find it.

A: I'm afraid we don't give refunds or exchanges without receipts.

M: Oh. But they are your own brand.

A: That doesn't prove you bought them here, or when they were bought. I'm sorry.

M: So what can I do?

A: I'm sorry but you'll have to bring in the receipt before we can do anything.

## **19** Free time Hotels

Activity 2 and 3:

(R = Receptionist, T = Theresa Brennan)

R: Carlton Hall Hotel. Reception. How can I help you?

T: Hallo. Can you give me some information, please?

R: Of course. What would you like to know?

T: First are all the rooms en-suite?

R: Yes, all have showers and most have baths.

T: How many rooms are there in the hotel?

R: 45 rooms including 4 family rooms.

T: How much is it for a double room?

R: £37.50 per person per night until the end of March.

T: Does that include breakfast?

R: Yes. Breakfast is served in the dining room. There is a buffet with

cereal, fruit, yoghurt and juice. You can also have a full English breakfast.

T: What about vegetarians?

R: There is a vegetarian cooked breakfast with vegetarian sausages, hash browns, mushrooms, beans and tomatoes. We also have at least one vegetarian option at lunch and dinner, which you can have in the dining room or in the bar.

T: OK, that sounds fine. Can you give me some more details about the location of the hotel?

R: We're very close to the town centre and about 5 minutes walk from the station. There is a taxi rank at the station if you have a lot of luggage to carry or don't want to walk. We have a small car park if you are arriving by car. The main historic buildings, the university and the cathedral and most of the museums are very close to the hotel.

T: Is there a lot of noise?

R: No, we're in a side street and there's very little traffic, especially at night.

T: What about the bar? Is it open to non-residents?

R: Yes, but it's small and quiet. Most of the non-residents only use it to have a drink before dinner. And the bar closes at 10.30. If any residents want a drink later, there is a mini-bar in the room.

#### Activity 4:

(R = Receptionist, T = Theresa Brennan)

T: Do you have a room available for Friday and Saturday next week?

R: That would be the nights of the 4<sup>th</sup> and 5<sup>th</sup>. Yes we do. Is it for 2 people?

T: Yes, a double room if possible.

R: Yes, we can do that. Do you want to make a reservation? Would you like a room with a bath?

T: Yes please.

R: OK. I'll need a debit or credit card number.

T: No problem. I've got my Visa card here.

R: Visa, OK. Are you the account holder?

T: Yes.

R: Can I have your name?

T: Theresa, that's T H E R E S A Brennan.

R: B R E double N A N?

T: Yes, that's right.

R: OK, and the card number?

T: 9636 7582 4606 2397

R: 9636 7582 4606 2397 Is that right?

T: Yes.

R: OK. And the expiry date?

T: 08.06

R: That's fine. We won't take anything from the card just now but if you cancel less than 24 hours before the booking, or you fail to arrive, we'll deduct payment for one night. Otherwise, we'll charge you the full amount when you leave. The cost for the 2 nights will be £150. We'll need to see the credit card when you arrive and you'll be able to charge any extras, drinks or meals for example, on to your final bill.

- T: That's fine. We'll probably arrive about 4.30 on Friday.  
R: Great. We'll look forward to meeting you then.

## **20** Free time Hotel reservations

### Activity 1:

(R = Receptionist, M = Mr. Johnstone)

- R: Good morning sir. Can I help you?  
M: Good morning. Mr. and Mrs. Johnstone. We have a reservation for a double room for 2 nights.  
R: Just a moment. Here we are. En-suite room with breakfast for tonight and tomorrow.  
M: That's correct.  
R: OK. I'm afraid the room won't be ready for another hour but I'll check you in now. Can I just confirm some information with you?  
M: OK.  
R: How do you spell your name?  
M: J O H N S T O N E  
R: And the first name?  
M: Andrew.  
R: And your wife's name?  
M: Margaret.  
R: OK. I have your address as 7 Castle View, Berwick.  
M: That's right.  
R: Do you know the postcode?  
M: TD15 6EX  
R: And your telephone number?  
M: I'll give you my mobile number. 07796 473801.  
R: Thank you. Now, you gave us a Visa number to confirm the reservation. Is that how you want to pay?  
M: Yes. Do you need the card?  
R: Yes, please. Thank you. That's fine. Can I ask you to sign this registration form? You'll be able to charge any meals or drinks to your room and we'll issue a receipt when you leave. You'll be in Room 301 and you can collect the key at 12 o'clock.  
M: Thank you. Can we bring our bags in from the car? I'd rather not leave them there.  
R: Yes, of course. You can leave them here at reception. The dining room will be open for lunch soon if you need a meal.  
M: I think we'll go out for a walk first.  
R: OK, the town centre is just a few minutes away. We've got a map here that you can have. Go to the right as you leave the hotel and then turn left at the traffic lights.  
M: Thank you. We'll just get the bags.

### Activity 3:

#### Conversation 1

(R = Receptionist, C = Customer)

C: Excuse me.

R: Sorry. How can I help?

C: I'm afraid the heater in our room isn't working.

R: The heater? But it's automatic. Central heating.

C: I think there must be a problem. The radiator in the bathroom is fine, but the one in the room doesn't work.

R: I'll get someone to check it but I'll put you in another room. This should be fine - Room 406.

C: Thank you. We'll move our things.

### Conversation 2

(R = Receptionist, C = Customer)

R: Good afternoon. Can I help you?

C: Yes, I hope so. There is no remote control for the TV in our room and it's up on the wall.

R: Oh, I'm sorry. I'll ask someone to bring one up to you. It's Room 207 isn't it?

### Conversation 3

(R = Receptionist, C = Customer)

C: Hallo. I'm afraid we've got a problem in our room.

R: I'm sorry. What's the problem?

C: There's no hot water in the shower.

R: Do you want to use the shower just now?

C: Well, yes.

R: I'll ask the duty manager to come and have a look and he'll decide what to do. If you need a shower in the meantime, use the ones in the health club area. It will be very quiet at this time of day.

C: OK. Thank you.

### Conversation 4

(R = Receptionist, C = Customer)

R: Good evening. Can I help you?

C: I wondered if you had an iron I could use?

R: I'm afraid we don't have one but I can ask the housekeeper to do some ironing for you. We normally charge £2.00 per item. How soon do you need it?

C: It's just a shirt. Do you think it would be possible to have it for this evening?

R: No problem, I'll ask one of the chambermaids to collect it. What room is it?

## **22** Free time Progress test

### Activity 2:

Cinema 2. Until Thursday 22<sup>nd</sup>. Voyage to the Stars. Certificate PG.

Programmes start at 13.15, 15.30, 17.45, 20.00. On Friday and Saturday

evenings, there is an additional showing at 22.30. To reserve seats for any of these showings, dial 0845 779261. You can also book on our website, [www.def.com](http://www.def.com). Please have a credit or debit card ready as you will need to give the name of the account holder, the card number and the expiry date. To hear details of showings on other screens, please press 1. To hear this message again, press 2. For details of group bookings, press 3 or redial 0845 779263. If you have no further requests, please press 0.

Activity 4:

Conversation

A: Good morning, can I help you?

B: Yes, I arrived last night. I'm afraid the sink in the bathroom is blocked.

A: Don't worry, I'll get someone to check it. Which room are you in?

## **37** Travel Visiting the Tourist Office

Activity 1 and 2:

(J = Janis; T = Tourist Officer)

J: Excuse me. I wonder if you could help us.

T: Certainly. What information do you need?

J: We're looking for some information about the rest of Scotland. We've been in Edinburgh for 3 days and we thought we might explore the rest of the country. We've heard Skye is very interesting.

T: Skye is very beautiful, and of course it has the romantic association with Bonnie Prince Charlie and Flora McDonald. There are also quite a number of pre-historic sites, standing stones and so on. There are a lot of places of interest. How much time do you have?

J: Well, we can be quite flexible but we thought maybe 3 or 4 days.

T: You can certainly go to Skye in that time. Are you thinking of hiring a car or would you prefer a coach tour?

J: Well, I'm not sure really but a 3 day coach tour might be a bit expensive.

T: I'll give you some brochures and leaflets, so that you can compare times and prices. This company offers standard coach tours. They are very experienced and there is a guide on each coach. The price includes bed and breakfast accommodation in a standard hotel. Now, these are for minibus tours with a driver-guide. They often attract younger people and we get a lot of good feedback. They also offer a choice of accommodation types at various prices. And here are couple of leaflets from car-hire companies which will give you an idea of prices. If you want to travel independently but not hire a car, there are bus and train timetables on the counter over there. The bus station and the railway station can give you more information about tickets and prices. And this is the Tourist Office accommodation list for the Highlands and Islands. You can see there are all kinds of accommodation at various price levels.

J: Thank you. That's very helpful. Do you have more information about what to see and do?

T: Yes, of course. On the rack over there are free leaflets about museums, nature reserves and visitor attractions. They are organised by area. There are also maps and guidebooks which you can buy. You'll need a good map if you want to do any walking. If you want to book with any of the companies in the leaflets, you can do it here or book with the companies direct.

## **38** Travel Modes of transport

Activity 1:

(J = Janis; T = Ticket office assistant)

J: Can you tell me the price of a ticket to Glasgow?

T: Single or return?

J: Return please.

- T: And when do you want to come back?  
J: Today or tomorrow.  
T: If you come back tomorrow, it is 2 single fares, £8.00 each way. If you travel off-peak today, a cheap day return is £8.00 for the return journey.  
J: Off-peak?  
T: It means the ticket is not valid during busy periods - that's before 9.15 in the morning or 4.30 to 6 in the evening. There are no restrictions at weekends.  
J: 2 cheap day returns, please.

### Activity 2:

(M = Marcus; T = Ticket office assistant)

- T: Good morning.  
M: Hallo. Can I have some information about buses to Inverness?  
T: Here is the timetable. There is a service every 2 hours from 7am until 5pm. With some services you need to change in Perth.  
M: Thank you. How long does it take?  
T: About 4 hours.  
M: Do we have to book?  
T: No, you can buy a ticket from the driver, but it is better to book. If the bus is full, you won't be able to get on unless you have a ticket.  
M: OK, thank you.

### Activity 3:

(J = Janis; R = Receptionist)

#### *Ring ring*

- J: Hallo. I'd like some information about hiring a car, please.  
R: Are you over 23 with a valid UK driving licence?  
J: Yes.  
R: When do you want to hire the car?  
J: This week if possible.  
R: And for how long?  
J: Probably 3 days, maybe a bit longer.  
R: OK. We have 1 Group A car, that's the cheapest, from tomorrow for 3 days but we would need to have it returned on Friday as it is booked out over the weekend. Or I could give you a Group D car. It's more expensive but you could have it for longer.  
J: How do we make the booking?  
R: We need contact details with a permanent and a local address and a debit or credit card number. When you collect the car, we need to see the driving licence and identification details for anyone intending to drive the car.  
J: Can you deliver the car to us?  
R: Yes, providing it is to a city address.  
J: Does the cost cover insurance?  
R: Yes, fully comprehensive. There is a £50 excess.



- J: What is that?  
R: It means that you pay the first £50 of any claim. The insurance company pays the rest.  
J: Thank you. I'll talk to my friend and phone you back.

## **41** Travel

### Food and drink 1

Activity 1 and 2:

(A = Al; J = Jane)

- A: What shall we do for dinner tonight?  
J: I picked up some of those leaflets from the table in the hallway.  
A: So, what have you got?  
J: Chinese, Indian, Fish and Chips – actually, I think that Fish and Chip place has won an award. Let's see what else. This one is for an Italian restaurant. Thai, Turkish – kebabs might be good, I like Turkish food.  
A: Are all these near here?  
J: Yes, I think so. I think the landlady said they were all local. Shall I ask her?  
A: No, let's choose something first and then ask what she thinks.  
J: OK. Look here's one for that pub we passed earlier on – remember it had tables in the garden and it's a lovely evening? Maybe we could sit outside?  
A: What kind of food does it do? Is there a menu?  
J: Not with this one. Most of the others have menus. Look.  
A: It says it does good traditional home-made food and the menu changes daily. What do you think that means?  
J: Steak pie and chips, ham salad with chips, and haddock and chips.  
A: Chips, then?  
J: Probably.  
A: Let's give it a try, it looked nice from the outside, it's near, and I'm hungry.

Activity 3:

(A = Al; J = Jane)

*Later*

- A: That was great value for money.  
J: Yes, wasn't it?  
A: And it wasn't all chips.  
J: No, my fish pie was delicious.  
A: And so was my chicken casserole. And the puddings ....  
J: Mmmm. It's a pity there aren't more places like that.

## **43** Travel

### Weather and climate

Activity 1 and 2:

Here is the weather forecast for the UK today. We can all look forward to some dry weather today and for the rest of the weekend.

Starting with the South West, the West country, Southern Wales and the West Midlands. There will be showers this morning but they should die out by late morning. Skies will be clear with patchy cloud. The wind will be westerly and light, maximum wind speed about 10 miles an hour in open areas. It could be unseasonably warm and sheltered spots could have temperatures of 15 or 16 degrees Celcius. Elsewhere it will be closer to 12 degrees.

For the South East, East Anglia and the East Midlands, it will be a dry start, rather cloudy and some showers will spread across from further west in the late morning and early afternoon but they will be short lived. The late afternoon and evening should be dry and warm with a very light westerly breeze. A pleasant evening for some gardening.

Northern Ireland, the North of England and Southern and Central Scotland will have a generally dry and mild day with scattered cloud cover. Warmer than normal for the time of year, 15 degrees Celsius in Glasgow, 12 or 13 in Edinburgh. A good day for walking, for example, in the Lake District or Scottish Borders.

North East Scotland will also have a fine dry day, though rain will spread from the west this evening. Pleasantly warm, 12 to 14 degrees, higher in sheltered areas.

The worst of the weather will be in the North West of Scotland, the Hebrides and the Northern Isles, where it will be showery. Even here, there will be some pleasant, sunny intervals and the rain should clear from most areas by late afternoon. A light westerly breeze again, and it should be a good afternoon for drying washing.

**46** **Travel**  
Review and remember

Activity 4:

(M = Min; J = Jo)

M: Hi there, I'm just phoning to see if you fancy going away for the weekend?

J: Great idea. The weather forecast sounds fine.

M: Yes, though I think we should stay east rather than west. It said this morning there would be rain in the west.

J: OK, how about going up to St Andrews? If we hired a car, we could drive up along the coast.

M: Good idea. We'd be able to do some walking around the coast.

J: Yes and there are plenty of restaurants and places to go in the evening. There's a cinema, I think.

M: What about going on Friday? I could pick you up from work and we could go straight there. Then we'd have Saturday to explore and be able to drive back down the coast road on Sunday.

J: Sounds great.

M: Right, I'll organise hiring a car. Do you think we'll need to book accommodation?

J: Shouldn't think so at this time of year but I'll phone the Tourist Office and see what they say. I'm sure we'll get a B&B though.

M: I'm getting excited already. We'll be able to look round The Woollen Mill and I've never been to the Sea Life Centre.

J: And the Botanic Gardens is nice, though it's not very big. It's ages since I've been to St Andrews. We could go on the putting green. I haven't done that for years.

M: Neither have I. Don't know if I could remember how to putt. But I'm sure we'll find lots to do. It's a lovely place anyway with the beach and all the old buildings. We'll have a great time.

J: Fantastic. I'll phone you tomorrow about picking me up.

M: Great. Bye for now.

J: Bye.

**49** **Travel**  
Progress test

Activity 3:

Conversation

A: Can you tell me the price of a return to Stirling?

B: Are you coming back today?

A: Yes, early this evening.

B: A cheap day return is £9.50.

A: Thank you. Two please. When is the next train?

B: £19.00 please. The next one is in 10 minutes from Platform 6.

## 52 Travel and work

### Describing jobs

#### Activity 2:

(J = Jez, a walking guide; I = Interviewer)

I: Well, next on the show we've got Jez. Jez, you do something that's a little bit out of the ordinary, don't you?

J: That's right. I'm a walking guide in Scotland.

I: Scotland, eh? I didn't really think Scotland was renowned for its walking – I mean, it doesn't exactly have a reputation for good weather, does it (*laughs*)?

J: It's not as bad as you might think, although I've never stayed dry for more than a week! (*laughs*)

I: So how did you get into this line of work?

J: Well, I used to be an accountant believe it or not! But I found that quite monotonous. So I looked at what I enjoyed doing. I've always loved walking – I've travelled extensively all over the world and hiked in some amazing places like Nepal and Morocco. And I've always been passionate about Scotland – its history, traditions and wildlife. So I decided to combine the two and become a walking guide.

I: You make it sound really easy!

J: Oh, it was anything but easy! I had to get my First Aid certificate and then do my Summer Mountain Leadership award. It's a very competitive industry and without the right training and qualifications, you don't stand a chance.

I: I see. What about personal qualities – what kind of person do you need to be to do your job?

J: I guess you need to be enthusiastic, sociable and have good people skills. And you need to be able to work long hours on your own initiative. As well as that, you're in charge of a group so you're responsible for their safety at all times and you have to keep calm in an emergency.

I: Have you ever had any emergencies?

J: Well, a couple of winters ago, one guy slipped on some ice and broke his leg. Conditions were appalling, a real blizzard, and I started to wonder if the rescue services were ever going to get to us. Luckily I had some whisky in my hip flask to help keep us warm until they came!

I: Well despite the dangers, you obviously love your job. What are some of the positive aspects of your work?

J: There's lot of variety – I never have a dull moment. And I get a lot of job satisfaction when people tell me how much they've enjoyed the trip.

I: So what's the down side?

J: Most of the time I find my work challenging, but at times it becomes stressful – mainly due to the long hours and responsibility. It's not that well-paid either, so like everyone else, I do have my moments when I wonder what on earth I'm doing it for! But that soon passes.

I: Jez, thanks very much for your time.

## 57 Health

## Accidents and emergencies

### Activity 3:

#### Call 1

(O = Operator, C = Caller; FS = Fire Service)

O: Which service please?

C: I think it's a fire. Yes Fire.

O: One moment please ....

FS: Fire Service. Where are you calling from please?

C: Come quick, I think there's a fire in the house down the road.

FS: Where are you calling from please?

C: Oh yes. Sorry. I'm in a bit of a panic. I'm in York Street near St James Square.

FS: What number please?

C: I'm at number 26 but the fire's coming from .... it must be number 33, the Clarksons.

FS: Can you describe it?

C: I think there's smoke coming from the upstairs window. I can't see clearly.

FS: What number are you calling from?

C: My number's 0141 332 3389.

FS: Right, we're on our way.

#### Call 2

(O = Operator; C = Caller; AS = Ambulance Service)

O: Which service please?

C: Ambulance. There's been an accident!

O: One moment please ....

AS: Ambulance Service. Where are you calling from please?

C: I'm in the phone box just outside the Alexander Technical College. There's been an accident!

AS: What's the number please?

C: Hang on. It's 0131 776 5567.

AS: And the address please?

C: Oh ... um ... it's on Hope Street near the bus station.

AS: Can you describe the situation please?

C: I think it must be one of the students. He was hit by a car. His bike's all twisted and he's bleeding.

AS: Right. The ambulance is on its way. Do not move the casualty.

#### Call 3

(O = Operator; C = Caller, CG = Coastguard)

O: Which service please?

C: Coastguard and Ambulance I think.

O: Hold the line please ....

CG: What is your location please?

C: I'm on Gullane beach near the car park. My friend's in the water.

CG: Can you see him?

C: Yes. But he's not moving. I think he's come off his board and hit his

head. There's no one else in the water. He's too far out.  
CG: What number are you calling from?  
C: I'm on my mobile. It's 07954 665 335.  
CG: The boat's on its way.  
C: Thanks.

**58**

## Health

### Staying healthy

Activity 4:

Speaker 1

Well .... I go swimming once a week. I like to try and do about 30 lengths which isn't very much but I always feel fresh afterwards. Oh and I walk to work every day which is about 3 miles all together and I'm always in a hurry so I walk quite fast.

Speaker 2

What I do to keep fit is cycling. I have a family and I work so I don't have much time for anything else so I cycle to work every day. It's about 4 miles each way. I don't do it if the weather's really bad though.

Speaker 3

I really enjoy going to fitness classes. There's an aerobics class on Tuesdays that I really like. You get a good workout. Then on Fridays I do Tai Chi. That's a great way to unwind at the end of the week.

Speaker 4

I'm in the football team at college. We're not very good but we're not bottom of the league yet. We train every Wednesday and there's always a match on Saturdays so I keep quite fit. In the summer, when there's no football, I play tennis – or try to!

Speaker 5

Me and my friends meet up on Saturday mornings for badminton. We book the court for an hour and play a few matches. Afterwards we all go for coffee.

Activity 5:

(A = Ladybank Sports Centre; D = Dana)

A: Ladybank Sports Centre. Margaret speaking.

D: Hello. I'd like some information about fitness classes please.

A: Yes. OK. There are classes every day at lunch time and in the evening.

D: What about Thursdays in the evening?

A: There's an aerobics class at 6pm then a Bodycombat class at 7.

D: What's bodycombat?

A: It's just a fitness class based on some boxing techniques but there's no real fighting.

- D: OK. How much are the classes?  
A: They're £5 or if you have a leisure card it's just £4.  
D: Do you have to book at all?  
A: Yes. It's best to book for the 6pm classes because they get quite busy.  
D: OK. I also wanted to ask about booking a court for badminton.  
A: You need a leisure card for that and it costs £12 for an hour.  
D: Right. That works out quite well if there's four of us. How much is a leisure card?  
A: It's £40 but that's for the whole year.  
D: OK. Thanks. That's really helpful. Bye.  
A: Bye for now.

**59**

**Health**

Health problems

Activity 2:

Speaker 1

Well, I keep sneezing and I've got a headache. In fact I ache all over and I can't concentrate. I don't think I should go to work.

Speaker 2

Ow ... oh. I've hurt my ankle. I went over on it while I was stepping off the kerb. I think I can walk but you'll need to help me.

Speaker 3

The skin on my arm is all red and itchy. It's hot and I can't stop scratching it. There are a few spots too. What do you think it is?

Speaker 4

It hurts when I swallow and even more when I cough. I don't feel well at all. I'll have to take the day off.

Speaker 5

I feel sick and I've got a throbbing pain in my head. I keep getting these flashes of colour. I think I need to lie down in the dark.

Speaker 6

My eyes are runny and I keep sneezing. I can't breathe very well either. I think it's that stupid cat's fault.

Speaker 7

I can't hear very well in my left ear. It's a bit sore sometimes too. It sort of feels hot inside and sometimes this stuff comes out.

Speaker 8

I've been sick about 6 times and I keep having to go to the toilet. I can't face eating anything. If I did, I'd just be sick again. I wonder if that seafood I had last night has got anything to do with it?



**60** Health  
Stress at work

Activity 2:

Speaker 1

Work's quite stressful at the moment. I've got a deadline coming up and my boss wants to be kept up-to-date on the progress. It's for a presentation that we're giving at the conference next month. The work I'm doing on it is quite interesting though. I get to talk to different people and sometimes I even get to leave the building.

Speaker 2

Sometimes we're under a lot of pressure at work especially when we get a big order. We all have to put in a bit of overtime then and I don't get home till late. That can be a problem with my partner but in the end everyone's happy because it's more money to go towards our holiday. I feel sorry for the boss at busy times. She gets a bit stressed out but that's because she's got more responsibility I suppose.

Speaker 3

I don't know what to do. I always seem to be late for work. I think it's because I'm not sleeping very well. And then I don't manage to get everything done when I get there. I feel like a rat on a treadmill going nowhere. I just try to keep my head down and keep out of the boss's way. He was a bit nasty to Jake last week. Poor Jake. But nobody said anything. Some of them are just as bad as the boss is. It'll be my turn next I suppose .... And I get awful back pain just from doing nothing.

**62** Health  
Going to the doctor's

Activity 2:

Conversation 1

A: Hello. I'm Angela Brown and I have an appointment to see Dr Norton at 3 o'clock.

B: OK let me see. Yes. OK Angela if you'd just like to have a seat over there in the waiting room and the doctor will call you.

A: Thanks.

Conversation 2

C: Can I help you?

A: Yes. Here's my prescription.

C: Would you like to wait?

A: How long will it take?

C: About ten minutes.

A: OK. Then I'll just go to the shop next door .....

*Later*

A: I'd like to pick up a prescription please.

C: What name please?

A: It's Brown.

C: Here you are. That's £6.40 please.

Activity 3:

Conversation 1

D: Miss Emma Howie, please.

E: Hello.

D: I'm Doctor Norton. Just follow me Emma ..... Right, in you come. Just have a seat there.

E: Thanks.

D: Right what seems to be the trouble?

E: Well, I'm finding it difficult to breathe at night. I get quite wheezy and it keeps me awake.

D: How long have you had that problem?

E: Only since I moved into my flat last month.

D: Are you taking any medication for it?

E: No.

D: Well I think we'd better have a listen to your chest. If you'd just like to take off your jacket .... OK right just stand over here ..... lift up your top ... breathe in .... and out .... Mmm .... and again ..... right. OK. Take a seat again.

E: Thanks.

D: Do you have any allergies at all?

E: I'm allergic to cats but I usually manage to avoid them.

D: And have you ever suffered from asthma? Or has anyone in your family got asthma?

E: Well I had asthma when I was a child but it hasn't bothered me since then.

D: Right. Well I'm going to give you two inhalers. A brown one like this. You have two puffs every day. And this blue one is to use if you get wheezy. Don't take more than two puffs every four hours.

E: OK are there any side effects?

D: No. If you stick to the recommended dose you'll be fine.

E: And when do I have to take it? After meals?

D: Well this isn't medicine to swallow so you can take it at any time.

OK?

E: Right.

D: That should clear it up. If you're still having trouble, come back and see me in a couple of weeks. Now let me show you how to use it ....

Conversation 2

D: Come in. It's Kate Stevens - is that right?

K: Yes, that's right.

D: I'm Doctor Norton. And what can we do for you?

- K: Well I've got this terrible pain across my back and I've been sick and I can't eat.
- D: When did this start?
- K: Well it started yesterday morning and it's just getting worse. I went to see my sister a couple of days ago and she was ill too.
- D: Right, just pop yourself up on the couch.
- K: OK.
- D: I'm just going to see how your digestive system feels ... Does it hurt here?
- K: Ow. Yes a bit.
- D: Right. And here?
- K: Yes.
- D: That's fine. Now just sit over here again.
- K: OK. Is it anything serious, like appendicitis?
- D: No, no. You've got a virus that's affecting your kidneys. It should clear up in a couple of days. But we'll take a urine sample and have it tested. Could you see the nurse about that on your way out?
- K: Yes. Do I need to take any medication?
- D: No but you can take some soluble paracetamol for the pain. And drink lots of water and stay in bed.
- K: When can I go back to work?
- D: You should be fine in a couple of days. Come back and see me if you're still having trouble and you can probably go back on Monday. OK?

**63**

**Health**

Going to the dentist's

Activity 2:

Conversation 1

- A: Newton Surgery. Diane speaking.
- B: Hello. I'd like to register as an NHS patient please.
- A: I'm afraid you'll have to go on the waiting list. We're completely full.
- B: Oh dear. I think I need treatment soon. It hurts when I drink coffee.
- A: What's your postcode please?
- B: It's EH7 5SE.
- A: Let me see. You could try Albion Surgery. The number's 0131 661 4433.
- B: Thank you.

Conversation 2

*(At Albion Surgery)*

- C: Hello. What can I do for you?
- B: I'd like to register as an NHS patient and make an appointment please.
- C: Could you tell me your postcode please?
- B: It's EH7 5SE.
- C: Right, OK, that's fine. And your full name and date of birth?
- B: It's Chris Doune, and my date of birth's 19<sup>th</sup> April 1966.

C: Are you having trouble with your teeth at the moment or do you just want a check-up?

B: Well it hurts when I drink coffee. I think I need a filling.

C: Well ... um .... I've got a cancellation on Thursday at 4pm?

B: Oh that's wonderful. Thank you.

C: Here's your appointment card and could you fill in this form? Bring it with you when you come for your appointment.

#### Conversation 3

D: Hello. It's Chris Doune. Is that right?

B: Yes. Hello.

D: I'm Kim Delaney. Just pop yourself on the chair. What seems to be the trouble?

B: Well, I think I've got a hole in this tooth here.

D: Just lean back and we'll take a look ..... Yes ... there's some decay ..... we'll just do a quick X-ray to see how far it goes ..... Right now I'm just going to slide this behind your teeth. Can you hold it there?

#### Conversation 4

D: Well Chris. That white bit that you see on the X-ray is your crown. No problems there. Then if you look at the tooth next to it - that's the one that's giving you trouble. The grey area shows how deep the cavity is. I think it'll need quite a big filling. We can do it now if you like?

B: Yes. I might as well get it over and done with. How much will it cost?

D: It'll be about £40 for an amalgam filling or you can get a white filling but that's more expensive.

B: Oh, I'll just have the amalgam.

D: OK. Right ... now there'll be a fair amount of drilling so I'm just going to put that side of your mouth to sleep. OK?

#### Conversation 5

D: Well that's it. Just rinse out. Take this to reception and you can make an appointment to see the hygienist. She'll take a look at your gums and give your teeth a good clean up. See you in 6 months OK?

B: OK. Bye.

## **64** Health Visiting a health centre

### Activity 4:

#### Conversation 1

A: Albion Health Centre.

B: Hello. I'd like some information about vaccinations please.

A: What kind of vaccinations?

B: Well, I'm going to Malaysia on holiday and I'm not sure if I need any injections.

A: Oh yes. Well the nurse is busy right now. Could you call back later?

Say in about half an hour?  
B: OK. I'll call back then. Thank you.

#### Conversation 2

A: Albion Health Centre.  
C: Hello. I'd like to make an appointment please.  
A: Who's your doctor please?  
C: It's Dr Janet Ford.  
A: I'm afraid Dr Ford is on holiday at the moment. Would you like to see the locum doctor?  
C: Yes, that'll be fine. Is it possible to have an afternoon appointment please?  
A: Three ten?  
C: Yes. Ten past three is great.  
A: And your name?  
C: Clare Dean.

#### Conversation 3

A: Albion Health Centre.  
D: My mother is very ill today. Would it be possible to have a house visit please?  
A: What's your mother's name?  
D: Diane Ramsay.  
A: Ah yes. That's Great Western Road?  
D: Yes. Number 109.  
A: It's Doctor Brown doing the house visits today. Is 4pm OK?  
D: Yes that's great, thanks.

**66**

## Health

### Public and private systems

#### Activity 2:

##### Speaker 1

I recently had a major health problem and I was told I needed urgent treatment but when the doctor sent me to the hospital I was told that there was at least a six month waiting list for the operation. I was devastated but then I remembered that my colleague at work had had private treatment. Luckily we had private health insurance through work - I wouldn't be able to afford it myself - it's the company that pays. Anyway, when I rang up I was told I could see the specialist the next day. Two weeks later I had the operation and now I'm back at work.

##### Speaker 2

My elderly relative had to be admitted to hospital for emergency treatment. We opted for a private hospital which was very clean, smart and comfortable. It was like staying in a hotel. We felt reassured by the attentive staff and the quiet surroundings. One day later, however, my aunt's health deteriorated rapidly and the consultant decided to refer her to

another hospital for a scan. Ironically, the scan was provided by an NHS hospital and in the end my relative stayed there until her treatment was complete. I think the private hospital was more geared towards cosmetic practices or elective surgery.

**Speaker 3**

Two years ago when my friend from the States was over for a visit I was hit by a car as we were crossing the road and I needed immediate hospital treatment. I was taken by ambulance to the Accident and Emergency department, treated and released in a few days. I needed six months of physiotherapy before I could work full-time. At first my friend was really worried because she was afraid that my medical insurance cover would not be sufficient. She was amazed when I told her I didn't need it; that treatment was free. In the States the private health care system means that everyone has to pay insurance just in case something awful happens.

**Speaker 4**

Why do we have to pay so much for hospitals? So much tax and so little to show for it. I know all the staff there do a great job. They work really long hours and so on but I just don't see how it can go on. All that bureaucracy. They're just not up to 21<sup>st</sup> century standards when it comes to efficiency. Luckily enough, I only had to have my arm put in plaster after I fell off my bike.