



Learning Support Materials

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

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Teacher's Notes



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

## **Introduction**

These materials are designed to support learning and teaching for the National 2 Unit ESOL for Everyday Life. They form part of a series of materials for the three National 2 Units.

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

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

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

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## **01** Goods and services Shopping for food and goods

- Task:** Asking for food and goods in shops  
Making a simple complaint
- Skill:** Speaking, writing, reading, listening
- Materials:** CD recorder, CD, tapescript  
OHP, acetates and pens may be required
- Notes:** **Activity 1**

### **Track 2**

As a warmer elicit shop names from the students. Write some on the board. Make sure bakery is included. Check understanding by naming an item and ask where you would go to buy it. Ask for more bakery items. After the students have done the activity, drill the items for pronunciation. Work through the listening exercises. Then elicit the useful vocabulary, ie can I help you, can I have a, is that all, anything else. Drill the phrase 'Can I have a ...?' with the items in the bakery. Then put a copy of the dialogue on the OHP for the students to practise. The quicker students can go on to invent their own versions. This vocabulary should be learned for homework and tested as a warmer activity at the beginning of the next lesson.

### **Activity 2**

As a warmer bring some examples of advertising leaflets and ask the students what items they can buy from the shops, eg a TV from Comet. Tell them the last thing you bought from a Comet-type shop and see if they can ask questions eg, how much, what colour, do you like it.

### **Activity 3**

#### **Track 3**

This is quite a challenging but useful activity for Access 2 students. Introduce the vocabulary for this activity by showing an item that is broken. Demonstrate 'not working' and 'broken' and elicit/teach words. Proceed to the listening activity. Drill the words using pictures or words on OHP. The follow up writing activity can be used for homework.

### **Activity 4**

This activity could be followed by the students going round their college/school/centre and ticking any of these signs they find and noting other ones for follow up discussion in class. Alternatively, it could be a homework activity carried out at a local shopping centre.

### **Homework review for following lesson**

To check the homework from lesson 1, write on OHP/board the following jumbled sentences for the students to rearrange:

- 1 Have can I loaf a bread of please?
- 2 Have can two muffins chocolate I please?
- 3 That is all?
- 4 I help can you?
- 5 Four please ninety-nine pounds that's.

Answers

- 1 Can I have a loaf of bread please?
- 2 Can I have two chocolate muffins please?
- 3 Is that all?
- 4 Can I help you?
- 5 That's four pounds ninety-nine please.

## **02** Goods and services

### Buying clothes

**Task:** Talking about jobs

**Skill:** Speaking, listening, reading, writing

**Materials:** CD player, CD, tapescript, OHT of tapescript 2  
OHP, acetates and pens

#### **Notes: Activity 1**

As a warmer, ask half the students to think of clothes from the waist up and the others from the waist down. Write the words up on the board/OHT for the students to copy. Check understanding and drill.

Students can then do matching exercise without reference to notes.

Students should learn the vocabulary for homework. It will be reviewed in lesson 5 (revision unit)

#### **Activity 2**

##### **Track 4**

As an introduction to listening to the dialogue in a clothes shop, use the pictures in activity 1 and drill 'I'm looking for a/some...' Teacher then asks 'What colour would you like? What size would you like?' and elicits answers. For sizes the students will want to clarify women's sizes (10, 12 etc) and general (S, M, L, etc). The teacher will have to decide how much information to give at this stage, depending on the level of the class, as students may want to know about shoe sizes too.

After the students have completed the listening activity, the structures should then be practised as a class activity before they do the last part to ensure they can change 'it' to 'them' and 'is it' to 'are they' where appropriate.

Quicker students could write out their own dialogue.

#### **Activity 3**

This activity will also reinforce the singular/plural grammar point practised in activity 2. Drill the point again if needed by pointing to the pictures in activity 1 and eliciting the exchange 'How much are they/is it? They're/It's £.....'

To introduce the concept of 'too....' the teacher can use items of clothing that don't fit to illustrate 'too small/big/long/short' before the students do the activity.

As an extension activity students could practise and write their own dialogue.

### **Homework task**

As well as learning the clothes vocabulary students could write out the dialogue in activity 2 in the correct order.

Before introducing the next lesson, the students should be tested on this clothes vocabulary from lesson 2.

**dress skirt scarf gloves socks T-shirt  
jacket trousers hat shoes shirt tie**

## **03 Goods and services**

### Staying at a hotel

**Task:** Ask for and give information about the availability and location of goods

**Skill:** Speaking, listening, reading, writing

**Materials:** CD player, CD, tapescript  
OHP, acetates and pens

#### **Notes: Activity 1**

To introduce the topic show the OHT of the hotel room. (See supplementary material) Elicit/teach/practise the key vocabulary such as room, double, single, en-suite, shower, etc. Get the students to copy them into their vocabulary notebooks and learn for next lesson.

#### **Activity 2**

##### **Track 5**

To introduce this activity, ask the students if they have ever stayed in a hotel. If so, elicit what they hear and say when they are booking a room (also concept check 'book a room').

As an extension activity after completing the activity students can be given a copy of the tapescript to practise.

#### **Activity 3**

For this activity students need to be able to spell their name and give their phone number. The teacher needs to revise the sounds of the alphabet by eg chanting as a class, going round the class saying the letters one at a time, the teacher saying three letters and eliciting the fourth, writing a letter on the board and eliciting the sound. When the students are confident the teacher can move on to spelling short words that are written on the board — using the words from activity 1 would be useful practice here. The teacher also needs to check that the students know how to read a phone number in the correct style, and so can write up some numbers the students may know — their college/school number, for example — for the students to practise. It's always worth pointing out the concept of the STD code and asking students if they know any others.

When the students are ready to do the activity in their

worksheets, the teacher will need to elicit the information first and write it up for the students to insert in the correct place.

#### **Activity 4**

This can be done for homework if necessary.

Before starting the new topic, students should be tested on the vocabulary from this lesson, for example:

**shower bath room double single phone bed  
toilet washbasin book en-suite breakfast**

**04**

**Goods and services**

Contacting emergency services

**Task:** Contacting emergency services

**Skill:** Speaking, listening, reading

**Materials:** CD player, CD, tapescript  
OHP, acetates and pens may be required

**Notes: Activity 1**

To introduce this topic, the teacher could tell a story about an incident where the emergency services were called. After eliciting the key vocabulary and asking the students to write it in their notebooks, s/he could ask questions about the story.

Key vocabulary is the vocabulary used in activity 1. The students could be encouraged to compare the same items from countries they know well, eg the emergency numbers, the colours of ambulances. Only when they are confident with the vocabulary should they complete the worksheet.

Pronunciation is the key to this lesson in order for the students to make a successful emergency phone call, so time should be spent on drilling the key vocabulary.

**Activity 2**

**Track 6**

The success of this activity depends on sufficient preparation being done in activity 1.

**Activity 3**

**Track 6 (part 2)**

When the students have made up and practised their own versions of the emergency phone call, they could record them and listen to each other's. This will show them the importance of speaking clearly and slowly and of being able to say and spell their name and address correctly.

#### **Activity 4**

This activity could be done for homework after looking together at the real fire instructions in the classroom and/or sending groups of students round the centre/school/college to look at other sets of instructions with a relevant question, eg If there is a fire in the canteen, where must you go?

Additionally the new key vocabulary should be learned for the next lesson which will be a revision unit.

**05**

**Goods and services**

Review of lessons 1–4

**Skill:** Speaking, listening, reading, writing

**Materials:** CD player, CD, tapescript.  
OHP, acetates and pens may be required;

**Notes:** Before starting the lesson check the vocabulary from lesson 4 on Emergency services. Write the key vocabulary (police, police car, ambulance, fire, fire brigade, fire engine; helicopter, coastguard, operator) on the board, check for meaning and pronunciation. Give a scenario for students to choose the correct service, eg A man is lying in the road. He is ill. Answer — ambulance.

**Activity 1**

This activity is to revise lesson 1 vocabulary about shopping, in this case for food and drink. As a warmer, ask the students what they like to buy to eat in fast food outlets, eg burgers, pizza, fish and chips. Then put the dialogue from lesson 1 (see supplementary materials) on an OHT for the students to practise. After this the students can complete the activities on their worksheet.

**Activity 2**

**Track 7**

Before doing this activity class revision of clothes vocabulary should be done, for example, pointing to items of clothing for students to name, dividing the class into groups for each group to think of different categories of clothes (clothes for hot weather, cold weather, outdoor clothes, boys' clothes, girls' clothes, etc), using teacher's own pictures/cue cards for group work, playing the game 'My friend is wearing a hat, a coat, trousers, etc' round the class with each student adding an item of clothing.

This activity revises the language of exchanging goods.

To prompt the students the teacher could role-play a few similar conversations with the more able students first.

Students who finish the activity could make up their own dialogue in preparation for activity 3.

**Activity 3**

When the students have read the form, ask questions to check understanding before they fill in their own form.

When they have completed the form, ask the same questions to elicit their own information. Any students that have not made up their own dialogue as in activity 2 could now do so.

#### **Activity 4**

This can be a homework exercise.

**06 Health**  
Registering with a doctor

**Task:** Understanding questions and giving personal details  
Filling in a form  
Reading for information

**Skill:** Speaking, listening, reading, writing

**Materials:** CD, CD player, word cards (1 set per 2 students), dialogue sheet

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

**Track 8**

Warmer: Ask students about their doctor, eg, what's your doctor's name, how many doctors are there at your surgery, how many other people work there, etc.

Play tape for numbering activity. Check answers. Hand out the Set 1 cards with Sofia's details for ordering activity. Complete and check. Hand out Set 2 cards for matching activity. Orally check question forming. Use cards for pair work.

**Activity 2**

Revise alphabet orally before writing.

**Activity 3**

Revise questions from activity 1. Concept check uses of upper case in name, address, post code and nationality. Complete part one of activity.

Introduce concept of WRITE IN BLOCK CAPITALS. Complete second half of activity.

**Activity 4**

Students complete the registration letter for themselves. Check for accurate following of instructions and appropriate use of capital letters. Concept check and check orally the use of Mr, Mrs, Miss and Ms.

**Activity 5**

This should be done for homework.

**07 Health**  
Describing symptoms

**Task:** Saying what's wrong  
**Skill:** Speaking, listening

**Materials:** Cue cards (these should be printed back to back), CD, CD player, OHT of activity 2

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

Elicit/pre-teach vocabulary for activity, and drill.

**Activity 2**

🎧 **Track 9**

Introduce 'what's the matter/I've got a headache' concept by eliciting similar vocabulary from students.

Play the tape and check answers by numbering the pictures on the OHT:

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

Drill the vocabulary. Check I've got/I've got a/ I feel.

**Activity 3**

Hand out cards for pair practice.

**Activity 4**

Students complete the worksheet, using the cards for help with spelling.

**Activity 5**

### 🎧 Track 10

Play the dialogues.

Students practise them from the sheet. Shadow reading would be helpful here for intonation and stress.

Students then make their own dialogues.

Extension activity: Write a dialogue of your own.

### Activity 6

This could be the homework, along with learning of the vocabulary.

**08 Health**  
Making an appointment

**Task:** Making an appointment  
**Skill:** Speaking, listening, reading

**Materials:** CD, CD player, Clock face

**Notes: Activity 1**

Revise days and months orally before asking the students to write the exercises.

As a follow up activity, ask a few students when they were born, orally check the question and answer format (ie When were you born? I was born on Friday 13<sup>th</sup> December) and ask the students to organise themselves in order of months of the year.

**Activity 2**

**🎧 Track 11**

As a warm up to the listening write a simple week's diary on the OHP for yourself, including appointments with the doctor, dentist, etc. Ask the students to tell you when you are doing certain things. Check use of correct prepositions of time.

When the students have listened twice to the dialogue and practised it a few times, they could listen again and shadow read for practice of stress and intonation in questions and answers.

**Activity 3**

Revise digital and analogue time. As a warm up ask the students what time they do regular activities, eg go to class, go to bed, get up in the morning. Write some of the times on the board in two columns for digital and analogue, depending on what the students offer. Ask students to give you the alternative time and put it in the appropriate place on the board, ie if you are given 7.15, elicit quarter past seven.

Students do worksheet. When asking questions, check use of 'at' for an arranged time. The students can then write their answers for homework.

As an extension activity, quicker students can practise the dialogue in activity 2 using the times from this activity plus their own details.

#### **Activity 4**

Students will need to have done activity 2 in order to complete this.

## **09** Health At the chemist's

**Task:** Asking about medicines  
**Skill:** Speaking, listening, reading, writing

**Materials:** CD, CD player, tapescript, pictures or realia from chemist's, pre-prepared OHT for activity 3

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

Warmer: Bring in examples of realia or pictures for things you can get at the chemist's. Elicit vocabulary. Check pronunciation.

### **Activity 2**

#### **🎧 Track 12**

When the students have filled in the gaps and practised reading a few times, highlight the key phrases, ie

- I'm looking for
- I need
- How much is
- Dry or normal
- Large or small?
- Anything else?

These can be drilled using the vocabulary in activity 1, preferably with the pictures or realia. Then the students can practise the dialogue using their own ideas.

### **Activity 3**

Prepare an OHT slide with drawings to illustrate:

- 1–3 tablets
- 1–3 spoonfuls
- 1–3 drops
- before/after meals
- not for children under 12

This should be used for drilling before the students do the worksheet.

### **Activity 4**

### 🌐 Track 13

Warmer: Ask the students when they last got a prescription. Can they remember how often they took it? Make sure the following words are covered and understood:

- prescription
- antibiotics

Ask students: How much is a prescription? Does everyone in the UK pay for prescriptions? Who doesn't?

### Homework

Ask students to bring in examples of medicines, vitamins, etc for eliciting instructions in follow up activity next lesson.

## **10** Health

Review of lessons 6–9

**Skill:** Speaking, listening, reading, writing

**Materials:** CD player, CD, tapescript, OHP, acetates and pens may be required

**Notes:** The students should have done the following previous to this lesson:

Bring in examples of medicines, vitamins, etc for eliciting instructions in follow up activity next lesson.

### **Activity 1**

Before the students do this activity, the teacher should review the language for making an appointment and elicit some dialogues with good students.

### **Activity 2**

This activity is to revise the spelling of key vocabulary for making appointments, namely days of the week. It could be used for homework. Other class activities could include Hangman, oral spelling round the class and rewriting the words in a different case. The activities could also be adapted for the months of the year.

### **Activity 3**

As a warmer, ask the students about their doctor's surgery. Let the students then read the leaflet and do some oral questioning before getting the students to complete the written questions. Oral questioning could take the form of True/False statements or direct questions. After doing the written activity, students could ask each other the questions about their own surgery and add extra ones, as an extension activity.

### **Activity 4**

### **Track 14**

As an introduction to this activity the teacher could put up some dates on the OHT/board and ask the students to read them aloud, concentrating on accuracy and pronunciation, particularly of ordinal numbers. The students can then test each other on the same dates in pairs with the teacher monitoring. A similar activity could be done as a milling activity: each student is given (or could copy) a date which they hold facing them. Each student asks another 'What's the date today?' and answers according to the date on their paper. They then turn the piece of paper outwards to show other students and ask the same question to their partner who then reads the date held out to them.

The students then listen to the tape and complete the activity. As a follow up the teacher can check the details orally.

### **Activity 5**

Use the medicine bottles, etc that the students have brought in to elicit instructions for taking medicine.

## **11** Travel Directions

**Task:** Make enquiries about cost, time and duration of journeys.  
Make bookings and pay for tickets

**Skill:** Speaking, listening, reading

**Materials:** CD player, CD, tapescript, cue cards for activity 1,  
OHP, acetates and pens may be required

### **Notes: Activity 1**

Cue cards should be prepared beforehand, using the pictures in activity 1 worksheet. Ensure the cards have the correct word on the back of them so the students can correct themselves.

To introduce this topic ask the students to close their eyes and think about a city they know well. Elicit the places they are thinking of, eg cinema, shops, shopping centre, supermarket.

After doing the worksheet the students should be given the cue cards to test each other in small groups.

They should learn these words for homework for checking at the beginning of the next lesson.

### **Activity 2**

Draw a simple grid on the board of a few streets with buildings in them. Ask the students to name the buildings and the streets themselves, eg Smith Street, ABC cinema and write the names up accordingly. Ask questions — 'Is there a cinema in Smith Street? Yes there is/no there isn't. When the students are confident with this, choose a good spot, mark it with a cross and say and write 'you are here'. Model the question 'Is there a cinema near here?' and the answer 'Yes, there's a cinema in Smith Street'. Drill and vary with other places, until students can confidently ask and answer questions in pairs. Then add the descriptions 'It's next to....' and 'It's on the corner'. Practise as a class and then extend the basic question and answer pattern to:

Is there a cinema near here?  
Yes, it's in Smith Street. It's next to the park.

The students can practise this in pairs, using the cue cards as

prompts.

After doing this, the students can then move on to activity 2.

Quicker students can then correct the false sentences and/or write sentences of their own to test another student. Alternatively this could be a homework activity.

### **Activity 3**

#### **📍 Track 15**

Demonstrate and drill the following directions:

- Turn left
- Turn right
- Go straight on

The students can then get up and work in pairs, sending each other round the classroom (make sure they know the command 'stop!').

They can then do the listening activity.

The students who have finished can make up more dialogues using the map in activity 2.

They could either write the original dialogue out or write their own one for homework.

### **Activity 4**

Draw some basic signs on the board such as a turn right arrow, a stop sign and an IN sign. Ask the students to demonstrate them, and then elicit other common signs in a town or public building. Then the students can do the activity in class or as a homework activity.

Before introducing the next lesson check the vocabulary (park, cinema, post office, chemist, bank, bus stop, church, petrol station, department store, supermarket, chemist) from this lesson on directions.

## 12 Travel

### At the station (1)

**Task:** Getting vocabulary for travelling by train

**Skill:** Speaking, listening, reading

**Materials:** CD player, CD, tapescript, OHP, acetates and pens  
OHT of activity 2 dialogues  
Copies of Student A and B prompts for activity 3

**Notes:** The next 3 lessons concentrate on providing the students with vocabulary for travelling by train, but a lot of the vocabulary will also apply to bus and air travel. It is done over 3 lessons to ensure the students have time to absorb the words sufficiently before moving on to the next set.

### Activity 1

This lesson will set the scene for travelling by train.

The teacher could warm up by describing very simply a train journey s/he did and asking questions after, eg did I go by car or by train, where did I get my train, how much was my ticket?

The students can then do the worksheet, before items of vocabulary are drilled for pronunciation and concept checked. These vocabulary items should be learnt for homework and will be reviewed in lesson 13.

### Activity 2

#### 🎧 Track 16

The first half of the listening reviews vocabulary from lesson 11, (ie next to, straight ahead, left, right) as well as the new words from activity 1. These should be revised before doing the listening activity. The teacher could use the station map in activity 1 to ask questions, eg where is the man with the ticket?

Before doing Dialogues 4–6 the students will need to know **behind, in front of, over and over there**. These can be demonstrated and drilled as before.

After doing the listening activities, the students can practise them.

### Activity 3

Student prompt cards needed.

This is designed to practise all the vocabulary and structures for asking and giving directions learnt so far.

Quicker students can write out a sample dialogue when they have finished speaking. This could also be a homework activity.

Teachers should follow up the student activity with more practice of giving and getting directions orally using the completed map. For example, 'You are in the waiting room. Tell me how to get to Platform 3.'

#### **Activity 4**

The teacher will need to do quite a bit of oral work using the timetables before the students do the worksheet. They need to be clear on the concept of leave/departures and arrive/arrivals and on how to read a timetable. If students find this hard, the teacher could build up a sample timetable using the same information as in activity 4 on the board rather than exposing the students to all the information at once. They will also need plenty of drilling in the question format 'What time does the train from Aberdeen arrive/to Aberdeen leave?'

When they have done the written work, they can then use the questions and answers to ask and answer in pairs. Faster students can then go on to make up their own questions. They could write some questions and answers for homework.

Before starting the next lesson check the vocabulary from lesson 12.

<b>train</b>	<b>café</b>	<b>platform</b>	<b>ticket</b>
<b>travel centre</b>		<b>taxi rank</b>	<b>post box</b>
<b>waiting room</b>		<b>way in</b>	<b>way out</b>

## **13** Travel At the station (2)

**Task:** Buying tickets  
**Skill:** Speaking, listening, reading

**Materials:** CD player, CD, tapescript,  
Large and small cue cards for activity 2  
OHP, acetates and pens may be required

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

### 🎧 Track 17

The concepts of digital/clock face time were introduced in lesson 8 but only referring to 2.00/2.15/2.30/2.45. This needs to be extended to include all the possibilities in between in digital time. The two important points here are the pronunciation of the digital time (ie 10.15 is ten-fifteen, and 10.05 is ten-oh-five)) and the use of 24 hour versus am/pm.

Write up a variety of digital times in 24 hour time in a list on the board and elicit/drill them before the students try them again in pairs. Then write up a pair of times, eg 10.00 and 20.00, ask which is morning and evening and then ask the other way of saying 20.00 (8pm). This can then be practised with other pairs of similar numbers.

The students can then do the listening activity. Afterwards ask the students to say the answers in another way, ie 15.10 as 3.10 pm.

### **Activity 2**

At this point, the students need to learn the formulaic questions for getting information for buying a ticket. A lot of modelling and drilling is necessary at this time and the large and small cue cards can be used, first to model and drill with the whole class, and then in groups practising with the sets of cards. The students can then go on to complete the written activity.

As an extension they can invent the answers to the questions in activity 2, or from a timetable provided by the teacher, and/or write their own questions and answers.

Cue card questions:

- A** What time is the train to London?
- B** What time is the train to Edinburgh?
- C** What time is the train to Aberdeen?
- D** What time is the train to Perth?
- E** What time does the train arrive in York?
- F** What time does the train arrive in Aberdeen?
- G** What time does the train arrive in Stirling?
- H** What time does the train arrive in London?
- I** Which platform does the train leave from? X2
- J** How much does a return ticket to Glasgow cost?
- K** How much does a single ticket to York cost?

### Activity 3

#### 🎧 Track 18

For this activity the students need to know the words direct/change and to extend questions to include time phrases like this afternoon/today/tomorrow. This should be elicited/taught and practised before doing the listening activity.

### Activity 4

This can be done as a homework or class activity, with picture or bilingual dictionaries and the pronunciation practised as a warmer for the next lesson.

Before starting the next lesson check the vocabulary from activity 4 of Unit 13. This is the concept checking and pronunciation of the following:

**buffet    reservations    information    exit    guard**  
**entrance    tickets    left luggage    delayed**

## 14 Travel

### At the station (3)

**Task:** Asking for and understanding travel information

**Skill:** Speaking, listening, writing

**Materials:** CD player, CD, tapescript  
OHP, acetates and pens may be required;

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

#### 🎧 Track 19

Give out sheets from supplementary materials.

For this activity, the students need to be in pairs and numbered alternately Pair A and Pair B, as they are going to do an information exchange activity.

The students are going to hear an extended dialogue between a clerk and a passenger booking a ticket in advance. It would be helpful for the students to concept check **book a seat, make a reservation, outward journey, return journey, coach, quiet coach**, before doing the task.

Ensure that each part of the activity is corrected before moving on to the next. The students should listen to the CD in between each part. When doing Part 3, the students will be in groups of 4, one Pair A and one Pair B.

The students can be given answer keys to self correct in this activity.

#### **Activity 2**

This is a written follow up to the listening activity. Encourage the students here to be neat and accurate in their use of capital letters and spelling, as this is another practise exercise for the Assessment Task.

#### **Activity 3**

This is to encourage students to broaden their vocabulary by realising that new words can be used in a variety of ways. They should learn these for homework.

Only 3 Activities have been included here as they are quite taxing and students should take their time over them.

Before starting the next lesson, orally check the vocabulary from activity 3 of lesson 14.

**buy a ticket**

**reserve a seat**

**pay for a ticket/a seat**

**get on the train**

**get off the train**

**arrive in London/from Glasgow**

**leave the train/from Glasgow/a ticket/from Platform 13**

**change in London**

**ask for information/a ticket**

**go over the bridge**

**turn left/right**

If teachers are following on with the review unit, this will lead into activity 1 which revises the vocabulary and focuses on thinking of words in a grammatical sense as well on their meaning.

## 15 Travel

Review of lessons 11–14

**Skill:** Speaking, listening

**Materials:** CD player, CD, tapescript, Student B sheet for activity 2  
OHP, acetates and pens may be required

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

Encourage students to use picture/bilingual/elementary ESOL dictionaries for this activity to focus on accuracy and grammatical usage. They should work in small groups to encourage idea sharing. All words can then be put up on the board, checked for meaning and pronunciation and the students should learn them for homework. If necessary, highlight 10 for this, choosing the most useful. These can then be reviewed at the beginning of the next lesson.

### **Activity 2**

Give out sheets from supplementary materials.

This activity reviews train travel vocabulary and uses the A/B pair work format again which encourages students to communicate.

### **Activity 3**

#### **🎧 Track 20**

This reviews similar vocabulary to activity 2 but as a listening activity. Concept check the word **announcement** first and give some simple examples.

### **Activity 4**

**🎧 Track 21**

This listening activity reviews the language of directions. Elicit examples from the students orally before playing the CD. When the students have completed the listening they can practise the dialogues and make up more themselves.

Before starting the next lesson orally check the vocabulary from activity 1 of lesson 15.

The vocabulary list will depend on what the teacher selected.

## 16 Free time and leisure

At the cafe

**Task:** Getting something to eat and drink

**Skill:** Speaking, listening

**Materials:** CD player, CD, tapescript, a few food and other items for activity 2 and 3, an OHT of the tapescript of Dialogue 16.1, OHP, acetates and pens

### Notes: Activity 1

To warm up, ask students if they sometimes go to cafés. Ask questions, eg where is your favourite café? (to link to directions from last topic), what do you like to eat/drink? Then get the students into small groups and give each a word group — hot food, cold food, hot drinks, cold drinks, for example — and they have 2 minutes to think of as many items as possible. These can then be written up on the board and learnt for homework.

The students can then do the written activity to reinforce the spelling.

### Activity 2

#### Track 22

This activity practises the use and pronunciation of I'd like and would you like. To warm up, the teacher can show a tray of small objects, for example a bar of chocolate, a can of fizzy juice, a scarf, a pen, and ask the students what they would like. When they reply, offer them the choice of big/small, blue or black, etc and then tell them the price and complete the transaction. Insist on accurate use of **I'd like**. Then write up a model dialogue on the board for the students to copy.

When the students have sorted the dialogues and then checked their answers by listening to the CD and comparing with other students, put up the correct version on an OHP for the students to check against.

Again, when the students are practising the conversations monitor for accurate pronunciation and usage. Quicker students can write out their own dialogue and/or record it.

Writing a dialogue could also be a homework activity.

### Activity 3

This activity practises the difference between **I like** and **I'd like**. Start by showing and eliciting the words for a few food items. Ask 'Do you like...' then find out why. Words to elicit here are **sweet, salty**, for example.

Then demonstrate what you like, followed by **I'd like/wouldn't like....now, because I'm hungry/not hungry**. Initiate short dialogues with a few more able students. Write up the dialogue on the board for students to practise in pairs:  
**Do you like chocolate?**  
**Yes I do**  
**Would you like some chocolate now?**  
**Yes, please/No thanks, I'm not hungry**

When the students are doing the speaking activity at the end of activity 3, monitor carefully to check they are making the difference between **I like** and **I'd like**.

#### Activity 4

##### 🎧 Track 23

This activity is extending the language of request with **Can I have..?** The objects used in previous activities can be handed out to students and the teacher can then request items back with 'Can I have?' The students can then ask each other for items between themselves.

The students can practise the dialogue themselves after completing it. A useful extension here would be to shadow read it either as a class or in groups.

Before starting the next lesson, check the vocabulary from lesson 16 which was spelling of the following:

<b>Coke</b>	<b>sandwiches</b>	<b>chilli</b>	<b>hot chocolate</b>
<b>salad</b>	<b>soup</b>	<b>orange juice</b>	<b>coffee</b>

## **17** Free time and leisure

At the restaurant

**Task:** Getting a meal at a restaurant  
**Skill:** Speaking, listening, reading, writing

**Materials:** CD player, CD, tapescript, OHT of activity 4 answer key  
OHP, acetates and pens

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

### **🎧 Track 24**

To warm up ask the students if they know any good restaurants in your town and talk a bit about them. This provides an opportunity to revise directions at the same time.

Tell them you are going to eat in a restaurant tonight for a friend's birthday. Tell them the restaurant is always busy and ask them what you must do, in order to elicit the response 'phone the restaurant'. See if anyone can give you the vocabulary for booking a table. Write up key vocabulary for the students to copy and then drill it. The students can then proceed to the listening and writing task.

### **Activity 2**

Ask the students what dishes they like and write some names on the board. Add a few more and make a second list beside them of the following:

**Starters**

**Main courses**

**Desserts**

Ask the students to decide which of the dishes on the board go into which category. Then ask the students to think of some more examples for each category.

The students may wish to copy these, after which they can do the activity on their sheet.

### **Activity 3**

## 🎧 Track 25

Start by asking the students what dishes they would choose from the menu in activity 2. Starting with the question 'what would you like to drink?', model and practise mini role plays with more able students before writing up key questions for the students to copy and practise in pairs. They can then listen to the role play and do the activities. They can then practise the role play in 3s, followed by inventing their own. Students may like to record themselves and/or act out short scenes to the class

## Activity 4

This is always a fun activity. Demonstrate, and model the nine food preparation words for the students to copy and mime — this can be followed by the teacher saying the word and the students miming, then the teacher miming and the students saying the word.

Once the students are confident, they can do the matching exercise followed by the recipe. Ensure the students understand the idea of a recipe and the word ingredients and method before they start. The students can then correct their own recipe using an OHT of the answer key.

## Homework task

The cooking words can be learnt for homework. Students are often keen to talk about or write down their own recipes but this is a difficult activity at this level, so structured activities are recommended.

Note: Students may have already met this vocabulary and written a recipe in Access 2 Everyday Communication — Personal and Social, lesson 18.

Before starting the next lesson check the vocabulary from activity 4 of lesson 17. This is the concept checking and pronunciation of the following:

**Cook boil serve heat beat add stir pour break**

## 18 Free time and leisure

At the library

**Task:** Asking for and understanding information at the library

**Skill:** Speaking, listening, reading, writing

**Materials:** CD player, CD, tapescript  
OHP, acetates and pens may be required

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

### 🎧 Track 26

To introduce this lesson, describe a library and see if the students can produce the word. Then ask if any students know where their nearest library is and if they go to it. Some may have a library card which they can show the others.

After doing the activity, quicker students could make their own dialogue using their own directions.

### Activity 2

Revise the signs from activity 4, lesson 13 and activity 4, lesson 1 before doing this activity. If the students are able, do a vocabulary building exercise on types of book (eg **children's, stories, dictionaries**) and what we can do with books (eg **read, buy, look at, borrow**), ensuring the words **reference** and **return** are included.

### Activity 3

#### 🎧 Track 27

Ask the students what you have to do to register with a doctor, which they covered in lesson 6. This is to remind them of the procedures involved, such as giving personal details. Ask them how they can prove their identity, eliciting ideas like **passport** or **driving licence**, and address, for example, **bank letter** or **bill**. Check they understand the word **signature** and drill the sound.

Again on completion of the activity, students can make up their own versions of the dialogue.

### Activity 4

This activity can be done in class or as a homework activity.

If the teacher can find similar examples of leaflets about local classes it would be helpful to show them to students and encourage them to think about joining.

### **Homework task**

As a follow up ask the students to go to the local library and note the signs they learned in activity 2. They can also find examples of leaflets like the one in activity 4 and bring them in to look at.

## 19 Free time and leisure

In a shopping centre

- Task:** Asking for and understanding information in a shopping centre
- Skill:** Speaking, listening, reading
- Materials:** CD player, CD, tapescript, teacher's own pictures for activity 2, student handouts for activity 2  
OHP, acetates and pens may be required

### Notes: Activity 1

Ask the students to name some local shopping centres. Ask what shops are in them. The students can then do the speaking activity in pairs or groups monitored by the teacher.

Then look together at the photo of the department store. Again get names of local ones. Ask students what goods you can buy there. Write some on the OHT. Then write up the relevant departments (ie ladies' clothes) and get the students to match the goods and departments. They can copy these down and then do the activity.

Drilling for pronunciation, matching the sound to the word and concept checking should follow as the department words are difficult.

### Activity 2

Ask the students to imagine they want to buy one of the goods they suggested in activity 1. Tell them that they don't know where it is in the store and teach/ elicit 'I'm looking for a...'. Drill this with other items — it would be helpful to have pictures or objects for this. (You may or may not want to include uncountable objects or plural nouns such as scissors here.) Highlight the change from 'a kettle' to 'kettles' and the use of **the** 'café/toilets', likewise the use of **on** with 'floor' but **in** with 'basement'.

### Activity 3

#### 🎧 Track 28

This activity reinforces the structure 'Can I... ' with a variety of verbs and some basic collocations.

### Activity 4

Students can now practise the dialogues themselves with the teacher monitoring closely. Attention should be paid to pronunciation, particularly for the request, as the language itself should all be familiar by now.

### **Homework task**

Ask the students to collect advertising leaflets from shopping centres and department stores and bring them in to look at and pick out vocabulary from this lesson.

**20**

## Free time and leisure

Review of lessons 16–19

**Skill:** Speaking, listening, writing

**Materials:** CD player, CD, tapescript, OHT of Answer grid for activity 4  
OHP, acetates and pens may be required

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

### 🎧 Track 29

Ask the students what they have bought today. Ask the price /write the prices up as you get them, in figures. Go over them with the students, modelling and repeating. There are several ways of saying a price like £1.55, including the words pence and 'p', which the students will probably offer. Depending on the confidence of the class they can learn all of them or concentrate on a single option for each price. You may want to rerecord the answer for the Activity to reflect this.

### Activity 2

#### 🎧 Track 30

This introduces students to analysing stress and the features of continuous speech using vocabulary they should now be very familiar with.

### Activity 3

#### 🎧 Track 31

Review vocabulary for ordering items in a café before doing the activity. The students could then make up their own versions and record them. Insist on good pronunciation and diction as a way of reinforcing the pronunciation activity in activity 2.

### Activity 4

A lot of time should be spent revising previous skills and vocabulary before the students complete the form, ie, upper and lower case, the vocabulary of form filling (block capitals, titles, different words for name and surname etc), the skill of writing in boxes and so on. Students may need to practice writing their details a few times before attempting this form.

### **Activity 5**

Review the vocabulary for going to a department store from lesson 19, eg put a list of departments and goods on an OHP for the students to match. The object of activity 5 is to encourage accurate spelling and reading. To encourage self study skills put the answer grids onto an OHT and allow the students to correct themselves.

## Answer Key

**01**

### Goods and services

Shopping for food and goods

#### Activity 1

##### Track 2

Markus is at the bakery.

- 1 He asks for a cheese **sandwich**.
- 2 He asks for a chocolate **muffin**.
- 3 The sandwich costs **£2.20**.
- 4 The muffin costs **£1.40**.
- 5 The total cost is **£3.60**.

#### Activity 2

- 1 What is the name of the shop? Aberdeen Electrics
- 2 Where is it? Union Street
- 3 What is the phone number? 01224 546 993
- 4 What is their website address? aberdeenelectrics.com
- 5 When does the sale start? Friday 5th January
- 6 What costs only £45? A CD Player
- 7 How much is a flat screen TV? £399
- 8 How much is an ipod? £99

#### Activity 3

##### Track 3

Answer 3 He has a problem with his CD player.

Markus went	to Aberdeen Electrics last week.
He bought	a CD player.
The play button	is broken.
He wants	a new one.
He doesn't want	a refund.
The assistant gets another one	from the shelf.
Markus	is pleased.

Markus went to Aberdeen Electrics last week. He bought a CD player. The play button is broken. He wants a new one. He doesn't want a refund. The assistant gets another one from the shelf. Markus is pleased.

### Activity 4

You can see these signs in a shopping centre. Match them to the sentences.



You can't go in here.

You can phone here.

You can't smoke here.

This is the way out of the shop.

Be careful! This is dangerous!

...This is the floor of the shop under the ground.

These are the toilets.

.....This is the shop floor under the first floor.

**02** Goods and services  
Buying clothes

**Activity 1**

dress 2 skirt 5 scarf 10 gloves 11 socks 8 T-shirt 12  
jacket 1 trousers 6 hat 9 shoes 7 shirt 4 tie 3

**Activity 2**

**Track 4**

- 3** Assistant: OK. What size?
- 6** Ling: Green, please.
- 1** Assistant: Good morning. Can I help you?
- 10** Ling: That's ok, I'll take it.
- 9** Assistant: £9.99.
- 2** Ling: Yes, please. I'm looking for a T-shirt.
- 7** Assistant: A green T-shirt in size Medium. Here you are.
- 4** Ling: Medium, please.
- 8** Ling: How much is it?
- 5** Assistant: OK. What colour would you like? We've got blue, green, red and white.

**Activity 3**

- 1** Asmah wants to buy a skirt. FALSE
- 2** She bought a skirt last week. TRUE
- 3** The skirt is too big. FALSE
- 4** Asmah is size 12. FALSE
- 5** She gets her money back. TRUE

**03** **Goods and services**  
Staying at a hotel

**Activity 1**

King's Road, Inverness

01463 556 723

No

Yes

No

Yes

£50

£130

**Activity 2**

**Track 5**

- |   |   |                   |
|---|---|-------------------|
| 1 | The receptionist is called Jenny.                 | T                 |
| 2 | Shazia's phone number is 0131 665-3465.           | F — 0131-556-3465 |
| 3 | She wants to come on Saturday the 10th of August. | T                 |
| 4 | She wants to stay for one night.                  | F 3 nights        |
| 5 | She wants one room.                               | T                 |
| 6 | She wants the room on the first floor.            | F second floor    |
| 7 | There isn't a lift in the hotel.                  | F there is        |
| 8 | She wants a quiet room.                           | T                 |

### Activity 3

Mr **Mrs** Miss

First name: Shazia \_\_\_\_\_

Surname: Ali \_\_\_\_\_

Telephone number: 0131 556 3465 \_\_\_\_\_

Date of arrival: 10/8/07 \_\_\_\_\_

Date of departure: 13/8/07 \_\_\_\_\_

Number of rooms: 1 \_\_\_\_\_

Receptionist: Good morning, King's Head Hotel, Jenny speaking, can I help you?

Shazia: Good morning, I'd like to book a **room** please.

Receptionist: What's your name?

Shazia: Shazia Ali.

Receptionist: Can you spell that for me?

Shazia: Shazia, S-H-A-Z-I-A, Ali, A-L-I.

Receptionist: Thank you. What's your **phone** number?

Shazia: 0131 -556-3465

Receptionist: OK. When would you like to come?

Shazia: Saturday, **10th** August.

Receptionist: How many nights?

Shazia: **Three** nights please.

Receptionist: And how many rooms?

Shazia: **One** room please.

Receptionist: OK, that's one room from Saturday, 10<sup>th</sup> **August** until Tuesday 13<sup>th</sup> **August**.

Shazia: That's right, thank you.

Receptionist: Thank you, Mrs Ali, good bye.

**04** **Goods and services**  
Contacting emergency services

**Activity 1**

1b 2d 3a 4c

- 1 If you want a **fire engine**, say Fire.
- 2 If you want an **ambulance**, say Ambulance.
- 3 If you want a **helicopter**, say Coastguard.
- 4 If you want a **police car**, say Police.

**Activity 2**

🎧 **Track 6 (part 1)**

**A**

- 1 b
- 2 b
- 3 c

**B**

- 1 Smith
- 2 Edinburgh
- 3 20/3 Leith Walk
- 4 EH1 5GM

**Activity 3**

🎧 **Track 6 (part 2)**

- 1 They must shut the kitchen door and window.
- 2 They must shut all the doors and windows in the flat.
- 3 They must wait outside in the street.

**Activity 4**

- |  |   |
|--|---|
| 1 If there is a fire in your room, you must ring the fire alarm. | T |
| 2 Stay in the room and wait for the fire brigade.                | F |
| 3 Go out of the window.  | F |
| 4 Your nearest exit is the Main door.                            | T |
| 5 Get in your car and drive away quickly.                        | F |
| 6 Don't forget your bag and coat!                                | F |

## 05 Goods and services

Review of lessons 1–4

### Activity 1 Dialogue in Bakery

Assistant: Hello. Can I help you?  
Customer: Hello. I'd like a cheese sandwich, please.  
Assistant: OK. Brown or white bread?  
Customer: Brown, please.  
Assistant: Anything else?  
Customer: Yes, a cup of coffee please.  
Assistant: Black or white?  
Customer: Black, please, with sugar.  
Assistant: Here you are.  
Customer: How much is that?  
Assistant: One cheese sandwich, £2.40 and one black coffee, £1.20, that's £3.60 in total.  
Customer: Here you are. Thanks, goodbye.  
Assistant: Bye, thank you.

### Activity 2

#### 🎧 Track 7

Chris is buying a shirt True

Assistant: Hello. Can I **help** you?  
Chris: Hello. I bought this **shirt** last week in your shop. It is too small. Can I **exchange** it?  
Assistant: I'm sorry, sir. We have no shirts in a bigger size left.  
Chris: Oh dear. Can I have my money **back**?  
Assistant: Yes, sir. I have to fill in a **form**. What is your name?  
Chris: Chris Gonzales.  
Assistant: Can you **spell** Gonzales?  
Chris: G-O-N-Z-A-L-E-S  
Assistant: And your **address**?  
Chris: 7 Seaview Road, Aberdeen.  
Assistant: And the post **code**?  
Chris: AB9 4HY  
Assistant: Sorry, can you **repeat** that?  
Chris: AB9 4HY  
Assistant: What is the reason you don't want the shirt?  
Chris: It's **too** small.  
Assistant: OK, sign here and I'll give you the **refund**.  
Chris: Thank you.  
Assistant: You're welcome.

## Activity 4

- 1 coat
- 2 dress
- 3 gloves
- 4 hat
- 5 jacket
- 6 scarf
- 7 shirt
- 8 shoes
- 9 skirt
- 10 socks
- 11 tie
- 12 trousers

**06 Health**  
Registering with a doctor

**Activity 1**

**Track 8**

First name            2  
Phone number        6  
Surname                1  
Date of Birth         3  
Nationality            4  
Address                5

**Activity 2**

A	B	C	D	E	F	G	H	I	J	K	L	M
a	b	c	d	e	f	g	h	i	j	k	l	m

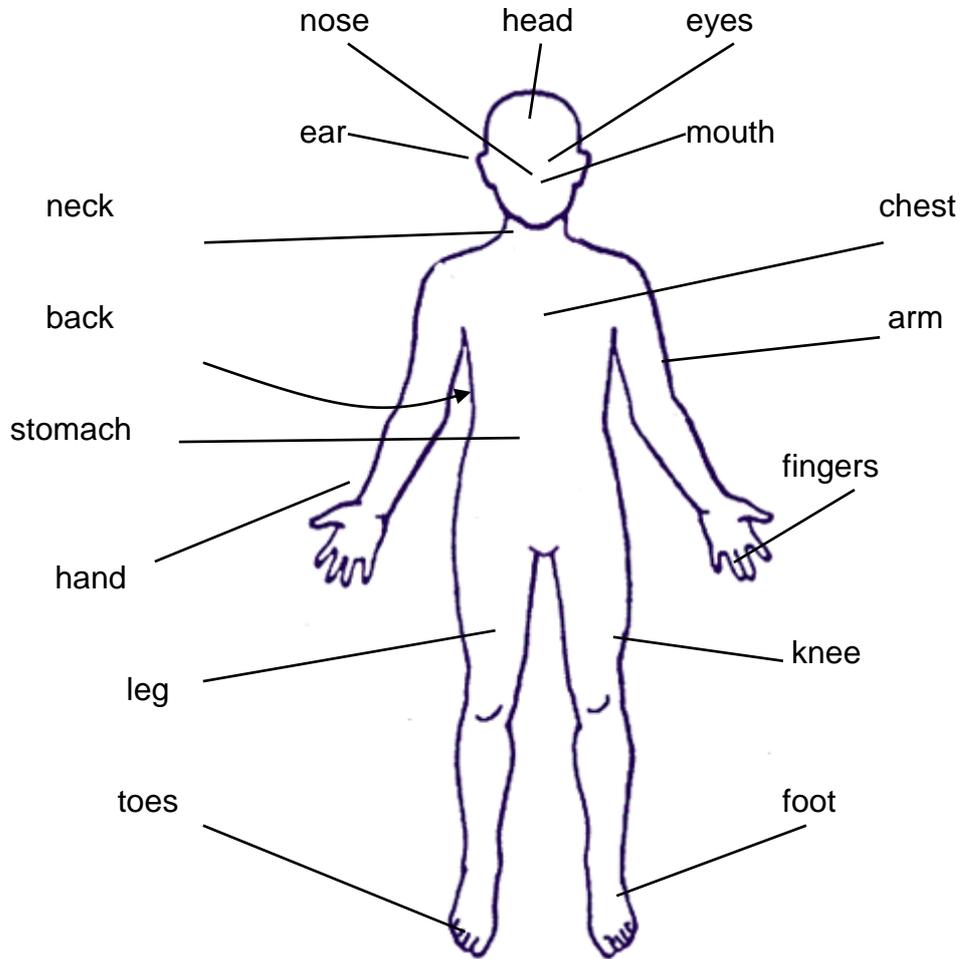
N	O	P	Q	R	S	T	U	V	W	X	Y	Z
n	o	p	q	r	s	t	u	v	w	x	y	z

**Activity 5**

- 1 Name
- 2 Address
- 3 Block Capitals
- 4 FIRST NAME
- 5 Date of birth
- 6 Post code
- 7 POST CODE
- 8 Nationality
- 9 Telephone
- 10 SURNAME

**07 Health**  
Describing symptoms

**Activity 1**



**Activity 2**

**Track 9**

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

## Activity 4

- 1 I've got a sore throat.
- 2 I've got a cough.
- 3 I've got a headache.
- 4 I've got earache.
- 5 I feel sick.
- 6 I've got toothache.
- 7 I've got backache.
- 8 I've got flu.
- 9 I've got a cold.
- 10 I feel dizzy.
- 11 I've got a temperature.
- 12 I've got a rash.

## Activity 5

### 🎧 Track 10

Sue has backache.

Joe is not feeling well. He feels dizzy and has got a temperature.

## Activity 6

1	iez	eyess	eiz	<b>eyes</b>
2	fengars	figers	fingirs	<b>fingers</b>
3	<b>knee</b>	knea	kne	nue
4	heh	haed	haedd	<b>head</b>
5	<b>stomach</b>	stamach	somach	stomech
6	bak	bek	bakk	<b>back</b>
7	ches	chet	<b>chest</b>	chist
8	futt	fuot	foott	<b>foot</b>
9	ihr	<b>ears</b>	ihz	aers
10	nse	nase	nuse	<b>nose</b>
11	muoh	<b>mouth</b>	mouh	muoth
12	nuck	nek	<b>neck</b>	neek

Answers for unscramble the words

- |         |           |         |           |        |
|---------|-----------|---------|-----------|--------|
| 1 BACK  | 2 CHEST   | 3 FOOT  | 4 EARS    | 5 NECK |
| 6 EYES  | 7 FINGERS | 8 MOUTH | 9 STOMACH |        |
| 10 HEAD | 11 KNEE   | 12 NOSE |           |        |

**08** **Health**  
Making an appointment

**Activity 1**

Monday	<b>January</b>
<b>Tuesday</b>	February
Wednesday	<b>March</b>
<b>Thursday</b>	<b>April</b>
Friday	May
<b>Saturday</b>	June
Sunday	<b>July</b>
	<b>August</b>
	September
	<b>October</b>
	November
	<b>December</b>

**Activity 2**

🎧 **Track 11**

What day is his appointment? **Thursday**

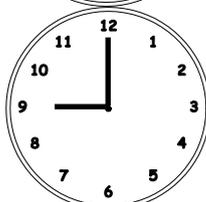
make; 7; Thursday; 6; Shaw; 6; Thursday; 12; Shaw

### Activity 3

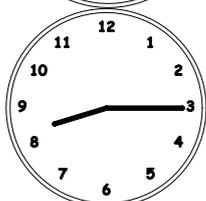
7.00



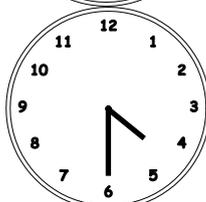
9.00



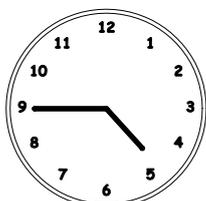
8.15



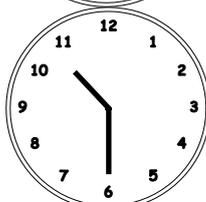
4.30



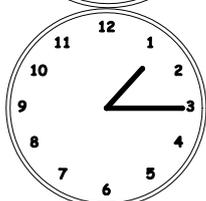
4.45



10.30



1.15



11.00



## **Activity 4**

### **A**

- 1 Thursday 19th July
- 2 3.15 pm
- 3 Dr Shaw
- 4 The doctors are very busy

### **B**

Thursday, 12th June at 6.00pm with Dr Shaw

**09 Health**  
At the chemist's

**Activity 1**

Things for hair	Things for teeth	Things for skin	Things for health
a comb shampoo conditioner a hairbrush	a toothbrush toothpaste	deodorant plasters soap sun cream	plasters cough syrup Paracetamol

**Activity 2**

🎧 **Track 12**

She buys shampoo and toothpaste.

- 1 looking    2 kind    3 Normal    4 Large    5 need  
6 much    7 take

**Activity 3**

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

**Activity 4**

🎧 **Track 13**

She gets two medicines

- 1 True  
2 False  
3 False  
4 True  
5 False  
6 False

Patient name: **Sofia Begum**

Instructions: one to be taken three times a day.  
Take **before** meals.

**10 Health**  
Review of lessons 6–9

**Activity 1**

The appointment is Thursday, 6th November at 10.15.

**Activity 2**

**A**

- |   |                   |   |                 |
|---|-------------------|---|-----------------|
| 1 | M o n d a y       | 2 | F r i d a y     |
| 3 | W e d n e s d a y | 4 | T h u r s d a y |
| 5 | S u n d a y       | 6 | T u e s d a y   |
| 7 | S a t u r d a y   |   |                 |

**B**

- 1 Thursday
- 2 Sunday
- 3 Tuesday
- 4 Saturday
- 5 Friday
- 6 Wednesday

**Activity 3**

- 1 Green Street
- 2 0141 552 3344
- 3 Rita Shah
- 4 3
- 5 8.00 am
- 6 4 pm
- 7 no
- 8 over 60

**Activity 4**

**Track 14**

Haji Shah  
Dave Smith  
Sue  
Mr. Kelly

Friday, 13th June at 6.30 pm  
**Friday 13th June at 6.45 pm**  
**Monday, 16th June at 2.45**  
**Friday 13th June at 7.15**

**11** Travel  
Directions

**Activity 1**

<p><b>C</b> 1</p> 	<p><b>B</b> 2</p> 
<p><b>E</b> 3</p> 	<p><b>F</b> 4</p> 
<p><b>A</b> 5</p> 	<p><b>H</b> 6</p> 
<p><b>J</b> 7</p> 	<p><b>G</b> 8</p> 
<p><b>D</b> 9</p> 	<p><b>I</b> 10</p> 

## Activity 2

- |    |  |   |
|----|--|---|
| 1  | There is a park in Park Road.                              |   |
|    | T  |   |
| 2  | The cinema is next to the bank.                            | T |
| 3  | The cinema is in Station Road.                             | F |
| 4  | The petrol station is on the corner of Station Road.       | T |
| 5  | The supermarket is in Park Road.                           | F |
| 6  | The supermarket is on the corner of Station Road.          |   |
|    | T  |   |
| 7  | There is a post office next to the department store.       | T |
| 8  | There is a bus stop next to the supermarket.               | T |
| 9  | The church is on the corner of Kings Road and Station Road | F |
| 10 | The bank is on the corner of Park Road and Charles Street. | F |

## Activity 3

### 🎧 Track 15

- 3 A man tells him where the bank is.

Marius: Excuse me. Is there a bank near here?  
Man: Yes, there's a **bank** in Park Road.  
Marius: How do I get there?  
Man: **Go** straight on. Turn left at the end of the road. It's **on** the left.  
Marius: OK, straight on, **turn** left and it's on the left.  
Man: Yes, that's **right**.  
Marius: Thank you.  
Man: You're **welcome**.

## Activity 4

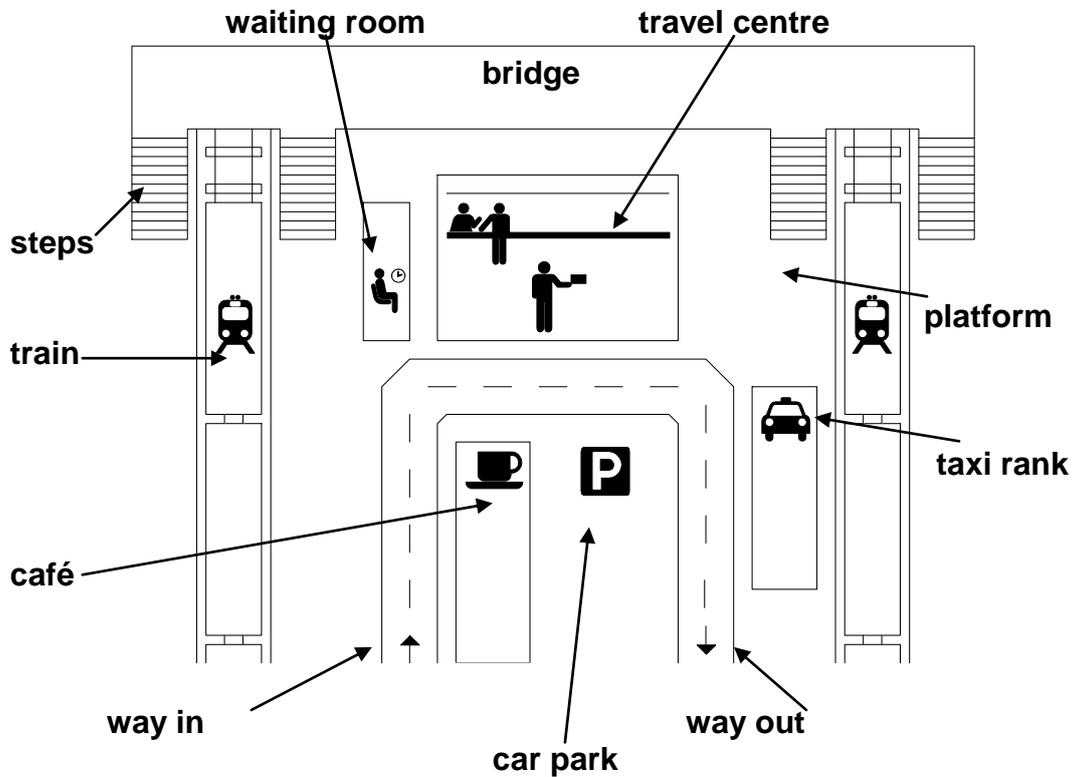
- 1 in a town

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

## 12 Travel

At the station (1)

### Activity 1



### Activity 2

#### 📍 Track 16

#### Dialogues 1, 2, 3

- a Café
- c Platform 2
- e Travel centre

#### Dialogue 4

toilets; room

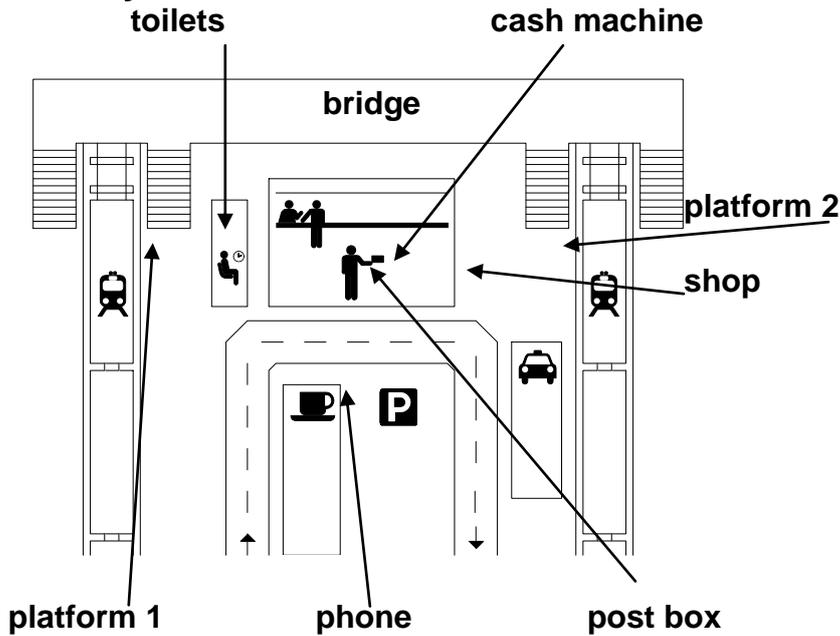
#### Dialogue 5

help; next

#### Dialogue 6

Excuse; over; down; waiting

### Activity 3



### Activity 4

Arrivals tell us what time the trains arrive.  
Departures tell us what time the trains depart.

- |   |   |   |
|---|---|---|
| a | The train from Glasgow arrives at 10.00 | T |
| b | The train from London arrives at 12.45  | F |
| c | The train from York arrives at 10.15    | F |
| d | The train to Aberdeen leaves at 10.15   | T |
| e | The train to Liverpool leaves at 10.30  | F |
| f | The train from London arrives at 12.15  | T |

Example

- 1 What time does the train from Glasgow arrive?  
It arrives at **10.00**.
- 2 What time does the train from London arrive?  
It arrives at **12.15**
- 3 What time does the train from York arrive?  
It arrives at **14.45**
- 4 What time does the train to Aberdeen leave?  
It leaves at **10.15**
- 5 What time does the train to Liverpool leave?  
It leaves at **12.30**

## **13** Travel At the station (2)

### Activity 1

#### 🎧 Track 17

Listen to the tape. Circle the time you hear.

- |   |              |              |              |
|---|--------------|--------------|--------------|
| 1 | 9.15         | <b>10.15</b> | 12.15        |
| 2 | <b>16.10</b> | 16.20        | 16.30        |
| 3 | 15.10        | <b>15.50</b> | 05.15        |
| 4 | 2.10         | 10.02        | <b>10.20</b> |
| 5 | 12.12        | <b>12.15</b> | 15.12        |

Now listen to the information and fill in the times.

- 6 The train to Edinburgh will leave at **12.40**.
- 7 The train to Aberdeen will leave at **14.42**.
- 8 The train from London will arrive at **20.05**.
- 9 The train from Manchester will arrive at **11.50**.
- 10 The next train to arrive will be the **20.10** to London.

### Activity 2

- 1 What time is the train to Aberdeen?
- 2 What time is the train to Edinburgh?
- 3 What time does the train arrive in London?
- 4 What time does the train arrive in York?
- 5 Which platform does the train leave from?
- 6 How much does a return ticket to Glasgow cost?

### Activity 3

#### 🎧 Track 18

- 1 The passenger is going to **London** this afternoon.
- 2 The 15.10 train is direct.
- 3 He is going to return **tomorrow**.
- 4 He wants to pay by **credit card**.

### Answers in bold

- A. Good morning. Can I help you?  
B. Yes, please. I want to go to London this afternoon.  
A. Let me see. There's a train at 13.30. You have to change at York.  
There's another one at 15.10.  
B. Do I have to change or is it direct?  
A. No, the 15.10 is direct.  
B. What time does it arrive in London?  
A. It arrives at 19.20.  
B. OK. What time is the train from London to Glasgow tomorrow morning?  
A. 9.00 am, 11.00 am or 12.15.  
B. Is the 11.00 am direct?  
A. Yes, it is.  
B. What time does it arrive in Glasgow?  
A. It arrives in Glasgow at 15.10.  
B. How much does it cost?  
A. That will be £90.00.  
B. OK, that's fine.  
A. So, a return ticket from Glasgow to London, leaving Glasgow at 15.10 this afternoon and returning to Glasgow on the 11.00 am tomorrow morning.  
B. Can I pay by credit card?  
A. No problem.

### Activity 4

- 1 Buffet
- 2 Reservations
- 3 Information
- 4 Tickets
- 5 Entrance
- 6 Left luggage
- 7 Guard
- 8 Delayed
- 9 Exit

**14** **Travel**  
At the station (3)

**Activity 1**

🎧 **Track 19**

**Part One** Correct answers in bold

**reservation** **train** car Simon **Sam** dress **address**  
turn **return** Sunday **Monday** November **September**  
**seat** chair **post code** postman post office

**Part Two**

Students A

- 1 Sam Johnstone
- 2 0131 447 5678
- 3 Edinburgh — Leeds  
Monday 3 September  
11.00, arr 15.30  
Direct train  
Coach B, seat 20

Students B

- 1 45 Buckstone Avenue, Edinburgh
- 2 EH10 4LJ
- 3 Leeds — Edinburgh  
Wednesday 5 September  
16.45, arr 20.05  
Direct train  
Coach F, Seat 50

**Part Three**

Students A

- 1 45 Buckstone Avenue, Edinburgh
- 2 EH10 4LJ
- 3 Edinburgh
- 4 Leeds
- 5 Wednesday 5 September
- 6 16.45
- 7 20.05
- 8 Yes
- 9 Coach F
- 10 Seat 50

Students B

- 1 Sam Johnstone
- 2 0131 447 5678
- 3 Leeds
- 4 Edinburgh
- 5 Monday 3 September
- 6 11.00
- 7 15.30
- 8 Yes
- 9 Coach B
- 10 seat 20

## Activity 2

Surname <u>Johnstone</u>	
First name <u>Sam</u>	
Address <u>45 Buckstone Avenue, Edinburgh</u>	
Post code <u>EH10 4LJ</u>	
Telephone number <u>0131 447 5678</u>	
Journey details	
Outward journey	Return journey
Destination <u>Leeds</u>	Destination <u>Edinburgh</u>
Date of journey <u>Mon 3 September</u>	Date of journey <u>Wed 5 Sept</u>
Time of train <u>11.00</u>	Time of train <u>16.45</u>
Direct / Change at _____	Direct / Change at _____
Coach <u>B</u>	Coach <u>F</u>
Seat <u>20</u>	Seat <u>50</u>

### **Activity 3**

- 1** buy a ticket
- 2** reserve a seat
- 3** pay for a ticket/a seat
- 4** get on the train
- 5** get off the train
- 6** arrive in London/from Glasgow
- 7** leave the train/from Glasgow/a ticket/from Platform 13
- 8** change in London
- 9** ask for information/a ticket
- 10** go over the bridge
- 11** turn left/right

**15** **Travel**  
Review of lessons 11–14

**Activity 2**

Platform	Departure	Destination	Arrival
5	11.40	Aberdeen	13.30
6	12.05	Inverness	15.30
4	12.50	London	15.55
8	13.30	Edinburgh	14.55
16	14.40	Newcastle	16.40
11	14.55	Manchester	17.20
1	15.05	Bristol	19.30
3	18.10	Liverpool	21.20

**Activity 3**

🎧 **Track 20**

- |    |                             |                          |
|----|-----------------------------|--------------------------|
| 1  | You can hear announcement 1 | a) <b>in the station</b> |
| 2  | You can hear announcement 2 | a) <b>in the station</b> |
| 3  | You can hear announcement 3 | a) <b>in the station</b> |
| 4  | You can hear announcement 4 | a) <b>in the station</b> |
| 5  | You can hear announcement 5 | b) <b>on the train.</b>  |
| 6  | You can hear announcement 6 | b) <b>on the train.</b>  |
| 7  | 12.30                       |                          |
| 8  | Platform 4                  |                          |
| 9  | 10.45                       |                          |
| 10 | Platform 10                 |                          |
| 11 | Coach C                     |                          |
| 12 | No                          |                          |

## Activity 4

### 🎧 Track 21

1

- A. Excuse me, is there a chemist near here?
- B. Yes, over there, next to the bank.
- A. Thanks.

2

- A. Excuse me, is there a post office in the High Street?
- B. No, there isn't, but there is one in Smith Place.  
Turn left at the end of this street and it's on your right.
- A. Great, thank you.

3

- A. Excuse me, is there a supermarket near here?
- B. Yes, there's a small one in London Road.
- A. Where is London Road?
- B. OK, go straight on, turn left at the corner, and it's on your right.
- A. Thanks.

4

- A. Excuse me, where is the station?
- B. The train station?
- A. No, the bus station.
- B. The bus station.....Er, OK, go straight on, turn right at the end of the street, turn right again and it's on the left, next to the big bank.
- A. Thank you.

**16** Free time and leisure  
At the cafe

**Activity 1**

- 1 hot chocolate
- 2 coffee
- 3 sandwich
- 4 coke
- 5 orange juice
- 6 salad
- 7 soup
- 8 pepper

**Activity 2**

🎧 **Track 22**

Ali: Good morning. I'd like a stamp for this letter to Pakistan please.  
A. That's 80p please.  
Ali: Thanks.  
A. Here you are, that's 20p change.  
Ali: Thanks, bye.

Ali: Hello, I'd like a cup of coffee please.  
B. Would you like black or white?  
Ali: White please.  
B. Here you are. That's £1.40 please  
Ali: Thanks.

Ali: Hello, I'd like to buy some gloves please.  
C. Would you like small, medium or large, sir?  
Ali: Large, please.  
C. We have black, grey or blue.  
Ali: I'd like grey please.  
C. There you are sir, that's £6.99.  
Ali: Thanks.  
C. Thank you, that's £3 and a penny.  
Ali: Thank you, bye.

## Activity 4

### 🎧 Track 23

The waitress writes down:

a pizza  
a glass of milk  
a ham salad  
a cup of tea

Ali: Good morning.  
Waitress: Good morning, sir.  
Ali: A table for two please.  
Waitress: Is this one OK, next to the window?  
Sofia: Yes, this is nice, I can see the cars.  
Ali: Can I have a menu please?  
Waitress: Here you are.  
Ali: What is the soup of the day?  
Waitress: It's tomato and carrot.  
Sofia: I don't like carrots, Dad, can I have a pizza?  
Ali: Alright. What would you like to drink?  
Sofia: Can I have a coke?  
Ali: No, it's bad for your teeth. How about a glass of milk?  
Sofia: Oh, alright.  
Ali: So, can I have a pizza and a glass of milk for my daughter and a ham salad and a cup of tea for me, please.  
Waitress: Certainly. I'll bring it to the table in a minute.

**17** Free time and leisure  
At the restaurant

**Activity 1**

🎧 **Track 24**

They are having their meal at 7.30

Date	Time	Name	Phone number	Number of customers
Tuesday 13 <sup>th</sup> August	6.30	Smith	434 5687	2
Tuesday 13 <sup>th</sup> August	7.00	Grant	343 6847	5
Tuesday 13 <sup>th</sup> August	7.30	Craig	335 3856	2

**Activity 2**

<b>Castle Restaurant</b>	
<b>Starters</b>	<b>Desserts</b>
Soup of the Day	Ice cream
Hummus	Profiteroles
<b>Garlic bread</b>	Pear tart
	<b>Fresh fruit salad</b>
	<b>Apple pie</b>
<b>Main Courses</b>	<b>Drinks</b>
Grilled steak	Red wine
Chicken salad	Coke
Spaghetti Bolognese	Tea
Cheese omelette	Coffee
<b>Prawn curry</b>	<b>Bottled beer</b>
<b>Lamb chop</b>	<b>White wine</b>

### Activity 3

#### 🎧 Track 25

They choose a glass of white wine, a glass of coke, soup, garlic bread, Spaghetti Bolognese, a cheese omelette and a bottle of red wine. They ask for a jug of water which is not on the menu.

Waiter: Good evening. Have you booked a table?  
John: Yes, I booked a table this afternoon for two at 7.30. The name is Craig.  
Waiter: Oh yes, Craig. Come this way please.  
John: What would you like to drink, darling?  
Mary: A glass of white wine, please.  
John: A glass of white wine for my wife and a glass of coke for me please. Can we see the menu?  
Waiter: Of course, here you are.  
Mary: What's the soup of the day?  
Waiter: It's French Onion soup.  
Mary: Thank you.  
Waiter: A white wine for Madam and a coke for you sir. Are you ready to order?  
John: Yes, I think so. I'll have the soup.  
Mary: And I'll have the garlic bread.  
Waiter: What would you like for your main course?  
John: Spaghetti Bolognese.  
Mary: And for me a cheese omelette.  
Waiter: And what would you like to drink with your meal?  
John: A bottle of red wine and a jug of water, please.  
Waiter: Of course, sir.  
Waiter: Did you enjoy your meal?  
Mary: Lovely thank you.  
Waiter: Would you like desserts or coffee?  
John: No, I don't think so. What about you darling?  
Mary: Nor for me either, thank you.  
John: Can you bring us the bill please?  
Waiter: Of course. Just one minute.

## Activity 4

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

## How to make an omelette

### Ingredients:

- 4 eggs
- A little water
- Salt and pepper
- A little oil

### Method:

- Break the eggs into a bowl
- Add the water
- Add a little salt and pepper
- Beat the eggs
- Pour the oil into a frying pan
- Heat the oil
- Pour the eggs into the pan
- Cook the omelette for 3 minutes
- Serve the omelette

## **18** Free time and leisure At the library

### Activity 1

#### **Track 26**

The library is **c. in Park Road**

Sara: Sam, where is the nearest library to my house?

Sam: It's in Park Road.

Sara: How do I get to the there from my house?

Sam: Well, turn right and go down London Road until you get to the traffic lights on the corner of Park Road. Cross the road to the school.

Turn left and go down Park Road. The library is opposite the café, next to the supermarket. It's very easy.

Sara: How long will it take me?

Sam: Only ten minutes.

Sara: Ok, so I turn right from my house, go down London Road until I get to the traffic lights. I cross the road and turn left down Park Road and the library is opposite the café, next to the supermarket. I'll be fine!

### Activity 2

- 1 INFORMATION DESK
- 2 BOOK RETURN
- 3 WAY OUT
- 4 WAY IN
- 5 CHILDREN'S SECTION
- 6 MUSIC CDS SECTION
- 7 COMPUTER SUITE
- 8 REFERENCE SECTION

### Activity 3

#### 🎧 Track 27

A bank letter

A passport

- A. Good morning. Can I help you?  
S. Hello. I'd like a library card please.  
A. OK. What's your name please?  
B. Sara Lee.  
A. What's your address Mrs Lee?  
S. It's 14/1 London Road.  
A. And your postcode?  
S. AB2 4GH  
A. I need to see something with your address on it. Do you have a council tax bill or an electricity bill?  
S. I've got a letter from the bank. Is that OK?  
A. May I see?  
S. Here you are.  
A. That's fine, thank you. Now I need something with your signature on it. Do you have a bankcard?  
S. No, but I have my passport. Is that OK?  
A. Yes, that's fine. Please sign your name and date the form here and your card will be ready for you tomorrow.  
S. Thank you.

### Activity 4

True or False?

- |   |   |   |
|---|---|---|
| 1 | This class can help you read English.       | T |
| 2 | This class can help you with your spelling. | T |
| 3 | The class is in the school.                 | F |
| 4 | This class is for everyone.                 | F |
| 5 | You can bring your baby.                    | T |
| 6 | The class costs £10.                        | F |
| 7 | The class is on Thursdays.                  | F |
| 8 | You can get something to drink.             | T |

**19** Free time and leisure  
In a shopping centre

**Activity 1**

DEPARTMENT	GOODS
Furniture	a sofa
Household	cups
Jewellery	earrings
Stationery	a pencil
Toiletries	shampoo
Electrical	a kettle

**Activity 3**

 **Track 28**

Matching exercise

- 1 e
- 2 b
- 3 d
- 4 c
- 5 a

Listening activity

**Where is she?**

- In a café
- In a clothes shop
- In the library
- In the post office

**What does she want?**

- to have a cheese omelette
- to try on a jumper
- to borrow a book
- to post a parcel

**20** **Free time and leisure**  
Review of lessons 16–19

**Activity 1**

🎧 **Track 29**

£1.50	3
£1.00	1
£7.99	5
£4.00	2
£10.75	6
£0.49	4

**Activity 2**

🎧 **Track 30**

Oo  
Sandwich  
Omelettes  
coffee

ooO  
£3.10  
Apple pie  
Sausage roll

Ooo  
lemon cake  
orange juice  
chewing gum

Fish and chips

A cup of tea

Coffee and tea

A glass of juice

Milk **and** sugar

A bowl **of** soup

Pizza **and** salad

A plate **of** chips

### Activity 3

#### 🎧 Track 31

- B. Hello. Can I have a ham sandwich, please? **2**  
 A. £2.20, please. **5**  
 B. No, that's all, thanks. How much is that? **4**  
 A. Good morning. Can I help you? **1**  
 B. OK, thanks. **6**  
 A. Here you are. Anything else? **3**
- B. How much is that? **6**  
 A. Sure. Here you are. **5**  
 B. Thanks. **8**  
 A. Hi, can I help? **1**  
 B. Hi, can I have a pizza please? **2**  
 A. That's £5.14, please. **7**  
 B. Yes, can I have a cup of coffee? **4**  
 A. OK. Anything to drink? **3**  
 A. 1,2,3,4 pounds and 86 pence, thank you. **9**

### Activity 5

1.

1	sfa	soffa	<b>sofa</b>	sahfuh
2	ketuhl	kettle	kihtuhl	<b>kettle</b>
3	statoinnery	stotainory	stitoenury	<b>stationery</b>
4	furnihhur	furnituri	<b>furniture</b>	furniure
5	depatment	departent	<b>department</b>	deparment
6	electricel	eletrical	elecrical	<b>electrical</b>
7	<b>toiletries</b>	tioletreis	toiletres	toiletrays
8	<b>household</b>	househald	heasuhold	huosehald
9	aerring	earrigns	<b>earrings</b>	aerrigns
10	<b>jewellery</b>	jewwellery	jiwellery	jeweellery

2.

1	department	2	earrings
3	household	4	stationery
5	kettle	6	jewellery
7	toiletries	8	sofa
9	electrical	10	furniture

## Tapescripts

**01**

### Goods and services

Shopping for food and goods

#### Track 2 (Activity 1)

Shop assistant: Hello. Can I help you?  
Markus: Hi. Can I have a cheese sandwich please?  
Shop assistant: OK. Anything else?  
Markus: Yes, can I have a muffin please?  
Shop assistant: Chocolate or strawberry?  
Markus: Chocolate please.  
Shop assistant: Is that all?  
Markus: Yes, that's fine thanks.  
Shop assistant: That's £2.20 for the sandwich and £1.40 for the muffin, so that's £3.60 in total.  
Markus: Here you are.  
Shop assistant: So £4, and 1 makes 5, thank you.  
Markus: Thanks, bye.

#### Track 3 (Activity 3)

Shop assistant: Good morning, sir. Can I help you?  
Markus: Oh, yes please. I bought a CD player in your shop last week. It's not working.  
Shop assistant: OK. Can I have a look, please?  
Markus: Here you are. I think the play button is broken.  
Shop assistant: Yes, you're right. It's broken. Would you like an exchange or a refund?  
Markus: Sorry, I don't understand. Can you repeat that?  
Shop assistant: Do you want a new one or your money back?  
Markus: Oh, I understand. An exchange please.  
Shop assistant: OK, I'll go and get one from the shelf for you. Just a minute.  
Markus: Thank you very much.

**02** **Goods and services**  
Buying clothes

**Track 4 (Activity 2)**

Assistant: Good morning. Can I help you?  
Ling: Yes, please. I'm looking for a T-shirt.  
Assistant: OK. What size?  
Ling: Medium, please.  
Assistant: OK. What colour would you like? We've got blue, green, red and white.  
Ling: Green, please.  
Assistant: A green T-shirt in size Medium. Here you are.  
Ling: How much is it?  
Assistant: £9.99  
Ling: That's ok, I'll take it.

**03** **Goods and services**  
Staying at a hotel

**Track 5 (Activity 2)**

- Receptionist: Good morning, King's Road Hotel, Jenny speaking, how can I help you?
- Shazia: Good morning, I'd like to book a room in your hotel, please.
- Receptionist: That's fine. Can you give me your name please?
- Shazia: Shazia Ali, that's Shazia, S-H-A-Z-I-A, Ali, A-L-I.
- Receptionist: And your telephone number, Mrs Ali?
- Shazia: 0131-556-3465
- Receptionist: Thank you. When would you like to come?
- Shazia: Saturday, August 10<sup>th</sup>.
- Receptionist: Saturday, August 10<sup>th</sup>. How many nights do you want?
- Shazia: 3 please.
- Receptionist: And how many rooms?
- Shazia: One, please.
- Receptionist: That's fine, Mrs Ali. We have two rooms, one is on the first floor at the front and the other is on the second floor at the back. Which would you prefer?
- Shazia: Is there a lift?
- Receptionist: Yes, there is.
- Shazia: Then I'll take the room on the second floor, please. It will be quieter.
- Receptionist: Ok, that's one room for 3 nights on the second floor, from Saturday August 10<sup>th</sup> until Tuesday August 13<sup>th</sup>.
- Shazia: Thank you very much.
- Receptionist: Thank you, Mrs Ali and we'll see you in August. Goodbye!

**04** **Goods and services**  
Contacting emergency services

**Track 6 (Activity 2)**

**Part one**

John: Oh, no! The saucepan is on fire!  
Susan: Quick, phone the fire brigade!  
John: What's the number?  
Susan: 999.  
Operator: Which service do you require?  
John: Fire please.  
Operator: Fire, thank you. Your name please?  
John: John Smith.  
Operator: John Smith, thank you. Your address please?  
John: 20/3 Leith Walk, Edinburgh.  
Operator: Can you spell that please?  
John: Leith, L-E-I-T-H, Walk, W-A-L-K.  
Operator: And your postcode?  
John: EH1 5GM  
Operator: Can you repeat that?  
John: EH1 5GM  
Operator: Thank you.

**Part two**

Operator: Mr Smith, I want you to listen carefully.  
John: OK  
Operator: Shut the kitchen door and window. Then shut all the doors and windows in your flat. Then leave the flat and wait outside in the street for the fire brigade.  
John: OK, thank you.  
Susan: What must we do?  
John: Shut the kitchen door and window.  
Susan: OK.  
John: Then shut all the doors and windows in the flat.  
Susan: OK.  
John: Then leave the flat and wait outside in the street for the fire brigade.  
Susan: OK, hurry!

**05** **Goods and services**  
Review of lessons 1–4

**Track 7 (Activity 2)**

Assistant: Hello. Can I help you?  
Chris: Hello. I bought this shirt last week in your shop. It is too small.  
Can I exchange it?  
Assistant: I'm sorry, sir. We have no shirts in a bigger size left.  
Chris: Oh dear. Can I have my money back?  
Assistant: Yes, sir. I have to fill in a form. What is your name?  
Chris: Chris Gonzales.  
Assistant: Can you spell Gonzales?  
Chris: G-O-N-Z-A-L-E-S  
Assistant: And your address?  
Chris: 7 Seaview Road, Aberdeen.  
Assistant: And the post code?  
Chris: AB9 4HY  
Assistant: Sorry, can you repeat that?  
Chris: AB9 4HY  
Assistant: What is the reason you don't want the shirt?  
Chris: It's too small.  
Assistant: OK, sign here and I'll give you the refund.  
Chris: Thank you.  
Assistant: You're welcome.

**06**

**Health**

Registering with a doctor

**Track 8 (Activity 1)**

Receptionist: Hello. Can I help you?  
Sofia: Yes, please. I'd like to register with the GP here.  
Receptionist: OK. What's your surname please?  
Sofia: Gulnaz.  
Receptionist: Can you spell that for me?  
Sofia: Yes, G-U-L-N-A-Z.  
Receptionist: And what's your first name?  
Sofia: Sofia, S-O-F-I-A.  
Receptionist: Thank you. What's your date of birth?  
Sofia: It's 13-12-67.  
Receptionist: OK, and what's your nationality?  
Sofia: I'm sorry, I don't understand.  
Receptionist: Where are you from?  
Sofia: Oh, I see, I'm Turkish.  
Receptionist: Right. What's your address, please?  
Sofia: Flat 2/3, 15 Bread Street, Edinburgh, EH3 7MP  
Receptionist: Sorry, can you repeat your postcode?  
Sofia: EH3 7MP  
Receptionist: Thanks. What's your phone number?  
Sofia: 0131 558 4589  
Receptionist: That's fine, Mrs Gulnaz, thank you

**07 Health**  
Describing symptoms

**Track 9 (Activity 2)**

1 What's the matter?  
I've got a sore throat.



2 What's the matter?  
I've got earache.



3 What's the matter?  
I've got backache



4 What's the matter?  
I've got flu.



5 What's the matter?  
I've got a cold.



6 What's the matter?  
I've got a headache.



7 What's the matter?  
I've got a rash.



8 What's the matter?  
I've got a temperature.



9 What's wrong?  
I've got a cough.



10 What's wrong?  
I've got toothache.



11 What's wrong?  
I feel sick.



12 What's wrong?  
I feel dizzy.



**Track 10 (Activity 5)**

- A Hello, how are you?  
B I'm fine thanks. How about you, Sue?  
A I'm not very well. I've got backache.  
B Oh, dear, poor you! I hope you feel better soon.

- A Hello, Joe, how are you?  
B I'm not very well. I've got a temperature and I feel dizzy.  
A Oh dear, what a pity! I hope you feel better soon.  
B Thank you.

**08**

**Health**

Making an appointment

**Track 11 (Activity 2)**

Receptionist: Hello, Duke Street surgery here. How can I help you?  
Haji: Hello. I'd like to **make** an appointment please.  
Receptionist: OK. What's your name?  
Haji: My name is Haji Shah.  
Receptionist: Can you spell that for me please?  
Haji: Yes, that's Haji H-A J-I, Shah, S-H-A-H.  
Receptionist: OK. What's your date of birth?  
Haji: **7-4-79**  
Receptionist: Can you come on **Thursday**?  
Haji: I work every day until 5.00. Can I come after 5?  
Receptionist: How about **6 pm** with Dr **Shaw**?  
Haji: Yes, that's fine.  
Receptionist: So, that's **6 pm** on **Thursday, 12th** June with Dr **Shaw**.  
Haji: OK, thank you. Goodbye!

**09**

## Health

At the chemist's

### Track 12 (Activity 2)

Assistant: Hello. Can I help you?  
Sofia: Yes, please. I'm looking for some shampoo.  
Assistant: What kind of shampoo? For dry hair or normal hair?  
Sofia: Normal, please.  
Assistant: Here we are. Large or small?  
Sofia: Large please.  
Assistant: Anything else?  
Sofia: Yes, I need some toothpaste.  
Assistant: OK, the toothpaste is over here. Large or small?  
Sofia: How much is the large one?  
Assistant: It's £4.50.  
Sofia: OK, I'll take it.  
Assistant: Is that all?  
Sofia: Yes, that's fine thanks.  
Assistant: That will be £6.75.  
Sofia: Here you are. Thanks.

### Track 13 (Activity 4)

Assistant: Good morning. How can I help you?  
Sofia: Hello. I have a prescription to collect. I left it here this morning.  
Assistant: What's the name please?  
Sofia: Sofia Begum  
Assistant: Oh yes, here it is, Mrs Begum. These are the eye drops.  
Sofia: How often do I apply them?  
Assistant: Two drops in the morning and two at night.  
Sofia: OK  
Assistant: And here are your antibiotics.  
Sofia: How often do I take them?  
Assistant: One three times a day, before meals.  
Sofia: Sorry, I don't understand. Can you repeat that?  
Assistant: You take one tablet before breakfast, one before lunch and one before dinner.  
Sofia: I understand now, thank you. How much do I owe you?  
Assistant: That's £12.80.  
Sofia: Here you are.  
Assistant: Twenty pounds, thank you, here's your change.  
Sofia: Thank you for your help. Goodbye.

**10 Health**  
Review of lessons 6–9

**Track 14 (Activity 4)**

**1**

Haji: Hello Haji Shah speaking?  
Receptionist: Hello, this is Jane from Duke Street Surgery speaking. You have an appointment with Dr Shaw this afternoon. I'm afraid Dr Shaw is ill. Can we make a new appointment?  
Haji: OK.  
Receptionist: How about Friday 13<sup>th</sup> June at 6.30pm?  
Haji: OK that's fine, Friday 13<sup>th</sup> at 6.30.  
Receptionist: Thank you, goodbye.

**2**

Dave: Hello Dave Smith speaking?  
Receptionist: Hello, this is Jane from Duke Street Surgery speaking. You have an appointment with Dr Shaw this afternoon. I'm afraid Dr Shaw is ill. Can we make a new appointment?  
Dave: OK.  
Receptionist: How about Friday 13<sup>th</sup> June at 6.45 pm?  
Dave: Yes that's OK, so it's this Friday at 6.45.  
Receptionist: Thank you, goodbye.

**3**

Sue: Hi, Sue here.  
Receptionist: Hello, this is Jane from Duke Street Surgery speaking. You have an appointment with Dr Shaw this afternoon. I'm afraid Dr Shaw is ill. Can we make a new appointment?  
Sue: Oh dear, OK then.  
Receptionist: Can you come on Friday 13<sup>th</sup> June at quarter past seven?  
Sue: No, I can't, I'm going to London for the weekend. How about Monday?  
Receptionist: I can give you Monday at quarter to three.  
Sue: Yes, that's fine.  
Receptionist: So, Monday, 16<sup>th</sup> June at 2.45.  
Sue: Thank you, goodbye.

**4**

This is the answer phone service for 01224 554676. There is no one here to take your call. Please leave a message after the tone.  
Receptionist: Hello, Mr. Kelly, this is Jane from Duke Street Surgery speaking. You have an appointment with Dr Shaw this afternoon. I'm sorry but Dr Shaw is ill. I can give you an appointment on Friday 13<sup>th</sup> June at 7.15pm. Please phone me back to confirm on 01224 456332. Thank you.

**11** **Travel**  
Directions

**Track 15 (Activity 3)**

Marius: Excuse me. Is there a bank near here?  
Man: Yes, there's a bank in Park Road.  
Marius: How do I get there?  
Man: Go straight on. Turn left at the end of the road. It's on the left.  
Marius: OK, straight on, turn left and it's on the left.  
Man: Yes, that's right.  
Marius: Thank you.  
Man: You're welcome.

## **12** Travel At the station (1)

### **Track 16 (Activity 2)**

#### **Dialogue 1**

Shakira: Excuse me.  
Woman: Yes?  
Shakira: Where is the café please?  
Woman: Over there, next to the way in.  
Shakira: Oh yes, I can see it, thanks.

#### **Dialogue 2**

Shakira: Excuse me.  
Man: Yes?  
Shakira: Where is the travel centre, please?  
Man: Over there, straight ahead of you.  
Shakira: Thank you very much.

#### **Dialogue 3**

Shakira: Excuse me.  
Man: Yes, can I help you?  
Shakira: How do I get to Platform 2?  
Man: Platform 2? It's on the right, behind the taxi rank.  
Shakira: OK, thanks.

#### **Dialogue 4**

Shakira: Excuse me.  
Woman: Yes?  
Shakira: Where are the toilets, please?  
Woman: In the waiting room.  
Shakira: Thank you.

#### **Dialogue 5**

Shakira: Excuse me.  
Man: Yes, can I help you?  
Shakira: Is there a phone in the station?  
Man: Yes, it's between the café and the car park.  
Shakira: Thanks.

#### **Dialogue 6**

Shakira: Excuse me.  
Woman: Yes?  
Shakira: Where is Platform 1 please?  
Woman: Go over the bridge and down the steps. It's straight ahead, next to the waiting room.  
Shakira: Over the bridge, down the steps, straight ahead, next to the waiting room. Thank you.

**13** **Travel**  
At the station (2)

**Track 17 (Activity 1)**

- 1 10.15
- 2 16.10
- 3 15.50
- 4 10.20
- 5 12.15
  
- 6 The train to Edinburgh will leave at 12.40.
- 7 The train to Aberdeen will leave at 14.42
- 8 The train from London will arrive at 20.05
- 9 The train from Manchester will arrive at 11.50
- 10 The next train to arrive will be the 20.10 to London

**Track 18 (Activity 3)**

- A. Good morning. Can I help you?  
B. Yes, please. I want to go to London this afternoon.  
A. Let me see. There's a train at 13.30. You have to change at York.  
There's another one at 15.10.  
B. Do I have to change or is it direct?  
A. No, the 15.10 is direct.  
B. What time does it arrive in London?  
A. It arrives at 19.20.  
B. OK. What time is the train from London to Glasgow tomorrow morning?  
A. 9.00 am, 11.00 am or 12.15.  
B. Is the 11.00 am direct?  
A. Yes, it is.  
B. What time does it arrive in Glasgow?  
A. It arrives in Glasgow at 15.10.  
B. How much does it cost?  
A. That will be £90.00.  
B. OK, that's fine.  
A. So, a return ticket from Glasgow to London, leaving Glasgow at 15.10 this afternoon and returning to Glasgow on the 11.00 am tomorrow morning.  
B. Can I pay by credit card?  
A. No problem.

**14** **Travel**  
**At the station (3)**

**Track 19 (Activity 1)**

- A. Good morning, travel reservations, Brenda speaking, how can I help?
- B. Good morning. I'd like to make a reservation, please.
- A. Right, sir. Can I take your name first?
- B. Sam Johnstone.
- A. How do you spell Johnstone?
- B. J-O-H-N-S-T-O-N-E
- A. And your address, Mr Johnstone?
- B. 43 Buckstone Avenue, Edinburgh
- A. Can you spell Buckstone please?
- B. B-U-C-K-S-T-O-N-E
- A. And your post code?
- B. My post code is EH10 4LJ
- A. What is your telephone number, please?
- B. 0131 447 5678
- A. Right, Mr Johnstone. Where are you travelling to?
- B. To Leeds.
- A. What date are you travelling?
- B. Monday, 3<sup>rd</sup> September.
- A. Is that from Edinburgh?
- B. Yes, that's right.
- A. And when do you want to return?
- B. Wednesday, 5<sup>th</sup> September.
- A. What time do you want to leave on Monday?
- B. Is there a train about 10?
- A. Well, it depends. If you get the 10.10 you have to change at York, but if you can wait till 11.00 it's a direct train. That train gets into Leeds at 15.30.
- B. OK, I'll take the 11.00 as I'll have a heavy bag to carry.
- A. Do you want a direct train coming back too?
- B. Yes, please, around 4 in the afternoon if possible.
- A. There's a direct train leaving Leeds at 16.45, arriving in Edinburgh at 20.05. Would that be alright for you?
- B. Yes, that's fine. I'd like to book a seat in the quiet coach if possible.
- A. Let me see.....OK, I can give a seat in Coach B on the way down but not on the way back I'm afraid. The train is very busy that day.
- B. OK.
- A. So that's Coach B, Seat 20 on the 11.00 on Monday, 3<sup>rd</sup> September, returning in Coach F, Seat 50 at 16.45 on Wednesday 5<sup>th</sup> September. How do you want to pay, Mr Johnstone?
- B. Master card please.
- A. Right, I'll just take your card details and then the tickets will be posted to your home address. You will get them in the post by Friday.
- B. Thank you.

**15** **Travel**

Review of lessons 11–14

**Track 20 (Activity 3)**

- A.  
1 The train now arriving at Platform 12 is the 12.30 train to Glasgow.
- B.  
2 The train now arriving at Platform 4 is the 14.35 to Stirling.
- A.  
3 Attention all passengers travelling to Edinburgh on the 10.15 train. The train has been delayed. It will now leave at 10.45.
- B.  
4 Attention all passengers travelling on the 16.30 train to London. The train will now leave from Platform 10, not Platform 15.
- A.  
5 Attention all passengers. The buffet will be opening in 10 minutes for the sale of hot drinks and snacks. The buffet is in coach C at the front of the train.
- B.  
6 Attention all passengers. Coach B is a quiet coach. Please switch off all mobile phones. Thank you.

**Track 21 (Activity 4)**

- 1  
A. Excuse me, is there a chemist near here?  
B. Yes, over there, next to the bank.  
A. Thanks.
- 2  
A. Excuse me, is there a post office in the High Street?  
B. No, there isn't, but there is one in Smith Place. Turn left at the end of this street and it's on your right.  
A. Great, thank you.
- 3  
A. Excuse me, is there a supermarket near here?  
B. Yes, there's a small one in London Road.  
A. Where is London Road?  
B. OK, go straight on, turn left at the corner, and it's on your right.  
A. Thanks.
- 4  
A. Excuse me, where is the station?  
B. The train station?  
A. No, the bus station.  
B. The bus station.....Er, OK, go straight on, turn right at the end of the street, turn right again and it's on the left, next to the big bank.  
A. Thank you.

**16** Free time and leisure  
At the cafe

**Track 22 (Activity 2)**

Ali: Good morning. I'd like a stamp for this letter to Pakistan please.

A. That's 80p please.

Ali: Thanks.

A. Here you are, that's 20p change.

Ali: Thanks, bye.

Ali: Hello, I'd like a cup of coffee please.

B. Would you like black or white?

Ali: White please.

B. Here you are. That's £1.40 please.

Ali: Thanks.

Ali: Hello, I'd like to buy some gloves please.

C. Would you like small, medium or large, sir?

Ali: Large, please.

C. We have black, grey or blue.

Ali: I'd like grey please.

C. There you are sir, that's £6.99.

Ali: Thanks.

C. Thank you, that's £3 and a penny.

Ali: Thank you, bye.

**Track 23 (Activity 4)**

Ali: Good morning.

Waitress: Good morning, sir.

Ali: A table for two please.

Waitress: Is this one OK, next to the window?

Sofia: Yes, this is nice, I can see the cars.

Ali: Can I have a menu please?

Waitress: Here you are.

Ali: What is the soup of the day?

Waitress: It's tomato and carrot.

Sofia: I don't like carrots, Dad, can I have a pizza?

Ali: Alright. What would you like to drink?

Sofia: Can I have a coke?

Ali: No, it's bad for your teeth. How about a glass of milk?

Sofia: Oh, alright.

Ali: So, can I have a pizza and a glass of milk for my daughter and a ham salad and a cup of tea for me, please.

Waitress: Certainly. I'll bring it to the table in a minute.

**17** Free time and leisure  
At the restaurant

**Track 24 (Activity 1)**

- B. Good afternoon, Castle Restaurant here, Sue speaking, how can I help you?  
A. Oh, hello, I'd like to book a table please.  
B. Certainly, sir. Can I take your name?  
A. Yes, it's John Craig.  
B. Can you spell your surname, please.  
A. Craig, C-R-A-I-G.  
B. What's your phone number please Mr Craig?  
A. It's 335 3856.  
B. Sorry, I didn't get that, can you repeat it?  
A. 335 3856  
B. Thank you. When would you like to come?  
A. Tonight please.  
B. How many people is it for?  
A. 2  
B. We have a table for 2 at 7.30.  
A. That's fine, thanks.  
B. So, that's a table for 2, tonight, at 7.30. We'll see you tonight, Mr Craig.  
A. Thank you, good bye.

**Track 25 (Activity 3)**

- Waiter: Good evening. Have you booked a table?  
John: Yes, I booked a table this afternoon for two at 7.30. The name is Craig.  
Waiter: Oh yes, Craig. Come this way please.  
John: What would you like to drink, darling?  
Mary: A glass of white wine, please.  
John: A glass of white wine for my wife and a glass of coke for me please. Can we see the menu?  
Waiter: Of course, here you are.  
Mary: What's the soup of the day?  
Waiter: It's French Onion soup.  
Mary: Thank you.  
Waiter: A white wine for Madam and a coke for you sir. Are you ready to order?  
John: Yes, I think so. I'll have the soup.  
Mary: And I'll have the garlic bread.  
Waiter: What would you like for your main course?  
John: Spaghetti Bolognese.  
Mary: And for me a cheese omelette.  
Waiter: And what would you like to drink with your meal?  
John: A bottle of red wine and a jug of water, please.  
Waiter: Of course, sir.  
Waiter: Did you enjoy your meal?

Mary:       Lovely thank you.  
Waiter:     Would you like desserts or coffee?  
John:       No, I don't think so. What about you darling?  
Mary:       Nor for me either, thank you.  
John:       Can you bring us the bill please?  
Waiter:     Of course. Just one minute.

**18** Free time and leisure  
At the library

**Track 26 (Activity 1)**

Sara: Sam, where is the nearest library to my house?

Sam: It's in Park Road.

Sara: How do I get to the library from my house?

Sam: Well, turn right and go down London Road until you get to the traffic lights on the corner of Park Road. Cross the road to the school. Turn left and go down Park Road. The library is opposite the café, next to the supermarket. It's very easy.

Sara: How long will it take me?

Sam: Only ten minutes.

Sara: Ok, so I turn right from my house, go down London Road until I get to the traffic lights. I cross the road and turn left down Park Road and the library is opposite the café, next to the supermarket. I'll be fine!

**Track 27 (Activity 3)**

A. Good morning. Can I help you?

S. Hello. I'd like a library card please.

A. OK. What's your name please?

S. Sara Lee.

A. What's your address Mrs Lee?

S. It's 14/1 London Road.

A. And your postcode?

S. AB2 4GH

A. I need to see something with your address on it. Do you have a council tax bill or an electricity bill?

S. I've got a letter from the bank. Is that OK?

A. May I see?

S. Here you are.

A. That's fine, thank you. Now I need something with your signature on it. Do you have a bank card?

S. No, but I have my passport. Is that OK?

A. Yes, that's fine. Please sign your name and date the form here and your card will be ready for you tomorrow.

S. Thank you.

**19** Free time and leisure  
In a shopping centre

**Track 28 (Activity 3)**

**1**

- A. Next please!
- L. Can I have a cheese omelette, please?
- A. OK. Anything else?
- L. No, thanks. How much is that?
- A. £3.50, please.
- L. There you are.
- A. Thank you.

**2**

- L. Hi, can I try on this jumper, please?
- B. Yes, the changing rooms are over there, next to the door.
- L. Thanks.

**3**

- C. Morning. How can I help you today?
- L. Can I borrow this book, please?
- C. Do you have your library card please?
- L. Yes, here it is.
- C. That's fine, thanks.

**4**

- D. Can I help you?
- L. Yes, can I post a parcel please?
- D. First or second class?
- L. Second please.
- D. That's £2.35, please.
- L. There you are.
- D. Thanks.

**20** **Free time and leisure**  
Review of lessons 16–19

**Track 29 (Activity 1)**

- 1 One pound
- 2 Four pounds
- 3 One pound fifty
- 4 Forty nine pence
- 5 Seven ninety-nine
- 6 Ten pounds seventy-five pence

**Track 30 (Activity 2)**

Apple pie  
Omelettes  
£3.10 (pronounced three pounds ten)  
Orange juice  
Sandwich  
Chewing gum  
Coffee  
Sausage roll  
Lemon cake

(Make sure the natural way of saying 'n' for **and** and 'v' for **of** is used)

Fish and chips	A cup of tea
Coffee and tea	A glass of juice
Milk and sugar	A bowl of soup
Pizza and salad	A plate of chips

### Track 31 (Activity 3)

1

- A. Good morning. Can I help you?
- B. Hello. Can I have a ham sandwich, please?
- A. Here you are. Anything else?
- B. No, that's all, thanks. How much is that?
- A. Two pounds twenty p., please.
- B. OK, thanks.

2

- A. Hi, can I help?
- B. Hi, can I have a pizza please?
- A. OK. Anything to drink?
- B. Yes, can I have a cup of coffee?
- A. Sure. Here you are.
- B. How much is that?
- A. That's five pounds fourteen pence, please.
- B. Thanks.
- A. 1,2,3,4 pounds and 86 pence, thank you.

## Supplementary materials

### **03** Goods and services Staying at a hotel

#### Activity 1



**05** **Goods and services**  
Review of lessons 1–4

**Activity 1**

**Dialogue in bakery 1** (from lesson 1)

Shop assistant: Hello. Can I help you?  
Markus: Hi. Can I have a cheese sandwich please?  
Shop assistant: OK. Anything else?  
Markus: Yes, can I have a muffin please?  
Shop assistant: Chocolate or strawberry?  
Markus: Chocolate please.  
Shop assistant: Is that all?  
Markus: Yes, that's fine thanks.  
Shop assistant: That's £2.20 for the sandwich and £1.40 for the muffin so that's £3.60 in total.  
Markus: Here you are.  
Shop assistant: So £4, and 1 makes 5, thank you.  
Markus: Thanks, bye.

**06** **Health**  
Registering with a doctor

**Set 1**

**Sofia**

**Gulnaz**

**13-12-67**

**Turkish**

**Flat 2/3,  
15 Bread Street, Edinburgh,  
EH3 7MP**

**EH3 7MP**

**0131 558 4589**

**Set 2**

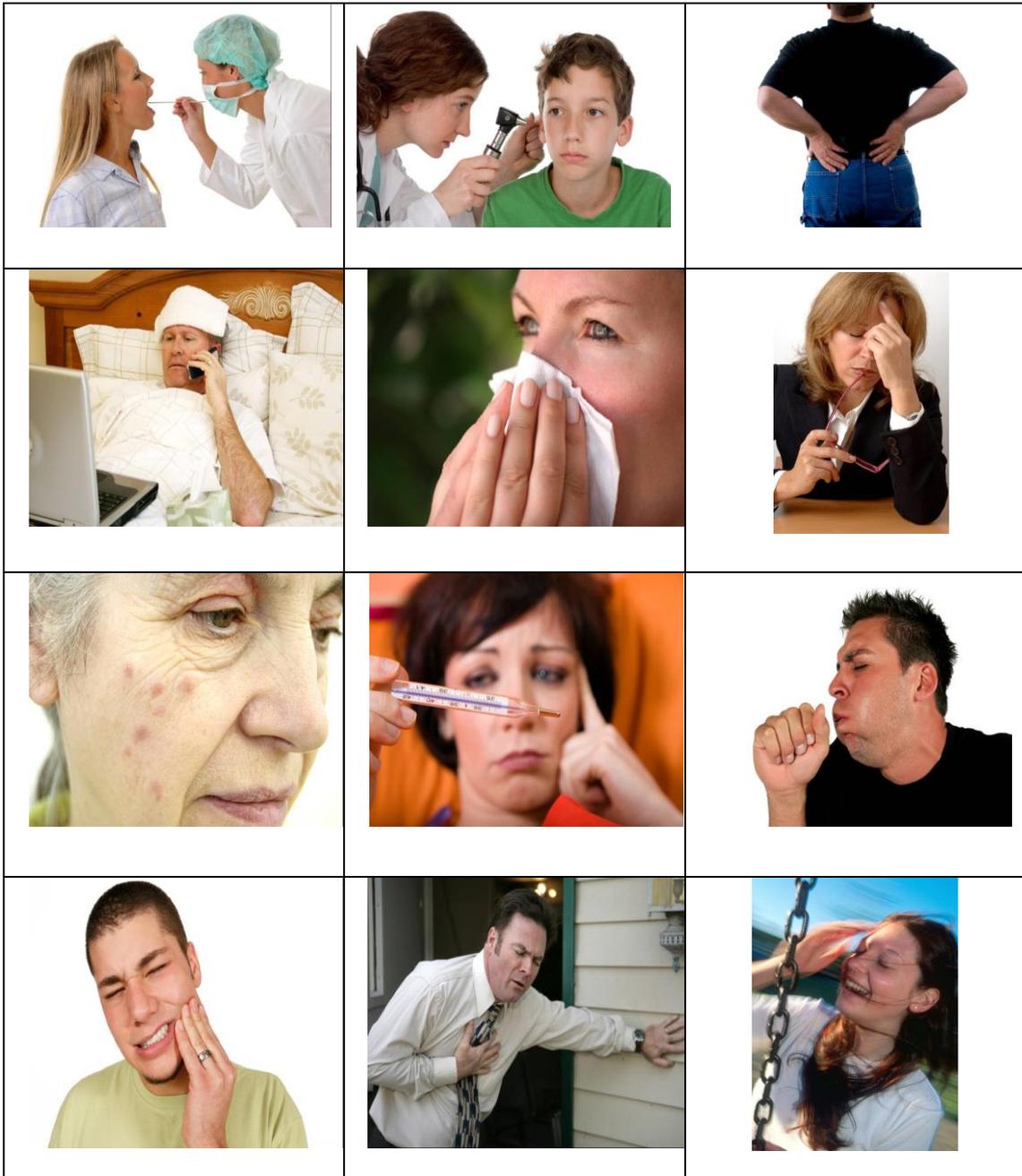
<b>First Name</b>
<b>Surname</b>
<b>Date of Birth</b>
<b>Nationality</b>
<b>Address</b>
<b>Postcode</b>
<b>Phone number</b>

07

**Health**  
Describing symptoms

**Activity 2**

**Symptom Cards**



**Words for Symptoms Cards**

**headache**

**cough**

**sore throat**

**toothache**

**feel sick**

**earache**

**backache**

**flu**

**cold**

**rash**

**temperature**

**feel dizzy**

**09** Health  
At the chemist

**Activity 3**



under 12

11

Travel  
Directions

Activity 1

Cue cards



**11**

**Travel  
Directions**

**Activity 1  
Cue cards**

**chemist**

**cinema**

**bank**

**park**

**post office**

**department store**

**petrol station**

**supermarket**

**bus stop**

**church**

## **12** Travel At the station (1)

### **Activity 3**

#### **Student A**

Read these directions and mark the places on your map.

The cash machine is in the travel centre.  
Platform 3 is opposite Platform 2. Just go up the steps, turn right over the bridge and down the steps.

Now find a Student B. Ask him/her for directions to:  
the post box  
the shop

Mark them on your map.  
Student B will ask you for some directions,  
Then compare your maps.

#### **Student B**

Read these directions and mark the places on your map.

The post box is outside the travel centre opposite the phone box.  
The shop is behind the taxi rank, next to the travel centre.

Now find a Student A. Ask him/her for directions to  
the cash machine  
Platform 3

Mark them on your map.  
Student A will ask you for some directions.  
Then compare your maps.

**13** Travel  
At the station (2)

**Activity 2**



<<<<London



<<<<Edinburgh



<<<<Aberdeen



<<<<Perth



<<<<York



<<<<<<<<<Aberdeen



**14** **Travel**  
At the station (3)

**Activity 1**

Students A

**Part One**

You are going to listen to Sam making a phone call.  
Circle the words you hear.

**reservation train car Simon Sam dress address turn return  
Sunday Monday November September seat chair post code  
postman post office**

**Part Two**

Listen to the dialogue again.  
You have to get the following information:

- 1 the man's name
- 2 the man's phone number
- 3 the details of the man's outward journey  
From:  
To:  
Date:  
Time leaves:  
Time arrives:  
Direct: Yes/No  
Seat:

**Part Three**

When your teacher has checked that you have the right information, find a pair with different information. Ask and answer these questions. Write down the answers.

- 1 What is Sam's address?
- 2 What is his post code?
- 3 Return Journey
- 4 Where is he going to?
- 5 Where is he leaving from?
- 6 What date is he travelling?
- 7 What time is his train?
- 8 What time does it arrive?
- 9 Is it direct?
- 10 Where is his seat?
- 11 What number is it?

## **14** Travel At the station (3)

### **Activity 1**

Students B

#### **Part One**

You are going to listen to Sam making a phone call.  
Circle the words you hear.

**reservation train car Simon Sam dress address turn return  
Sunday Monday November September seat chair post code  
postman post office**

#### **Part Two**

Listen to the dialogue again.  
You have to get the following information:

- 1 the man's address
- 2 the man's post code
- 3 the details of the man's return journey  
From:  
To:  
Date:  
Time leaves:  
Time arrives:  
Direct: Yes/No  
Seat:

#### **Part Three**

When your teacher has checked that you have the right information, find a pair with different information. Ask and answer these questions. Write down the answers.

- 1 What is the man's name?
- 2 What is his phone number?
- 3 Outward Journey
- 4 Where is he going to?
- 5 Where is he leaving from?
- 6 What date is he travelling?
- 7 What time is his train?
- 8 What time does it arrive?
- 9 Is it direct?
- 10 Where is his seat?
- 11 What number is it?

**15** **Travel**  
Review of lessons 11–14

**Activity 2**

Student A

Ask your partner about train times and fill in the table below.

Platform	Departure	Destination	Arrival
5	11.40	Aberdeen Inverness	13.30
4	12.50	London Edinburgh	15.55
16	14.40	Newcastle Manchester	16.40
1	15.05	Bristol Liverpool	19.30

**Dialogue**



What time is the next train to \_\_\_\_\_  
There's one at \_\_\_\_\_



What time does it arrive in \_\_\_\_\_?  
At \_\_\_\_\_



Which platform does it leave from?



Platform \_\_\_\_\_

## Activity 2

Students B



You are going to do this activity in pairs.

Ask your partner about train times and fill in the table below.

Platform	Departure	Destination	Arrival
		Aberdeen	
6	12.05	Inverness	15.30
		London	
8	13.30	Edinburgh	14.55
		Newcastle	
11	14.55	Manchester	17.20
		Bristol	
3	18.10	Liverpool	21.20

### Dialogue



What time is the next train to \_\_\_\_\_  
There's one at \_\_\_\_\_



What time does it arrive in \_\_\_\_\_?  
At \_\_\_\_\_



Which platform does it leave from?



Platform \_\_\_\_\_



**19** Free time and leisure  
In a shopping centre

**Activity 2**

Student A

Your partner will ask you where things are in the store. Look at the store guide and tell him/her.

<b><u>STOREGUIDE</u></b>	
<b>Third Floor</b>	
Furniture	
Café	Toilets
<b>Second Floor</b>	
Menswear	Sports Shop
Photography	
<b>First Floor</b>	
Ladies' clothes	
Children's clothes	
<b>Ground Floor</b>	
Shoes	Jewellery
Toiletries	
<b>Basement</b>	
Electrical	Kitchenware
Toys	Stationery

**Dialogue**

- A Excuse, me, I'm looking for a kettle.  
B Kettles are in the electrical department in the basement.  
A Thank you.  
B You're welcome.

Ask your partner for the following things:



1



2



3



4



5



6

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- 1 Iuminis  
2 Chris Elwell  
3 Paul Paladin  
4 Duncan Babbage  
5 Olivier Blondeau  
6 Androsov Konstantin

## Activity 2

Student B

Your partner will ask you where things are in the store. Look at the store guide and tell him/her.

<b><u>STOREGUIDE</u></b>	
<b>Third Floor</b>	
Furniture	
Café	Toilets
<b>Second Floor</b>	
Menswear	Sports Shop
Photography	
<b>First Floor</b>	
Ladies' clothes	
Children's clothes	
<b>Ground Floor</b>	
Shoes	Jewellery
Toiletries	
<b>Basement</b>	
Electrical	Kitchenware
Toys	Stationery

### Dialogue

- A. Excuse, me, I'm looking for a kettle.  
B. Kettles are in the electrical department in the basement.  
A. Thank you.  
B. You're welcome.

Ask your partner for the following things:



1



2



3



4



5



6

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- 1 300dpi  
2 Steven Kratochwill  
3 William Berry  
4 Christoph Wiels  
5 Matjaz Boncina  
6 Aleksandr Lobanov