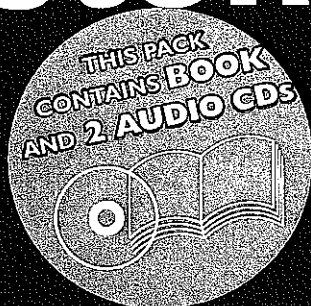


# Listening Extra

CAMBRIDGE  
**copy**  
COLLECTION



A resource book of multi-level skills activities

MEETING POINT



CAMBRIDGE  
UNIVERSITY PRESS

Miles Craven

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# Listening Extra

A resource book of multi-level skills activities



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| Theme                         | Title                                 | Topic                               | Context                                | Activity type                         | Time    |
|-------------------------------|---------------------------------------|-------------------------------------|----------------------------------------|---------------------------------------|---------|
| <b>1 Personal information</b> |                                       |                                     |                                        |                                       |         |
| Elementary                    | 1.1 Your name, please                 | enrolling on a course               | telephone conversation                 | form filling                          | 40 mins |
| Intermediate                  | 1.2 Nice to meet you                  | exchanging personal information     | conversation in a Youth Hostel         | completing student identity cards     | 35 mins |
| Upper-intermediate            | 1.3 What are you like?                | character and personality           | psychology test                        | ranking, taking notes                 | 40 mins |
| <b>2 The family</b>           |                                       |                                     |                                        |                                       |         |
| Elementary                    | 2.1 This is my family                 | talking about your family           | description of family photos           | matching                              | 50 mins |
| Intermediate                  | 2.2 Children change everything        | how life changes with a new baby    | radio phone-in programme               | completing notes                      | 50 mins |
| Upper-intermediate            | 2.3 What shall we do with Grandad?    | caring for the elderly              | monologues about a family problem      | identifying errors, making inferences | 50 mins |
| <b>3 Daily activities</b>     |                                       |                                     |                                        |                                       |         |
| Elementary                    | 3.1 Welcome to Language International | a language course timetable         | introductory talk at a language school | completing notes                      | 35 mins |
| Intermediate                  | 3.2 A day in the life of ...          | Jane Goodall, chimpanzee researcher | press interview                        | completing notes                      | 25 mins |
| Upper-intermediate            | 3.3 Time to refresh your soul         | a spiritual retreat                 | monk describing the day's events       | ordering pictures, taking notes       | 30 mins |
| <b>4 Homes</b>                |                                       |                                     |                                        |                                       |         |
| Elementary                    | 4.1 When can we move in?              | renting a flat                      | viewing a flat with an estate agent    | matching, form filling                | 50 mins |
| Intermediate                  | 4.2 Celebrity house challenge         | describing a room                   | TV game show                           | spot the difference                   | 45 mins |
| Upper-intermediate            | 4.3 Time for a change                 | interior design                     | discussion with an interior designer   | matching, completing notes            | 35 mins |
| <b>5 Town and country</b>     |                                       |                                     |                                        |                                       |         |
| Elementary                    | 5.1 Treasure hunt                     | directions round the town           | students on a treasure hunt            | following a route                     | 40 mins |
| Intermediate                  | 5.2 Traffic trouble                   | town planning                       | objections to a new bypass             | taking notes                          | 40 mins |
| Upper-intermediate            | 5.3 City tour                         | sightseeing tour                    | telephone booking service              | spot the difference                   | 35 mins |
| <b>6 Travel and tourism</b>   |                                       |                                     |                                        |                                       |         |
| Elementary                    | 6.1 But it says here ...              | a package holiday                   | complaining to a travel agent          | form filling                          | 50 mins |
| Intermediate                  | 6.2 What a journey!                   | a terrible journey                  | telling a story                        | ordering pictures                     | 45 mins |
| Upper-intermediate            | 6.3 The Bloody Tower                  | ghosts of the Tower of London       | talk by a tour guide                   | taking notes, matching                | 40 mins |



| Theme                               | Title                             | Topic                         | Context                                  | Activity type                           | Time    |
|-------------------------------------|-----------------------------------|-------------------------------|------------------------------------------|-----------------------------------------|---------|
| <b>7 Food and drink</b>             |                                   |                               |                                          |                                         |         |
| Elementary                          | 7.1 What's cooking?               | how to make risotto           | TV cookery programme                     | ordering, completing notes              | 40 mins |
| Intermediate                        | 7.2 That sounds delicious!        | in a restaurant               | asking about and ordering food           | taking notes, true or false             | 45 mins |
| Upper-intermediate                  | 7.3 Eat your way to better health | healthy eating                | radio interview                          | taking notes                            | 40 mins |
| <b>8 Describing people</b>          |                                   |                               |                                          |                                         |         |
| Elementary                          | 8.1 These are my friends          | appearance and character      | description of people at a party         | matching, taking notes                  | 30 mins |
| Intermediate                        | 8.2 Just shopping                 | clothes and appearance        | women commenting on each other's outfits | matching, making inferences             | 35 mins |
| Upper-intermediate                  | 8.3 The changing face of beauty   | concepts of beauty            | college lecture                          | completing notes                        | 50 mins |
| <b>9 Describing things</b>          |                                   |                               |                                          |                                         |         |
| Elementary                          | 9.1 I'm looking for a ...         | shopping                      | buying things in a department store      | matching, taking notes                  | 25 mins |
| Intermediate                        | 9.2 Wow ... that's big!           | the Thames Barrier            | talk by a tourist guide                  | completing a diagram, taking notes      | 35 mins |
| Upper-intermediate                  | 9.3 But is it Art?                | Jackson Pollock               | museum audio cassette recording          | ordering pictures, taking notes         | 30 mins |
| <b>10 Friends and relationships</b> |                                   |                               |                                          |                                         |         |
| Elementary                          | 10.1 He's not really my type      | Internet dating               | friends completing on-line dating form   | form filling, identifying pros and cons | 45 mins |
| Intermediate                        | 10.2 It's not such a bad custom   | arranged marriage             | school speech contest                    | true or false                           | 35 mins |
| Upper-intermediate                  | 10.3 A friend in need             | asking for a favour           | telephone conversation                   | matching                                | 40 mins |
| <b>11 Health and fitness</b>        |                                   |                               |                                          |                                         |         |
| Elementary                          | 11.1 Welcome to Abbey Health Club | joining a gym                 | tour of a health club                    | spot the difference                     | 40 mins |
| Intermediate                        | 11.2 Believe it or not            | a miracle cure                | telling a story                          | ordering pictures                       | 35 mins |
| Upper-intermediate                  | 11.3 How healthy are you?         | a magazine quiz               | completing a quiz                        | writing questions, noting answers       | 50 mins |
| <b>12 Leisure time</b>              |                                   |                               |                                          |                                         |         |
| Elementary                          | 12.1 Eye on the world             | popular free-time activities  | TV lifestyle programme                   | taking notes                            | 30 mins |
| Intermediate                        | 12.2 You collect what?            | strange things people collect | radio show                               | matching, taking notes                  | 40 mins |
| Upper-intermediate                  | 12.3 A night at the movies        | describing films              | film trailers                            | completing information on posters       | 40 mins |

| Theme                                     | Title                                     | Topic                          | Context                                 | Activity type                              | Time    |
|-------------------------------------------|-------------------------------------------|--------------------------------|-----------------------------------------|--------------------------------------------|---------|
| <b>13 Education</b>                       |                                           |                                |                                         |                                            |         |
| Elementary                                | <b>13.1</b> It's OK, I guess              | evening classes                | students discussing classes             | jigsaw listening, taking notes             | 35 mins |
| Intermediate                              | <b>13.2</b> My first day at school        | early school memories          | a woman recalls her first day at school | matching                                   | 50 mins |
| Upper-intermediate                        | <b>13.3</b> No more school!               | home schooling                 | parents and son discussing experiences  | answering questions                        | 40 mins |
| <b>14 The world of work</b>               |                                           |                                |                                         |                                            |         |
| Elementary                                | <b>14.1</b> Welcome to the Happy Chicken! | a job interview                | interview for a part-time job           | form filling                               | 35 mins |
| Intermediate                              | <b>14.2</b> I hate my job!                | complaining about work         | conversation between friends            | ordering, taking notes                     | 30 mins |
| Upper-intermediate                        | <b>14.3</b> It really works!              | Feng Shui in the workplace     | interview with a factory manager        | completing a diagram                       | 40 mins |
| <b>15 Money</b>                           |                                           |                                |                                         |                                            |         |
| Elementary                                | <b>15.1</b> It's terrible!                | monthly expenses               | conversation between students           | ordering, taking notes                     | 35 mins |
| Intermediate                              | <b>15.2</b> Sell, sell, sell!             | door-to-door selling           | motivational sales seminar              | form filling, taking notes                 | 35 mins |
| Upper-intermediate                        | <b>15.3</b> What a waste!                 | wasting money                  | two couples arguing about money         | taking notes                               | 35 mins |
| <b>16 Past experiences and stories</b>    |                                           |                                |                                         |                                            |         |
| Elementary                                | <b>16.1</b> Never again!                  | a bad experience at an airport | telling a story                         | ordering                                   | 35 mins |
| Intermediate                              | <b>16.2</b> I was really scared!          | a ghost story                  | conversation with a teacher             | jigsaw listening                           | 35 mins |
| Upper-intermediate                        | <b>16.3</b> A time I was happy            | pleasant memories              | monologues about happy occasions        | ordering, taking notes, identifying errors | 40 mins |
| <b>17 Science and technology</b>          |                                           |                                |                                         |                                            |         |
| Elementary                                | <b>17.1</b> That's fast!                  | a new type of rocket engine    | radio programme                         | matching, taking notes                     | 30 mins |
| Intermediate                              | <b>17.2</b> Next stop ... Mars?           | colonisation of other planets  | formal debate                           | completing a poster, completing notes      | 40 mins |
| Upper-intermediate                        | <b>17.3</b> The car of the future         | developments in car technology | presentation                            | completing presentation slides             | 35 mins |
| <b>18 Social and environmental issues</b> |                                           |                                |                                         |                                            |         |
| Elementary                                | <b>18.1</b> It's about time               | recycling                      | conversation between a couple           | completing a leaflet                       | 35 mins |
| Intermediate                              | <b>18.2</b> Stop, thief!                  | reporting a crime              | making a police report                  | form filling, completing notes             | 45 mins |
| Upper-intermediate                        | <b>18.3</b> To give or not to give        | attitudes to begging           | an argument between a couple            | ordering                                   | 40 mins |

# Introduction

## Who is *Listening Extra* for?

*Listening Extra* is a resource book containing photocopiable materials for supplementary classroom work. The accompanying CDs contain over two hours of authentic listening practice and the recording scripts are included at the back of the book. The activities provide self-contained lessons for the busy teacher. Each activity consists of a page of clear, step-by-step instructions for the teacher and a photocopiable page for the students. The material is aimed at young adults (16+) and adult learners. However, most activities can be easily adapted for the needs of younger students. *Listening Extra* offers teachers an exciting collection of topic-based skills activities from elementary to upper-intermediate level.

## How will *Listening Extra* help my students?

*Listening Extra* provides original and stimulating listening practice across a range of popular topic areas. The varied activities are intended to reflect the diverse nature of real-world listening students today face. Activities cover a wide range of different genres, from radio and TV to academic lectures, presentations, debates and conversational dialogue. Every effort has been made to make the tasks as authentic and realistic as possible. In addition, students are exposed to a variety of native and non-native accents. A rich vein of humour also runs through the course, to help maintain students' enthusiasm and interest.

## How is *Listening Extra* organised?

*Listening Extra* is divided into eighteen units, each focusing on a different theme. Each unit approaches the theme from an interesting and original angle. The themes cover many of the popular topics found in standard coursebooks. Therefore the activities can be used to supplement existing course material, offering diversity and a refreshing approach to these familiar themes. Each unit offers three activities at the following levels: elementary, intermediate and upper-intermediate. A map of the book provides a clear overview of the 54 activities, enabling the teacher to quickly locate a suitable activity for their class.

## How is each activity organised?

Each activity has one page of step-by-step teacher's notes and a photocopiable sheet on the opposite page for the students. There is minimal preparation before class. Teachers simply have to photocopy the appropriate number of sheets and sometimes cut up the sheets. Teachers also have to cue the recording. The teacher's notes include a key information panel for quick reference. The headings in this section are:

|                        |                                                                                                                                                                                                                                                                                                                                   |
|------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Level</b>           | elementary, intermediate or upper-intermediate                                                                                                                                                                                                                                                                                    |
| <b>Topic</b>           | a brief description of the topic, e.g. Enrolling on a course                                                                                                                                                                                                                                                                      |
| <b>Activity type</b>   | a brief description of the kind of exercises students will perform                                                                                                                                                                                                                                                                |
| <b>Listening focus</b> | the particular listening skill(s) practised                                                                                                                                                                                                                                                                                       |
| <b>Time</b>            | suggested timing for the Main activity and the complete lesson, i.e. including the Warm up and Follow up sections, (these are only guidelines and timing may vary from class to class)                                                                                                                                            |
| <b>Key language</b>    | vocabulary and structures that students will encounter during the activity                                                                                                                                                                                                                                                        |
| <b>Preparation</b>     | what needs to be done before the lesson, e.g. how many copies of the photocopiable sheet you need to make, what cutting is required, or whether you need to bring anything else to the lesson;  shows the CD and track number of the recording |

The lesson is divided into three stages:

|                      |                                                                                            |
|----------------------|--------------------------------------------------------------------------------------------|
| <b>Warm up</b>       | – an optional section to help focus students on the topic and prepare them                 |
| <b>Main activity</b> | – students listen to the recording and fulfil a variety of realistic and authentic tasks   |
| <b>Follow up</b>     | – an opportunity for students to personalise the topic and develop the scope of the lesson |

## What is the best way to use *Listening Extra* in the classroom?

It can be demotivating for students to listen to a recording in class which they simply can't understand. Many feel frustrated when they don't understand what they hear. *Listening Extra* aims to help students succeed. The activities are designed to present students with a challenge they can win. Students may listen several times to the recording, often listening for different information each time. You can help your students by encouraging them to pool their knowledge about the topic *before* they listen. This helps to focus their mind and prepares them for the recording. A list of Key language is provided, so if you pre-teach these items students need not be confused by unfamiliar words. Language is presented in familiar and authentic contexts. By relating these contexts to their own real-world experience, students can see the value of the listening activity and become more motivated.

Listening is an active process and students need to think and interpret what they hear as they listen. The activities in *Listening Extra* encourage students to react to what they hear as naturally as possible. Encourage your students to think *around* the recording, too, by listening between the lines for emotions and opinions, or picking up on aural clues in the background.

This book is part of a family of skills books in the Cambridge Copy Collection series. The other books available are *Reading Extra*, *Speaking Extra* and *Writing Extra*, and they each follow a similar format.

## Glossary of skills

The *Listening focus* section of the teacher's notes highlights the main listening strategies employed in each activity. However, it is of course natural for students to employ a combination of several different skills in the course of a single listening. Therefore, those skills highlighted simply refer to the main skills focused on by each activity.

**Listening for specific information** – students identify certain key information at word level

**Listening for details** – students listen for phrases and longer strings of information at sentence level

**Listening for the main idea** – students listen to the complete recording in order to understand the core ideas

**Listening for opinions** – students listen to understand the views expressed by a particular speaker

**Inferring meaning** – students 'listen between the lines' to understand what the speaker is *really* saying

**Recognising context** – students listen around the recording to identify where it takes place, who the people are, etc.

**Predicting** – students anticipate what they will hear before the recording is played

**Identifying emotion** – students listen to identify the mood of a particular speaker



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## 1.1

## Your name, please

**LEVEL**

Elementary

**TOPIC**

Enrolling on a course

**ACTIVITY TYPE**

Form filling

**LISTENING****FOCUS**

Listening for specific information

**TIME**

40 minutes

(main activity 15 mins)

**KEY LANGUAGE**

address,  
application form,  
course, date of birth,  
evening class,  
interested in, long,  
nationality, occupation,  
postcode, school,  
short, spell, stay,  
surname;

Present tenses, can,  
will

**PREPARATION**

One photocopy for each student; for the Follow up, one copy of the recording script for every two students

CD 1 track 2

**Warm up**

- Draw a large square on the board and write *Application form* at the top. Ask students what they might need an application form for (bank account, bus pass, etc.). Then put students into pairs and tell them to make a list of all the headings they might see on an application form. Write *First name* and *Surname* at the top of the application form on the board to start them off. When students are ready, tell them to call out their ideas while you write them on the board to complete the application form. Try to cover all the categories covered in the 'Student details' section of the photocopyable sheet.
- Check the Key language. Write on the board any words not already covered that you think your students may not know. Divide students into groups and give each group one or two words to look up in their dictionary. Then have students explain the meaning of their words to the class. Help with understanding and give examples where necessary.

**Main activity**

- 1 Tell students that they are going to listen to a foreign student in the UK as she phones a language school to enrol on an evening class. Tell them to put their pens down and simply listen to the telephone conversation between the student and the receptionist. Emphasise that they should not make notes, but just listen. Play the recording.
- 2 Put students into groups. Tell them to exchange any information they can remember about the conversation.
- 3 Give each student a copy of the Student Enrolment Form. Tell students that they are going to listen again. This time they must complete the form as if they are the receptionist who answers the call. First, give them time to study the form and complete any details they can remember.

When students are ready, play the recording. Then tell students to compare their answers. If necessary, play the recording again. Finally, check students' answers.

**Answer key****Student details:**

a Silva      b Maria      c Mexican      d Spanish      e student  
f 11/10/1983      g 24 Cherry Road      h CB1 5AW      i 742980

**Course details:**

139 long course

- 4 If you wish, play the recording again and have students listen and use their form to guide themselves through the conversation.

**Follow up**

Put students into pairs and give each pair a copy of the recording script for this activity. Tell them to practise the conversation together. When they finish, tell students to swap roles. Finally, tell students to interview each other using the application form on the board from the Warm up activity as a guide. Explain that this time they must answer with their own personal information. Monitor and provide help where needed.



# Cambridge Language College

## EVENING CLASSES

### Student Enrolment Form

*To be completed for all new students*

#### Student details

Surname a .....

First name b .....

Nationality c .....

Language d .....

Occupation e .....

Date of birth f ..... / ..... / .....  
day month year

Address g .....  
.....

Postcode h .....

Phone no. i .....

#### Course details

**French**      121 Elementary ☐      131 Intermediate ☐      141 Advanced ☐

**English**      129 Elementary ☐      139 Intermediate ☐      149 Advanced ☐

**German**      151 Elementary ☐      161 Intermediate ☐      171 Advanced ☐

**Spanish**      159 Elementary ☐      169 Intermediate ☐      179 Advanced ☐

**Japanese**      181 Elementary ☐      191 Intermediate ☐

**Type of course**      short course ☐      long course ☐



## 1.2

## Nice to meet you

## LEVEL

Intermediate

## TOPIC

Exchanging personal information

## ACTIVITY TYPE

Completing student identity cards

## LISTENING FOCUS

Listening for specific information

## TIME

35 minutes

(main activity 20 mins)

## KEY LANGUAGE

to be born, boyfriend,  
clever, company,  
computer science,  
curry, delicious,  
engineering, guy, pass,  
plate, salt, university;

Present tenses

## PREPARATION

One photocopy (cut up) for each group of four students

CD 1 track 3

## Warm up

- Ask students to raise their hand if they have ever stayed in a youth hostel. Encourage them to explain what a youth hostel is in case any students don't know. If possible, put students into groups to talk about their experiences in youth hostels. Tell them to talk about where they stayed, the people they met, and what they did there. You may wish to tell them about your own experience of youth hostels too, if appropriate.
- Check the Key language. On the board, write any words you think your students may not know. Put students into pairs and tell them to use their dictionaries to identify the part of speech of each word (noun, verb, adjective, etc.). When they finish, review their answers and ask volunteers to explain the meaning of each word. Give examples where necessary.

## Main activity

- 1 Explain to students that they will hear a conversation between several people who meet in the kitchen of a youth hostel. Explain that they must listen to the conversation and note each person's first name. When students are ready, play the recording.
- 2 Have students call out the first names of each of the people in the recording, and write them on the board: *James, Peem, Simone, Takeyuki*. Then put students into pairs and tell them to exchange any additional information they can remember about each person.
- 3 Divide students into groups of four. Give each student a different International Identity Card. Give each group a set of cards with the missing words and phrases. Tell them to spread the cards out on the table, face upwards so they can read them. Explain that they are going to listen to the recording again. When they hear a word or phrase that is missing from their own International Identity Card, they should take the word or phrase card and put it in the correct place. Give students a few moments to study the words and phrases on the cards, so they can anticipate which ones to listen for.

When students are ready, play the recording. Finally, check students' answers.

## Answer key

James Kent, American, New York University, History

Peem Thalong, Thai, Ascension University, Engineering

Simone Clement, French, the Sorbonne, History

Takeyuki Saito, Japanese, Tokyo University, Computer science

- 4 In the same groups of four, tell students to role play the conversation. Explain they should use the information on their International Identity Card to help them. Encourage them to recreate the conversation as exactly as possible. When they finish, encourage them to repeat the role play but this time to substitute the information on the International Identity Cards with their own ideas. Give students time to practise, then ask groups to volunteer to role play their situation in front of the class.

## Follow up

Divide the board into two columns. Write *Advantages of youth hostels* at the top of one column and *Disadvantages of youth hostels* at the top of the other. Put students into pairs and tell them to choose one category. They should list all the arguments they can think of either in favour of or against youth hostels. When they finish, have them write their ideas on the board in the appropriate column. Encourage students to justify their reasons in an open whole-class debate.





# INTERNATIONAL IDENTITY CARD

## STUDENT



Name James

Nationality .....

Place of study .....

Subject .....

# INTERNATIONAL IDENTITY CARD

## STUDENT



Name Peem

Nationality .....

Place of study .....

Subject .....

# INTERNATIONAL IDENTITY CARD

## STUDENT



Name Simone

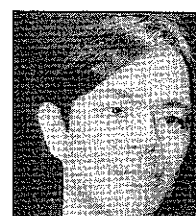
Nationality .....

Place of study .....

Subject .....

# INTERNATIONAL IDENTITY CARD

## STUDENT



Name Takeyuki

Nationality .....

Place of study .....

Subject .....

|                      |                  |
|----------------------|------------------|
| Thalong              | Clement          |
| Thai                 | French           |
| Ascension University | the Sorbonne     |
| Engineering          | History          |
| Kent                 | Saito            |
| American             | Japanese         |
| New York University  | Tokyo University |
| History              | Computer science |

## 1.3

# What are you like?

**LEVEL**

Upper-intermediate

**TOPIC**

Character and personality test

**ACTIVITY TYPE**

Ranking, taking notes

**LISTENING FOCUS**

Listening for details, listening for specific information

**TIME**

40 minutes

(main activity 20 mins)

**KEY LANGUAGE**

ambitious, creative, crowd, desire, determined, energetic, enthusiastic, fade, goal, overcome, preference, reliable, represent, single-minded, sociable, stable, sympathetic;

Language of opinion

**PREPARATION**

One photocopy (cut up) for every four students

CD 1 tracks 4-5

**Warm up**

- Write *I think I am ... because ...* on the board. Ask students to think how they would describe their character to a stranger. Give an example by describing your character to the class. For example, *I think I am punctual because I never arrive late to class.* Then put students into groups and tell them to describe their own character to each other. Make sure they explain their choices by giving examples.
- Check the Key language. Dictate any words you think your students may not know, repeating each word twice as students write them down. When you finish, tell students to compare their spelling. Then choose one student to write their list on the board. Encourage other students to call out any corrections necessary. Give students a few moments to look up any new words in their dictionary.

**Main activity**

- 1 Give each student a set of shapes. Explain they are going to do a psychology test to determine their character and personality. Tell them they must listen to some instructions, and follow them. When students are ready, play Part 1 of the recording.
- 2 Explain that each shape represents certain character and personality traits. The number they gave to each shape represents how closely they match that particular type of character or personality. Tell students that Part 2 of the recording explains what type of character each shape represents. Tell them to listen and note three character adjectives they hear for each shape. Play Part 2 of the recording.

Give students time to compare their answers. If necessary, play Part 2 of the recording again. After, check students' answers.

**Answer key**

The Triangle – ambitious, single-minded, determined

The Square – reliable, honest, stable

The Circle – independent, confident, calm

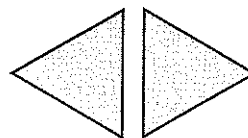
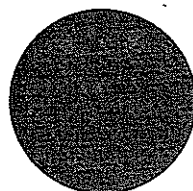
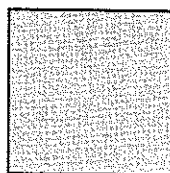
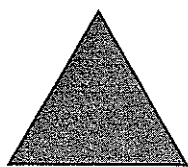
Matching triangles – loyal, sympathetic, sociable

The Whirlwind – creative, energetic, enthusiastic

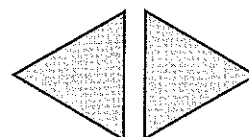
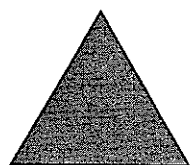
- 3 Put students into groups and tell them to share their answers. Encourage them to discuss how accurately they feel the personality test reflected their character.

**Follow up**

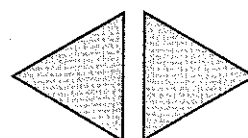
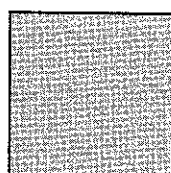
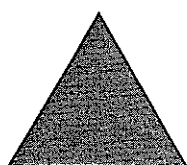
Put students into groups and tell them to think of a person, e.g. husband, wife, boyfriend, boss, employee, teacher, president. Tell them to write a paragraph describing what characteristics this person should ideally have. Monitor and provide help as necessary. When students finish, tell them to read their paragraph aloud to the class. Can the class guess which type of person they are describing?



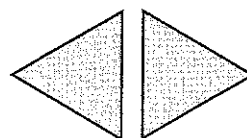
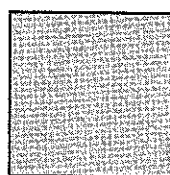
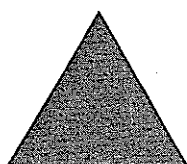
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## 2.1

## This is my family

## LEVEL

Elementary

## TOPIC

Talking about family

## ACTIVITY TYPE

Matching illustrations with descriptions, identifying key information

## LISTENING FOCUS

Listening for the main idea, listening for details

## TIME

50 minutes

(main activity 25 mins)

## KEY LANGUAGE

age, big brother, dad, family, father, grandma, grandmother, in the middle, letter, little sister, mother, mum, next to, on the end, on the left/right, parents, photo, pretty, summer, visit;

Present simple, question forms, prepositions of place, age

## PREPARATION

One photocopy (cut up) for each pair of students; for the Follow up, students should bring a photograph of their own family

CD 1 tracks 6-7

## Warm up

- Tell students about your family. Say how many people there are, their ages, names and give one or two additional facts. Then tell students you are going to make some true and some false statements about your family. Explain that they must recall the information you gave them and call out *True* or *False*.
- Tell students to call out all the words they know connected with 'Family', and write them on the board. Review pronunciation, then check the Key language for any additional words that you think your students may not know and write them on the board. Ask for volunteers to explain the meaning, adding that they may refer to their dictionaries if necessary.

## Main activity

- 1 Put students into pairs. Give one student a copy of The Vishna Family, and give their partner a copy of The Blake Family. Give students time to study their pictures. Explain that they are going to listen to two people talk about their family. They must listen and decide which dialogue describes the family in their picture. Play the recording. Then check students' answers.

## Answer key

Part 1 – The Blake Family

Part 2 – The Vishna Family

- 2 Give each student a set of name cards that corresponds to their picture. Explain that they are going to listen again, and that this time they must put each name card next to the correct person in the picture. They must also write the age of each person in the space provided on their name card. Play the recording.
- 3 Tell students to look at their partner's picture. Explain that they must listen and check their partners' answers. Play the recording. Then check students' answers.

## Answer key

The Blake Family: (from the left) Helen 80, Jane 11, Susan 43, Bill 43, Jenny 16, James 15

The Vishna Family: (from the left) Raj 24, Bina 19, Varsha 14, Amit 22, Navin 56, Nina 53, Tarak 26

- 4 Tell students to look at both pictures together. Give them one minute to study the information. Then tell them to cover the pictures and remember as many facts as they can about the two families, such as *Jenny Blake is 16 years old*.

## Follow up

Tell students to make notes about their own family. They should note how many people there are, their ages, names and give one or two additional facts. Then put students into pairs to tell each other about the people in their family. This works best if students can bring in a photo of their family. When students finish, tell them to find a new partner and tell them everything they can remember about their previous partner's family. For example, *Juan has a sister called Maria. She is fourteen years old ...*



# The Vishna Family

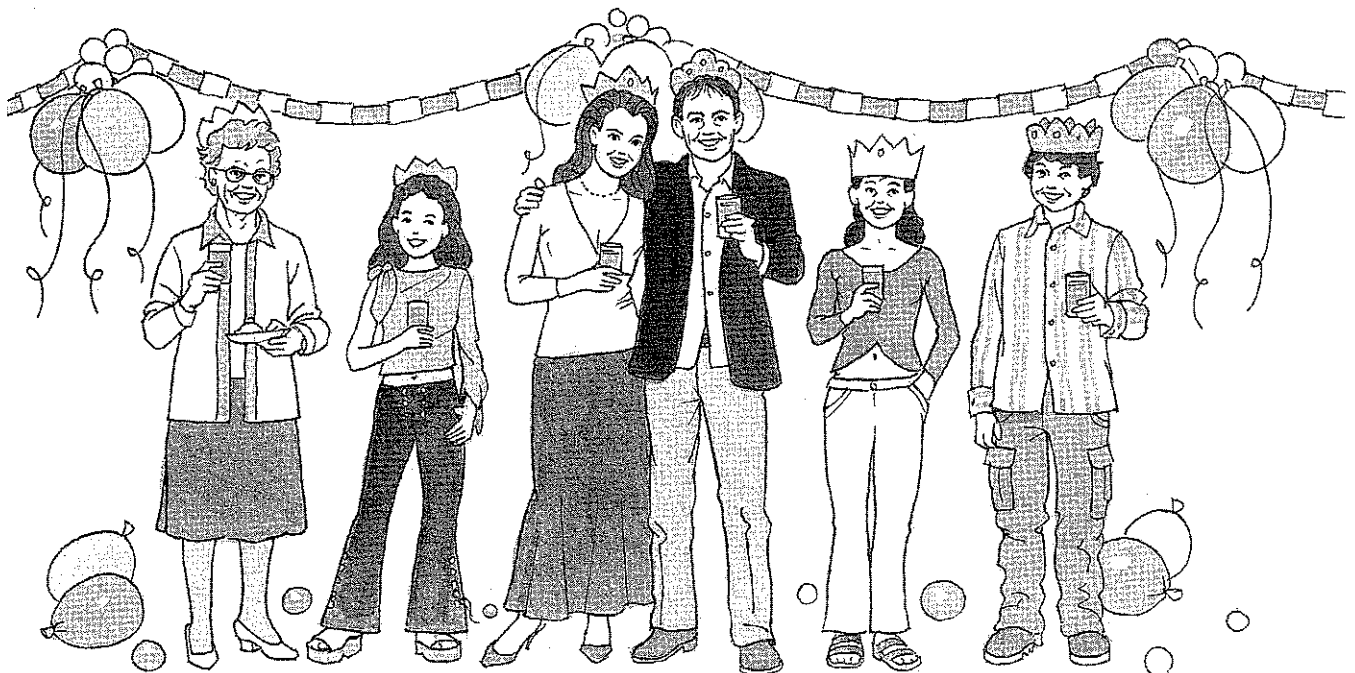


## Name cards

Scissors icon

|           |            |              |            |             |            |             |
|-----------|------------|--------------|------------|-------------|------------|-------------|
| Raj ..... | Bina ..... | Varsha ..... | Amit ..... | Navin ..... | Nina ..... | Tarak ..... |
|-----------|------------|--------------|------------|-------------|------------|-------------|

# The Blake Family



## Name cards

Scissors icon

|             |            |             |            |             |             |
|-------------|------------|-------------|------------|-------------|-------------|
| Susan ..... | Bill ..... | Jenny ..... | Jane ..... | James ..... | Helen ..... |
|-------------|------------|-------------|------------|-------------|-------------|

## 2.2

## Children change everything

## LEVEL

Intermediate

## TOPIC

How life changes  
with a new baby

## ACTIVITY TYPE

Completing notes

LISTENING  
FOCUSListening for specific  
information

## TIME

50 minutes  
(main activity 30 mins)

## KEY LANGUAGE

*change a nappy,  
financial, pram, save  
up, soap, space,  
towel, toy, waste,  
worry;*Past tenses, future  
simple, modals of  
obligation

## PREPARATION

One photocopy for  
each student

CD 1 track 8

## Warm up

- Draw two figures on the board, one male and one female. Write *Sam* under the male figure and *Sally* under the female figure. Explain that Sam and Sally are about to have a baby. Put students into groups and tell them to think of all the ways Sam and Sally's life will change once the baby is born, for example, they won't have so much free time. Students should also think of practical details, for example 'They will have to buy a pram.' After a few minutes tell students to write their ideas on the board.
- Check the Key language. Write on the board any words not already covered that you think your students may not know. Divide students into groups and give each group one or two words to look up in their dictionary. Then have students explain the meaning of their words to the class. Help with understanding and give examples where necessary.

## Main activity

- 1 Explain to students that they will hear an extract from a radio phone-in programme.  
 Three people are calling in to describe how their life changed when they had a baby. Tell students first simply to listen. Make sure they put their pens down. When they are ready, play the recording. After, put students in pairs and get them to tell their partner everything they understood.
- 2 Give each student a copy of the photocopiable sheet. Explain that these are notes made by the producer of the phone-in programme. Give them time to read the notes and enjoy the cartoon, then explain they are going to listen to the radio programme again and they must complete the notes. Play the recording. Tell students to compare their answers. Play the recording again, pausing after each caller to review answers.

## Answer key

Caller on line 1: Tony / Ben / had no money / baby clothes, special soaps, a baby bath, a pram, toys

Caller on line 2: Carol / Elizabeth / had no time left / change her nappy, prepare her food, feed her, give her a bath

Caller on line 3: Lucy / Terry / had no space left / nappies, towels, clothes, toys

- 3 Tell students that they are going to listen again. This time they must listen for the advice that each of the three callers gives. Play the recording. Then tell students to compare their answers.

## Answer key

Caller on line 1: Save up

Caller on line 2: Don't worry so much. / Enjoy being parents

Caller on line 3: Ask for money, not toys

## Follow up

Put students into groups of four and have them act out the radio programme using their notes to guide them. Then encourage students to discuss the impact on their lives of having children. If there are any students in the class who have children, encourage them to talk about their experience. Perhaps put these students into groups where others have no children, so they can ask and answer questions. With younger students, ask them to discuss what they think is a good age to have children, if they will continue working when they have children, if they will still keep the same friends.



# STUDIO 1 NOTICEBOARD

Caller on line 1

Name .....

Child's name .....

How life changed: Suddenly he and

his wife .....

Things to buy: .....

Caller on line 2

Name .....

Child's name .....

How life changed: Suddenly they

Things to do: .....

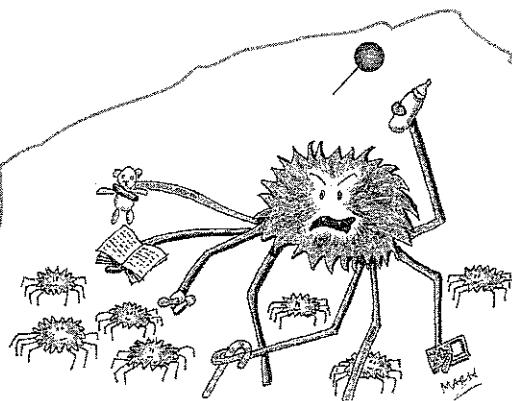
Caller on line 3

Name .....

Child's name .....

How life changed: Suddenly they

Things around the house:



"OK, OK I've only got four pairs of hands."

## 2.3

# What shall we do with Granddad?

**LEVEL**

Upper-intermediate

**TOPIC**

Caring for the elderly

**ACTIVITY TYPE**Identifying errors,  
making inferences**LISTENING  
FOCUS**Listening for the  
main idea, listening  
for specific  
information**TIME**50 minutes  
(main activity 30 mins)**KEY LANGUAGE**

blame, care worker,  
convinced, cope,  
depressed, fall out,  
forgive, funeral,  
heart attack, hire,  
nursing home, panic,  
stroke (noun);

Past tenses, conditionals

**PREPARATION**One photocopy (cut up)  
for every three students

CD 1 tracks 9–10

**Warm up**

- Put students into groups of three and tell them to make a list of all the advantages and disadvantages of living with elderly relatives. After a few minutes tell them to write their ideas on the board, and review them together. Talk about your grandparents, if you have any, how old they are, where they live and especially how independent they are. Perhaps ask students if any of them live with their own grandparents. Encourage them to share their experience.
- Check the Key language. Write on the board any words not already covered that you think your students may not know. Divide students into groups and give each group one or two words to look up in their dictionary. Tell students to write one example sentence using each word to illustrate its meaning. When everyone has finished, tell students to read aloud their sentences to the class, who must try to guess the meaning of the word.

**Main activity**

- Explain to students that they will hear a man called James talk about an argument that he had with his sister, Kate. Tell them first to simply listen. Make sure students put their pens down. When they are ready, play Part 1 of the recording. After, get students to tell their partner everything they understood.
- Give each student a copy of the summary (they are all identical). Give them time to read the information, then explain that they are going to listen again and they must find six factual errors. Play Part 1 of the recording again.

Then tell students to compare their answers. When students are ready, play the recording again telling students to call out 'Stop!' whenever they hear a factual error.

**Answer key**

- X twelve years ago      ✓ ten years ago
- X February      ✓ January
- X kitchen floor      ✓ lounge floor
- X two weeks in hospital      ✓ over a month in hospital
- X Kate visited about once a month      ✓ only once
- X five months later      ✓ six months later

- Tell students that they are going to hear Kate's side of the story. Tell them to find three reasons why Kate didn't want to look after her father. Play Part 2 of the recording. Put students into pairs to compare their answers before finally checking them together.

**Answer key**

- She thought her father needed professional help.
- She didn't want to change the house (turn the dining room into a bedroom / have a downstairs bathroom).
- She didn't feel comfortable with the idea of taking her father to the toilet and bathing him.

- Finally, put students into groups of three and give each group a set of Emotion cards. Tell them to check the meaning of any words they don't know in their dictionary. Explain they should discuss which words apply to James and which apply to Kate. When students are ready get them to exchange their ideas in a class discussion. Accept any suggestions that students can justify.

**Follow up**

Divide the class into two halves. Tell one half of the class, working in pairs or small groups, to list all the arguments for putting old people who are sick into nursing homes. Tell the other half to list all the reasons why children should care for their sick parents. When students are ready, mix the groups and have them explain their reasons. Finish by taking a show of hands to see who would look after a sick relative and who would not.





## Summary

James' father became ill twelve years ago. He was 75 years old, and living alone at the time. One February James visited to find his father lying on the kitchen floor. His father had had a stroke, and spent two weeks in hospital to recover. James couldn't look after his father as he was out at work all day. His sister Kate wouldn't look after him. So when he came out he went into a nursing home. James visited his father at weekends, but Kate visited about once a month. Their father died of a heart attack five months later.

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## Emotion cards

resentful

pressurised

guilty

selfish

caring

dutiful



## 3.1

# Welcome to Language International

**LEVEL**

Elementary

**TOPIC**

A language course timetable

**ACTIVITY TYPE**

Completing notes

**LISTENING****FOCUS**

Listening for specific information

**TIME**

35 minutes

(main activity 15 mins)

**KEY LANGUAGE**

break (noun), class, culture, current affairs, folder, grade, language laboratory, lesson, library, news, presentation skills, pronunciation, review, timetable, tour, vocabulary development, wonderful;

Present simple,  
future simple

**PREPARATION**

One photocopy for each student

CD 1 track 11

**Warm up**

- Write *Learning English* on the board and put students into groups. Tell them to discuss their own current experience of learning English. How much do they study? Do they enjoy studying? Why are they learning English? Put them into groups and tell them to compare their experiences.
- Check the Key language. Dictate any words you think your students may not know, repeating each word twice as students write the words down. When you finish, tell students to compare their spelling. Then write each word on the board so they can check their spelling. Give students a few moments to look up any new words in their dictionary.

**Main activity**

- 1 Explain to students that they are going to listen to an introductory talk to a group of students on a language course in the UK. Tell them to listen and write the name and job title of each of the three people they hear. Play the recording, then check students' answers.

**Answer key**

Mrs Watson – Centre Manager  
Miss Jones – Director of Studies  
Mr Brown – Social Organiser

- 2 Give each student a copy of the Weekly Timetable and give them time to study it. Explain that they are going to listen again, but this time they must complete the notes as if they are a student listening to the talk. Play the recording.

Then tell students to compare their answers. Play the recording again to review answers, with students shouting 'Stop!' when they hear the key information.

**Answer key**

a 10%      b read      c grammar      d news  
e British culture      f (any) problems      g library      h 8.30 am

- 3 Ask students a few questions about the timetable, such as *When is vocabulary development?* (11.00 on Tuesday.) or *What subject do students have on Friday morning at 9 am?* (Writing skills.) Then put students into pairs and tell them to ask and answer questions about the timetable.

**Follow up**

Put students into groups and tell them to design the perfect weekly timetable for learning English. Encourage them to include all the lessons and skills they think are most useful, and to add social activities too. When groups have finished, tell them to present their ideas to the class.



# Language International – summer programme

a \_\_\_\_\_ % of final grade  
 listen to the d \_\_\_\_\_ on the radio  
 learn about e \_\_\_\_\_

## Weekly Timetable

|             | Monday               | Tuesday                | Wednesday              | Thursday         | Friday                  | Saturday           | Sunday             |
|-------------|----------------------|------------------------|------------------------|------------------|-------------------------|--------------------|--------------------|
| 9.00–9.45   | Grammar practice     | Presentation skills    | Listening skills       | Pronunciation    | Writing skills          | Day trip to Oxford | Day trip to London |
| 9.45–10.30  | Language laboratory  | Reading skills         | Current affairs        | Life in Britain  | Computer room           |                    |                    |
| 11.00–12.30 | Speaking skills      | Vocabulary development | Speaking skills        | Grammar practice | Weekly review           |                    |                    |
| lunch       |                      |                        |                        |                  |                         |                    |                    |
| 13.30–15.30 | Walking tour of city | Library lesson         | Visit to sports centre | Project work     | Film Club – 'Spiderman' |                    |                    |

Self-study

15.30–18.00

can b \_\_\_\_\_, watch a video  
 or practise c \_\_\_\_\_  
 teacher will help with f \_\_\_\_\_  
 in the g \_\_\_\_\_  
 leave at h \_\_\_\_\_





## 3.2

## A day in the life of ...

## LEVEL

Intermediate

## TOPIC

Jane Goodall,  
chimpanzee  
researcher

## ACTIVITY TYPE

Completing notes

## LISTENING

## FOCUS

Listening for specific  
information

## TIME

25 minutes

(main activity 15 mins)

## KEY LANGUAGE

beans, bother with,  
branches, chimp,  
crawl, forest, have tea,  
have supper, jump,  
jungle, magical,  
open fire, rest (verb),  
settle down, sunset,  
tiredness, tiring,  
typical;

Present simple, daily  
routines

## PREPARATION

One photocopy for  
each student

CD 1 track 12

## Warm up

- Write *Chimpanzees* on the board. Put students into pairs and tell them to make a list of everything they know about them (where they live, what they eat, etc.). When they are ready have them write their ideas on the board.
- Check the Key language. On the board, write any words not already covered that you think your students may not know. Put students into pairs and tell them to use their dictionaries to identify the part of speech of each word (noun, verb, adjective, etc.). When they finish, review their answers and ask volunteers to explain the meaning of each word. Give examples where necessary.

## Main activity

- 1 Explain to students that they will hear an extract from a press interview with Dr Jane Goodall, a famous authority on chimpanzees. She has researched their behaviour for over forty years, living with the chimps at Gombe Game Reserve in Africa. She still goes there often, as well as travelling the world to promote wildlife protection. Tell them first to listen and simply count how many questions the reporters ask. Make sure students put their pens down. When they are ready, play the recording.

## Answer key

The reporters ask seven questions.

- 2 Give each student a copy of the photocopyable sheet. Give them time to study the notes, then explain that they are going to listen to the interview again and they must complete the notes. Play the recording.

Then tell students to compare their answers. When students are ready, play the recording again, telling students to call out 'Stop!' whenever they hear the key information.

## Answer key

|            |                  |               |        |        |
|------------|------------------|---------------|--------|--------|
| a 6.45     | b bread          | c following   | d 3    | e dark |
| f 7.30     | g beans/tomatoes | h Bournemouth | i nine | j 3    |
| k children | l tea            | m dog         |        |        |

- 3 Put students into pairs and tell them to repeat everything they can remember about Dr Jane Goodall, using their notes to help them.

## Follow up

- Put students into pairs and tell them to write a summary of a day in the life of Jane Goodall, using the notes as a guide. Explain that they should include five factual errors (e.g. She gets up at seven am). When they finish, have students read their summaries to their partners, who must listen and correctly identify all five errors.
- Tell students they must each choose to be a famous person. Then put them into pairs and have them interview each other about a typical day in their lives. You may wish to brainstorm ideas for questions before they begin.

Note: The part of Jane Goodall on the recording is played by an actor.



Thursday 23

## Interview with Jane Goodall

### A typical day in Africa

Stays in a place called Gombe / gets up at <sup>a</sup> \_\_\_\_\_ am.

Breakfast - <sup>b</sup> \_\_\_\_\_ and coffee.

Finds chimps and spends the day <sup>c</sup> \_\_\_\_\_ them in the forest.

Very tiring, but always interesting.

Lunch - nothing.

Hardest part - when feels most tired at around <sup>d</sup> \_\_\_\_\_ pm.

Stops following chimps when it gets <sup>e</sup> \_\_\_\_\_ and they start to settle down for the night.

Goes dark by <sup>f</sup> \_\_\_\_\_ pm.

Swims in Lake Tanganyika.

Typical dinner - cooks <sup>g</sup> \_\_\_\_\_, onions and \_\_\_\_\_ over an open fire.



### A typical day in the UK

Lives in <sup>h</sup> \_\_\_\_\_.

Breakfast at <sup>i</sup> \_\_\_\_\_ am.

Before breakfast, works for <sup>j</sup> \_\_\_\_\_ hours.

Spends morning and afternoon writing letters - replies to all, especially ones from <sup>k</sup> \_\_\_\_\_.

Has <sup>l</sup> \_\_\_\_\_ with family in the late afternoon.

Then goes for a walk with her <sup>m</sup> \_\_\_\_\_.

Supper, then work.

## 3.3

## Time to refresh your soul



## LEVEL

Upper-intermediate

## TOPIC

A spiritual retreat

## ACTIVITY TYPE

Ordering pictures,  
taking notesLISTENING  
FOCUSListening for details,  
listening for specific  
information, listening  
for opinions

## TIME

30 minutes

(main activity 15 mins)

## KEY LANGUAGE

chant, cleanse,  
creative, freezing,  
inner peace, kid (verb),  
leaflet, massage,  
meditate, meditation,  
monk, nature, prayers,  
refresh, relaxing, soul,  
spirit, unwind, yoga;

Future tenses,  
language of preference

## PREPARATION

One photocopy for  
each student

CD 1 track 13

## Warm up

- Explain to students that a spiritual retreat is a place where people can go to escape from the pressure of the modern world. Tell them some people choose to use their holiday time to go on these retreats. Put students into groups and tell them to make a list of reasons why someone may want to go on a spiritual retreat (to relax, get away from work, family, other personal problems, etc.). Encourage them to share whatever they know about this concept.
- Check the Key language. Write on the board any words not already covered that you think your students may not know. Divide students into groups and give each group one or two words to look up in their dictionary. Then have students explain the meaning of their words to the class. Help with understanding and give examples where necessary.

## Main activity

- Give each student a copy of the photocopyable sheet. Give them a few moments to study the pictures and try to identify each activity. Then tell them they are going to listen to a conversation between a monk at a spiritual retreat and a visitor, who is just waking up on her first morning. Tell students to listen and number the pictures in the order they hear the activities described. They should write the number in the box. Play the recording.

## Answer key

The order is: e, h, f, d, a, g, b, i, c.

- Now tell students they are going to listen again. This time they must add the time each activity takes place. They should write this on the dotted line. When students are ready, play the recording.

## Answer key

a 10.00–12.00 am b 2.00–4.00 pm c 5.30 pm d 8.00–10.00 am e 6.00 am  
f 7.00–8.00 am g 1.00–2.00 pm h 6.30–7.00 am i 4.00–5.00 am

- Tell students they will listen once more. This time they must listen to see if the visitor is looking forward to each activity. They should put a tick (✓) if she is looking forward to the activity, or a cross (X) if she isn't.

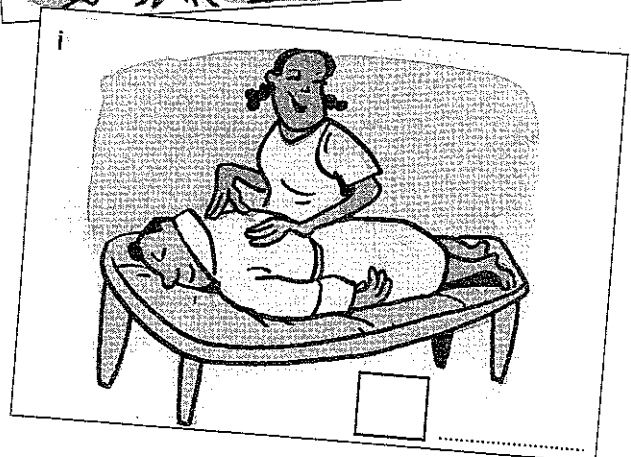
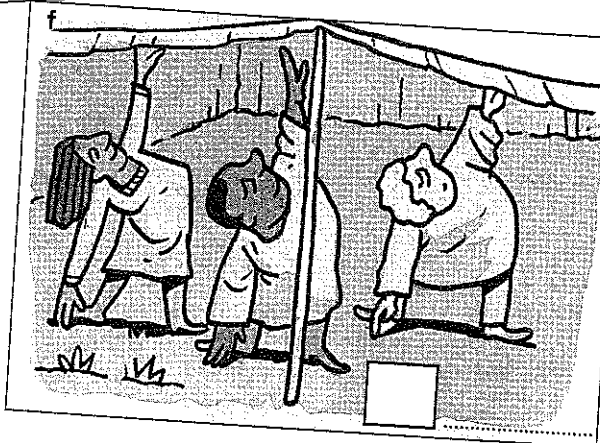
## Answer key

a ✓ b ✓ c ✓ d X e X f ✓ g X h ✓ i ✓

## Follow up

Put students into pairs and have them tell each other which activities they would enjoy and which they wouldn't. Ask them to tell each other if they would go on this type of holiday or not, and give their reasons. Finish by taking a show of hands to see who would go on this retreat and who wouldn't.







## 4.1

## LEVEL

Elementary

## TOPIC

Renting a flat

## ACTIVITY TYPE

Matching, form filling

LISTENING  
FOCUSListening for details,  
listening for specific  
information

## TIME

50 minutes

(main activity 20 mins)

## KEY LANGUAGE

bathroom, bedroom,  
bill, chair, comfortable,  
desk, (semi-) detached,  
dining room, dishwasher,  
estate agent, flat,  
hall, huge, kitchen, light,  
lounge, lovely, mirror,  
move in, new, opposite,  
shower, sofa, study (verb),  
table, toilet,  
useful, wardrobe,  
washing machine,  
window, wonderful,  
work (verb);

Present simple, question  
forms, prepositions of  
place

## PREPARATION

One photocopy (cut up)  
for each student

CD 1 track 14

## When can we move in?



## Warm up

- Ask students to call out all the different rooms in a house (lounge, kitchen, etc.) and write them on the board in a row along the top. Then put students into groups and tell them to list as many things found in each room as they can think of. When students are ready, have them write their ideas on the board in the appropriate column.
- Check the Key language. On the board, write any words not already covered which you think your students may not know, and tell them to mark the word stress. Encourage them to use their dictionaries to help them, and to check their meaning. Finish by modelling pronunciation and having students repeat in a choral drill.

## Main activity

- 1 Tell students that they are going to listen to an estate agent show two foreign students around a flat they are thinking of renting. Give each student a copy of the Floor plan. Tell them that they must listen and write the name of each room in the correct place on the Floor plan. Play the recording.

## Answer key

1 hall    2 lounge    3 dining room    4 bathroom    5 kitchen    6 bedroom

- 2 Tell students to listen again. This time they should listen and write the name of two items they hear mentioned for each room. Play the recording.

## Answer key

1 mirror, telephone    2 television, sofa    3 table, chairs  
4 shower, toilet    5 washing machine, dishwasher    6 wardrobe, desk

- 3 Give each student a copy of the Accommodation Specifications form. Tell students that they should listen once more. This time they must complete the form. Give students time to study the form and complete any details they can remember. Then play the recording.

## Answer key

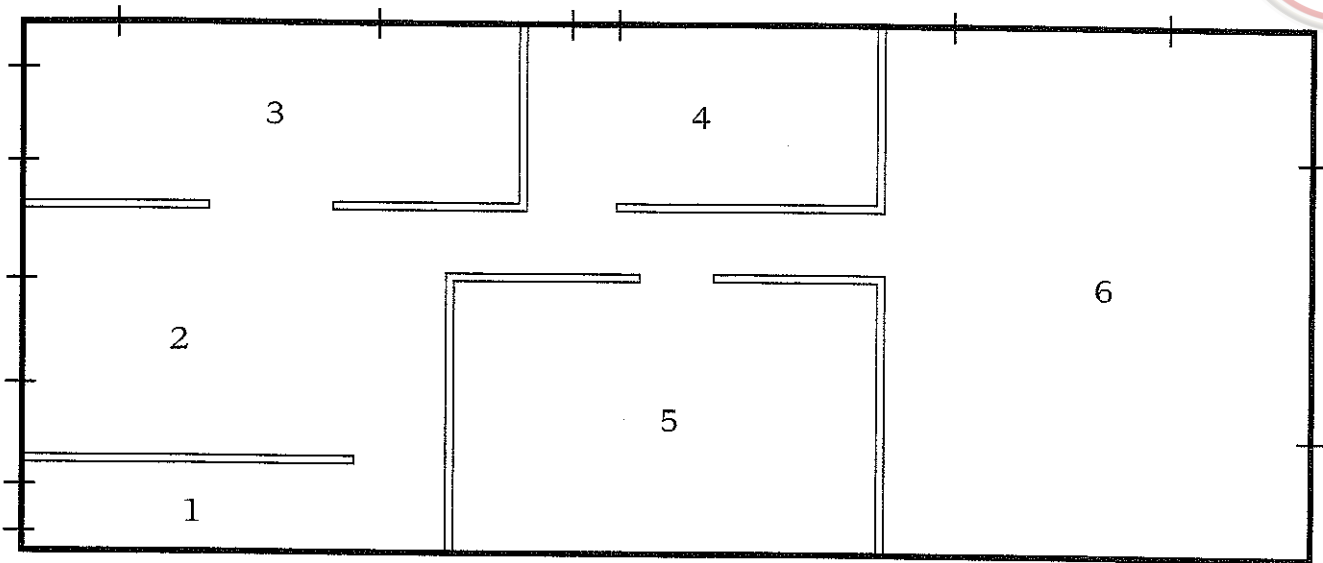
Address: 5 Highcroft Court  
Price: £550 per month  
Bills included: Yes  
Type of property: Flat  
Facilities: washing machine, dishwasher, television, telephone

## Follow up

Put students into groups of three. Tell two students that they are the couple renting the flat, while the other student is the estate agent. Explain that after a few weeks there are many problems with the flat. (Give a few ideas, such as no hot water, no heating, the washing machine doesn't work, etc.) Explain that the couple renting the flat go to speak to the estate agent about the problems they are experiencing. Tell students they have to prepare the conversation that takes place. Give them sufficient time to think of ideas and practise, then have each group role play their conversation to the class.

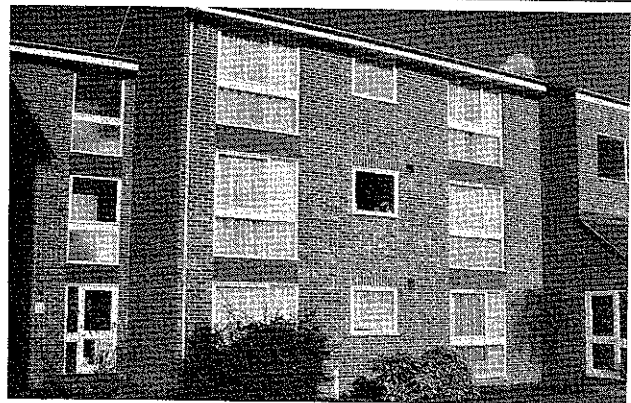


## Floor plan



**Grabbitt & Run**  
Property Rental Agency

## Accommodation Specifications



**Address:** ..... Highcroft Court, Winslow, Cheshire SL10 5DQ

**Price:** £..... per month

**Bills included:** Yes / No

**Type of property:** Flat ☐ Semi-detached ☐ Detached ☐

### Details:

A small but comfortable property situated in this popular city centre location. The accommodation includes entrance hallway, lounge with separate dining room, bathroom, kitchen, and one bedroom.

### Facilities:

- Washing machine ☐
- Dishwasher ☐
- Television ☐
- Video recorder ☐
- Telephone ☐



# Celebrity house challenge

## LEVEL

Intermediate

## TOPIC

Describing a room

## ACTIVITY TYPE

Spot the difference,  
taking notes

## LISTENING

### FOCUS

Listening for details

## TIME

45 minutes

(main activity 20 mins)

## KEY LANGUAGE

adventurous, atlas,  
celebrity, clue,  
coffee table, corner,  
cultured, elegant,  
fan (supporter),  
handbag, leather,  
lounge, luxurious,  
marvellous, mystery,  
sofa, state-of-the-art,  
studio, superb,  
taste (noun), viewer,  
wonderful;

Modals of deduction,  
adjectives,  
prepositions of place

## PREPARATION

One photocopy for  
each student

CD 1 track 15

## Warm up

- Tell students that you are going to describe your favourite room at home and that they must listen and draw what they hear. Then describe the room to them, as students listen and draw on a piece of paper. When you finish, tell them to compare their pictures. Then repeat the description while you draw the room on the board. Finally, explain why this room is your favourite. Perhaps put students into groups and tell them each to describe their favourite room at home and explain their reasons.
- Check the Key language. Dictate any words you think your students may not know, repeating each word twice as students write them down. When you finish, tell students to compare their spelling. Then choose one student to write their list on the board. Encourage other students to call out any corrections necessary. Give students a few moments to look up any new words in their dictionary.

## Main activity

- 1 Explain to students that they are going to listen to a TV presenter describe a room in a famous person's house. Give each student a copy of the photocopyable sheet. Give them a few moments to study the picture. Explain that there are six differences between the description of the room they are going to hear and the picture. Tell them they must listen carefully and circle the six differences. When students are ready, play the recording. If necessary, play the recording a second time.

### Answer key

- 1 The coffee table is *next to* the sofa, not *in front of* it.
- 2 The atlas is *under* the coffee table, not *on top of* it.
- 3 The TV is opposite the *armchair*, not the sofa.
- 4 The children's toys are near the door to the *dining room*, not the door to the kitchen.
- 5 The ladies' handbag is *in front of* the sofa, not *on it*.
- 6 The desk is *old-fashioned*, not *modern*.

- 2 Direct students' attention to the nine adjectives on the right of the photocopyable sheet. Explain that they are going to listen again, but this time they must listen for these adjectives only. They should number the adjectives in the order they hear them, one to nine. Give students a few moments to study the adjectives, then play the recording.

### Answer key

- |              |               |          |
|--------------|---------------|----------|
| 1 luxurious  | 2 wonderful   | 3 superb |
| 4 marvellous | 5 adventurous | 6 great  |
| 7 huge       | 8 beautiful   | 9 modern |

- 3 Finally, tell students to listen once more and to write down what each adjective describes.

### Answer key

- |                    |                             |                |
|--------------------|-----------------------------|----------------|
| 1 the home         | 2 the lounge                | 3 the sofa     |
| 4 the coffee table | 5 the mystery famous person | 6 the painting |
| 7 the TV           | 8 the flowers               | 9 the desk     |

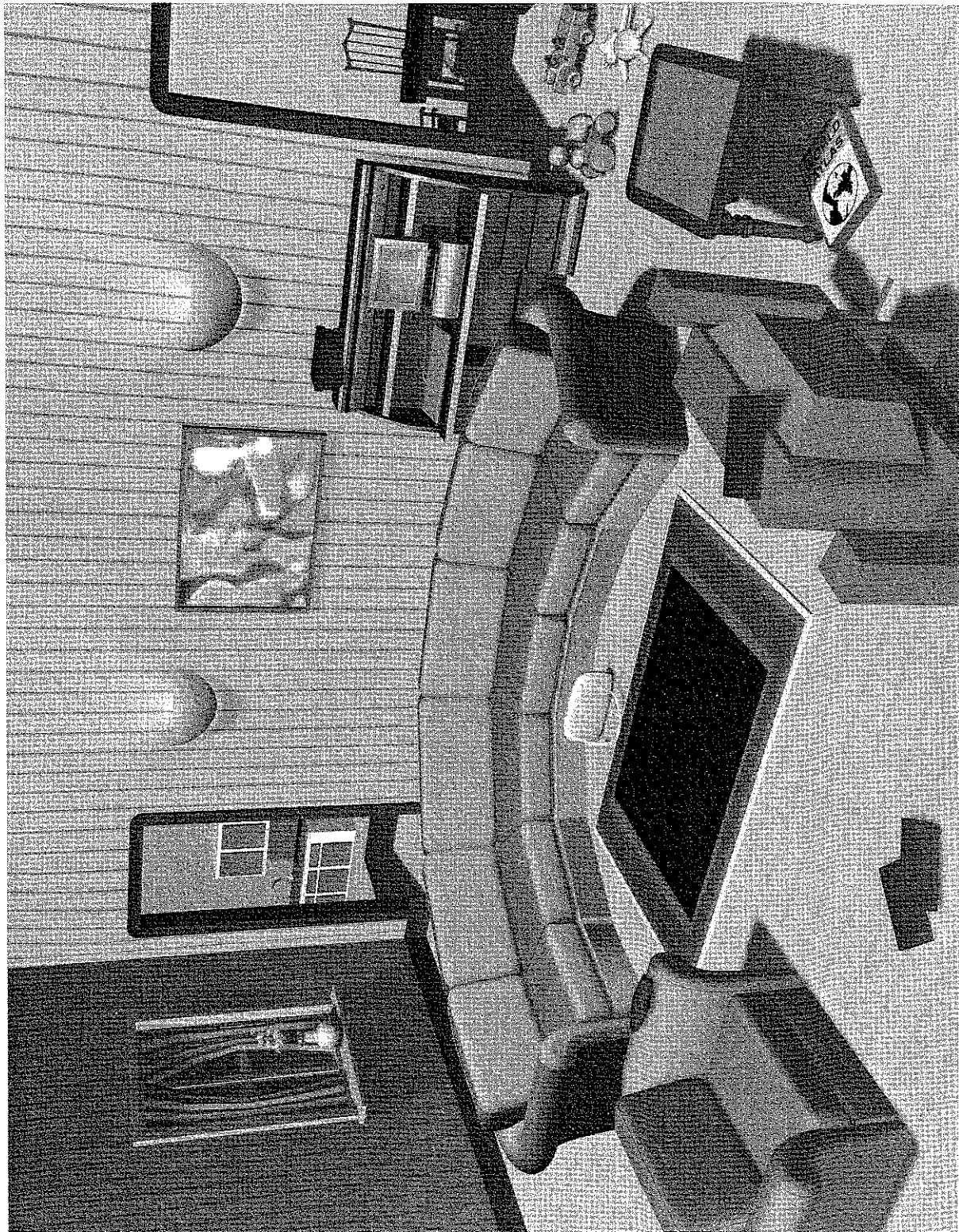
## Follow up

Put students into pairs and tell them to think of a famous person and invent a description of a room in their house, including several clues. When they are ready, tell pairs to read their description aloud to the class. Can anyone guess the famous person?





- adventurous ☐
- huge ☐
- modern ☐
- beautiful ☐
- luxurious ☐
- superb ☐
- great ☐
- marvellous ☐
- wonderful ☐





## 4.3

# Time for a change

## LEVEL

Upper-intermediate

## TOPIC

Interior design

## ACTIVITY TYPE

Matching,  
completing notes

## LISTENING FOCUS

Listening for details

## TIME

35 minutes

(main activity 15 mins)

## KEY LANGUAGE

bamboo, blinds,  
ceiling, contrast with,  
get rid of, natural,  
occasional lighting,  
refreshing, shine,  
texture, tone;Conditionals, giving  
opinions

## PREPARATION

One photocopy (cut  
up) for each student

CD 1 track 16

## Warm up

- Write *interior designer* on the board and tell students to discuss what they think the job involves. Tell students to make a list of adjectives to describe the kind of people who use interior designers (wealthy, house-proud, famous, etc.). Have them write their lists on the board. Finally, ask them if they would use an interior designer for *their* home, if they had the money.
- Check the Key language. Write on the board any words you think your students may not know. Tell students to look up the meaning of any words they are unsure of in their dictionary. Then put students into pairs. Tell them to take turns choosing a word from the board and then defining it to their partner. Their partner must listen and try to identify the correct word from the board. Give an example to start them off: *If you don't want or need something any more then you want to ... it.* Accept 'get rid of', and then tell pairs to begin the activity.

## Main activity

- 1 Give each student a copy of the picture showing four lounges. Give them time to study the pictures carefully. Tell them they are going to listen to a conversation between an interior designer and a couple who want to change their lounge. Explain they should listen and identify which picture is the designer's representation of the 'ideal' lounge they decide on. Play the recording.

### Answer key

#### Picture 1

- 2 Give each student a copy of the interior designer's notepad. Tell students they are going to listen again. This time they must complete the notes. Play the recording. If necessary, play the recording again.

### Answer key

a sofa      b small lamps      c up-light      d curtains  
e cream      f wooden      g bamboo

- 3 Put students into pairs. Explain that pictures 2, 3 and 4 are each different in two ways from picture 1. Tell them to find all the differences.

### Answer key

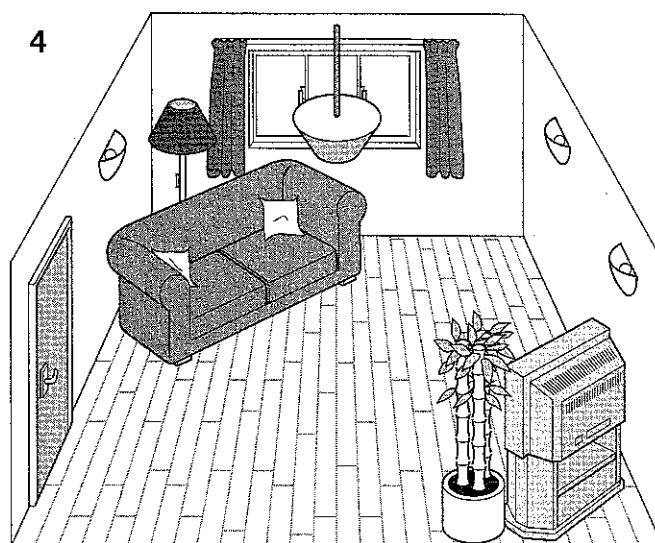
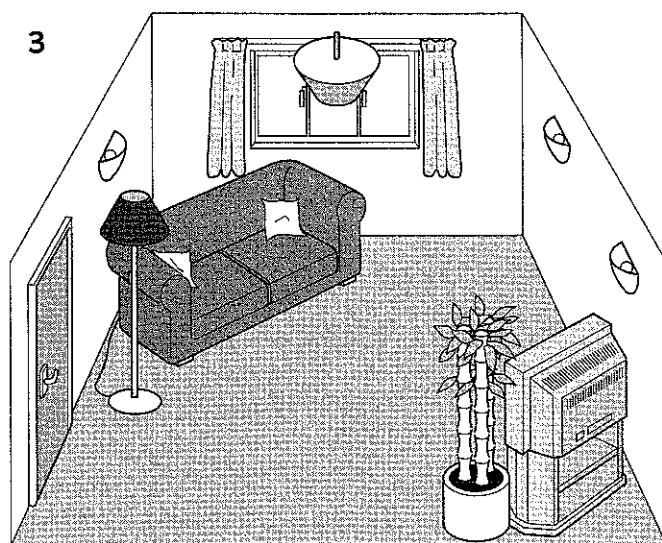
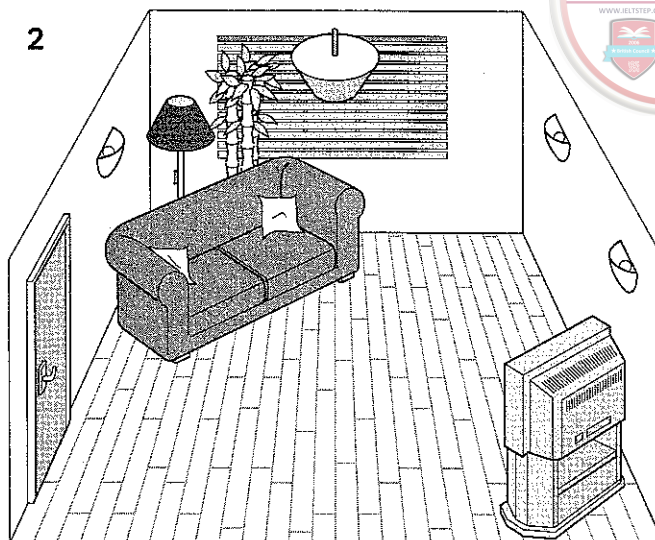
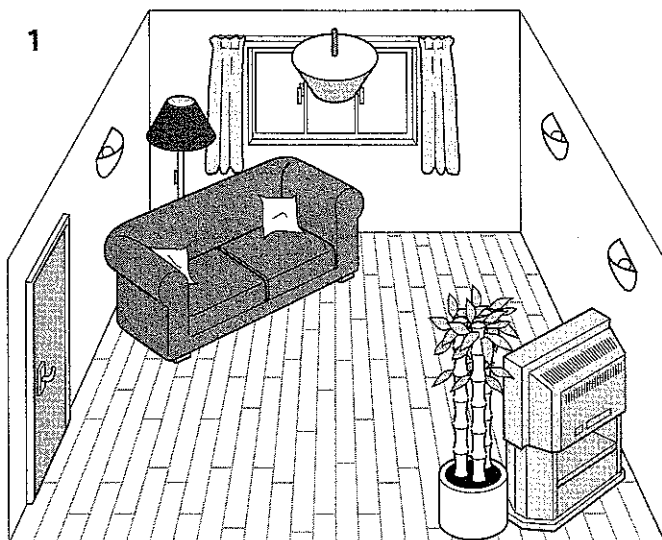
Picture 2: There are *blinds*, not curtains. The bamboo plant is behind the sofa.Picture 3: The lamp is in *front* of the sofa, not behind. There is a carpet on the floor.

Picture 4: The curtains are dark, the ceiling light hangs down low.

## Follow up

Review with the students the principles of good interior design covered in the recording by asking: *What is up lighting? What is occasional lighting? What is the importance of having different tones?* Put students into groups of three and tell them to discuss how they would redesign the classroom. When students are ready, tell each group to present what they would change and explain why. After, students should vote on the best design.





**Total Concept Design Inc.**  
**76-78 Manning Way**  
**Camden Town**  
**London SW1 6TR**

**Customer name:** Mr & Mrs Harris  
**Address:** 5 Chevas Avenue, London  
**Contact details:** 01208 985 0763  
**Room:** Lounge

#### Lighting:

- large lamp in corner near <sup>a</sup> \_\_\_\_\_
- <sup>b</sup> \_\_\_\_\_ around walls
- Change main light to <sup>c</sup> \_\_\_\_\_ and raise

#### Window treatment:

- change blinds to <sup>d</sup> \_\_\_\_\_
- colour? maybe <sup>e</sup> \_\_\_\_\_

#### Flooring:

- replace carpet with <sup>f</sup> \_\_\_\_\_ flooring

#### Extras:

- maybe add <sup>g</sup> \_\_\_\_\_ near TV



## 5.1

## Treasure hunt

## LEVEL

Elementary

## TOPIC

Directions round the town

## ACTIVITY TYPE

Following a route

## LISTENING FOCUS

Listening for details

## TIME

40 minutes

(main activity 20 mins)

## KEY LANGUAGE

café, clock,  
clothes shop, clue,  
cool (fashionable),  
in front of, library,  
next to, opposite,  
on the corner,  
on the left/right,  
optician's,  
out of sight,  
over there/here, park,  
past, post office,  
round the bend,  
send, station,  
straight ahead,  
supermarket,  
take the first left/right,  
to the end, treasure,  
turn left/right;

Imperatives, directions

## PREPARATION

One photocopy for each student

CD 1 track 17

## Warm up

- Write on the board *Places in a town* and add *school* and *post office* below. Put students into pairs and tell them to list as many other places as they can think of that are found in a town. When students are ready, tell them to write their ideas on the board. Review spelling and pronunciation. Then write *It's a place where ...* on the board. Choose one of the places on the board and describe it to the class. For example *It's a place where you can buy stamps and send letters*. Encourage students to identify the correct place (*post office*), then put them into pairs to practise. Explain they must take turns describing a place to their partner, who must identify the correct places from the list on the board.
- Check the Key language. Draw a simple map on the board and review the language of directions. If necessary, explain the meaning of any additional words not already covered.

## Main activity

- Give each student a copy of the map. Give them time to study it closely. Tell them to find the two students standing in the bottom middle of the map. Explain that they are going to listen as these two students go on a treasure hunt around the town. Each clue directs them to a place in the town. Explain that students must listen and circle each place the clues lead them to. Tell them there are five clues, and therefore five places in total. Play the recording. Then check students' answers.

## Answer key

Clue 1: Optician's

Clue 2: Café

Clue 3: Clothes shop

Clue 4: Post Office

Clue 5: Library

- Tell students that they are going to listen again. Explain that this time they must write each of the clues. Play the recording. Then play the recording again, stopping at each clue to check students' answers.

## Answer key

Clue 1: Go to the clock and turn left. Take the first right and I'm out of sight.

Clue 2: On the corner, on the left, what do you see? Is it time for tea?

Clue 3: Go back, find the school, turn left and try to look cool.

Clue 4: Go to the end and round the bend. On your left, there's a place to send.

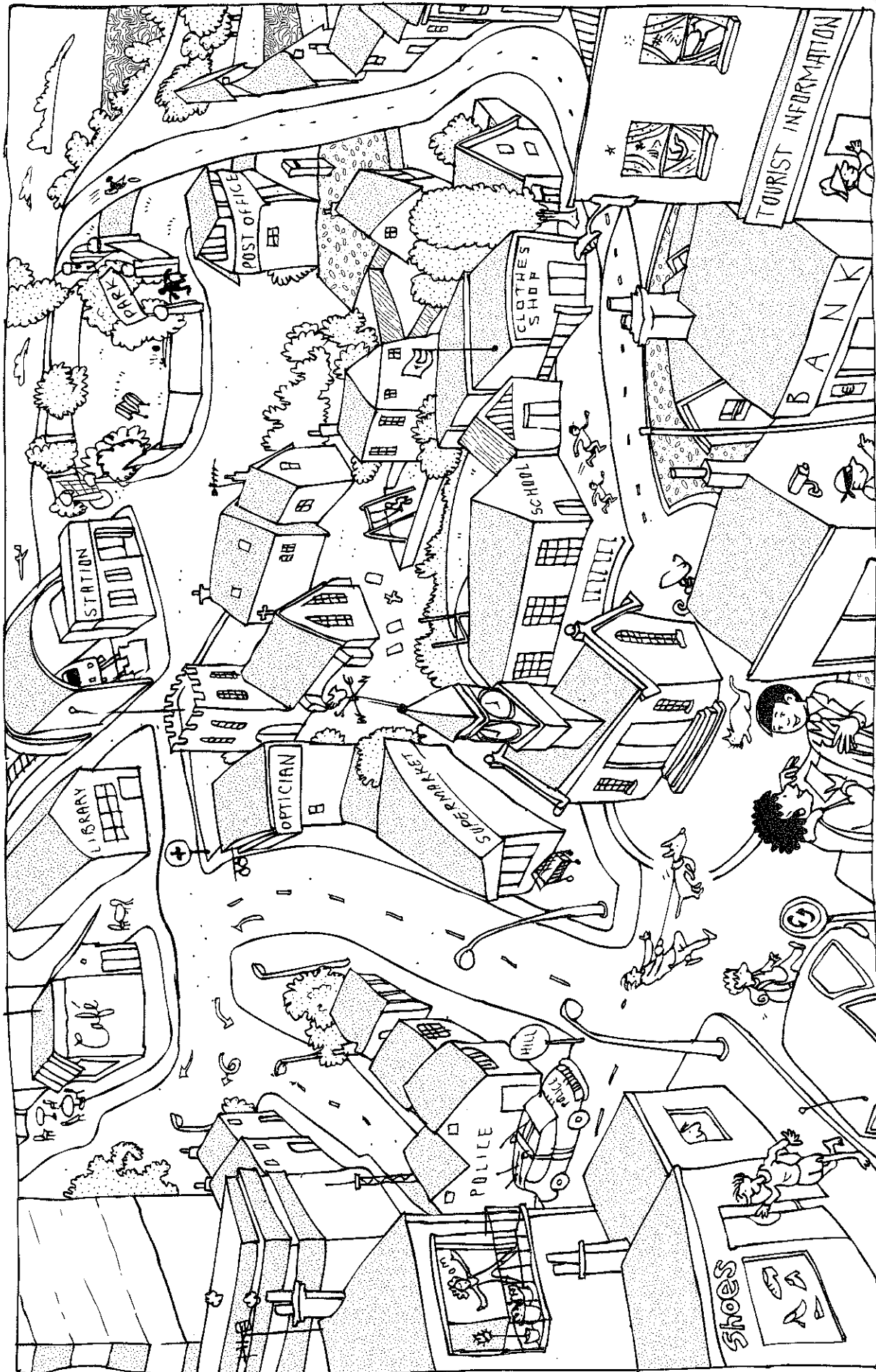
Clue 5: Go through the park and past the station. Here's where to look, if you want information.

- Tell students to look at the map together. Tell them to give directions from the school to any place they can see. Their partner must listen to their directions and correctly guess the place they are giving directions to.

## Follow up

Tell students to think of a place nearby and to write directions from where they are now to that place. When they are ready, tell students to stand up and find a partner. They should read their directions while their partner listens and tries to identify the place they are giving directions to. Encourage students to change partners as many times as possible.









## 5.2

## Traffic trouble

## LEVEL

Intermediate

## TOPIC

Town planning –  
protest against a  
bypass

## ACTIVITY TYPE

Taking notes

LISTENING  
FOCUS

Inferring meaning

## TIME

40 minutes

(main activity 15 mins)

## KEY LANGUAGE

alternative, bypass,  
destroy, historical site,  
lorry, objection,  
object to, option,  
pollution, preserve,  
region, resident, traffic,  
unacceptable, unspoilt,  
vehicle;

Modals of obligation,  
opinions, quantifiers

## PREPARATION

One photocopy for  
each student

CD 1 track 18

## Warm up

- Split the class into two. Then, in pairs or small groups, tell one half to make a list of all the advantages and disadvantages of living in a city (lots of entertainment / more crime, etc.). Tell the other half to make a list of all the advantages and disadvantages of living in the countryside (more friendly / cut-off, etc.). Then mix the groups and tell them to present their ideas to each other. Finally, ask students whether they would prefer to live in the countryside or in the city. Encourage them to discuss in what ways people in towns and people in the countryside could sometimes have conflicting interests.
- Check the Key language. Write any words you think your students may not know on the board, and tell them to mark the word stress. Encourage them to use their dictionaries to help them, and to check the meaning of the words. Finish by modelling pronunciation and having students repeat in a choral drill.

## Main activity

- 1 Explain to students that they will hear the beginning of a public meeting to discuss a new bypass. The bypass is necessary to help solve the traffic problem in a nearby city. However, many people who live in the countryside where the bypass will be built are unhappy. Tell students simply to listen for the name of the city and the name of the area the bypass is to run through. Play the recording.

## Answer key

The city is Stockton.

The area affected is the Lee Valley.

- 2 Give each student a copy of the photocopiable sheet. Explain that the notes below are from a local reporter attending the meeting. Give them time to study the notes. Explain that they are going to listen again. This time they must complete the reporter's notes. Play the recording.

Then tell students to compare their answers, before checking them together with the class.

## Answer key

a Johnson b the Planning Department

## Points in favour:

- 1 The Lee Valley is close to Stockton.
- 2 The ground is ideal for road building.
- 3 It's the cheapest option.

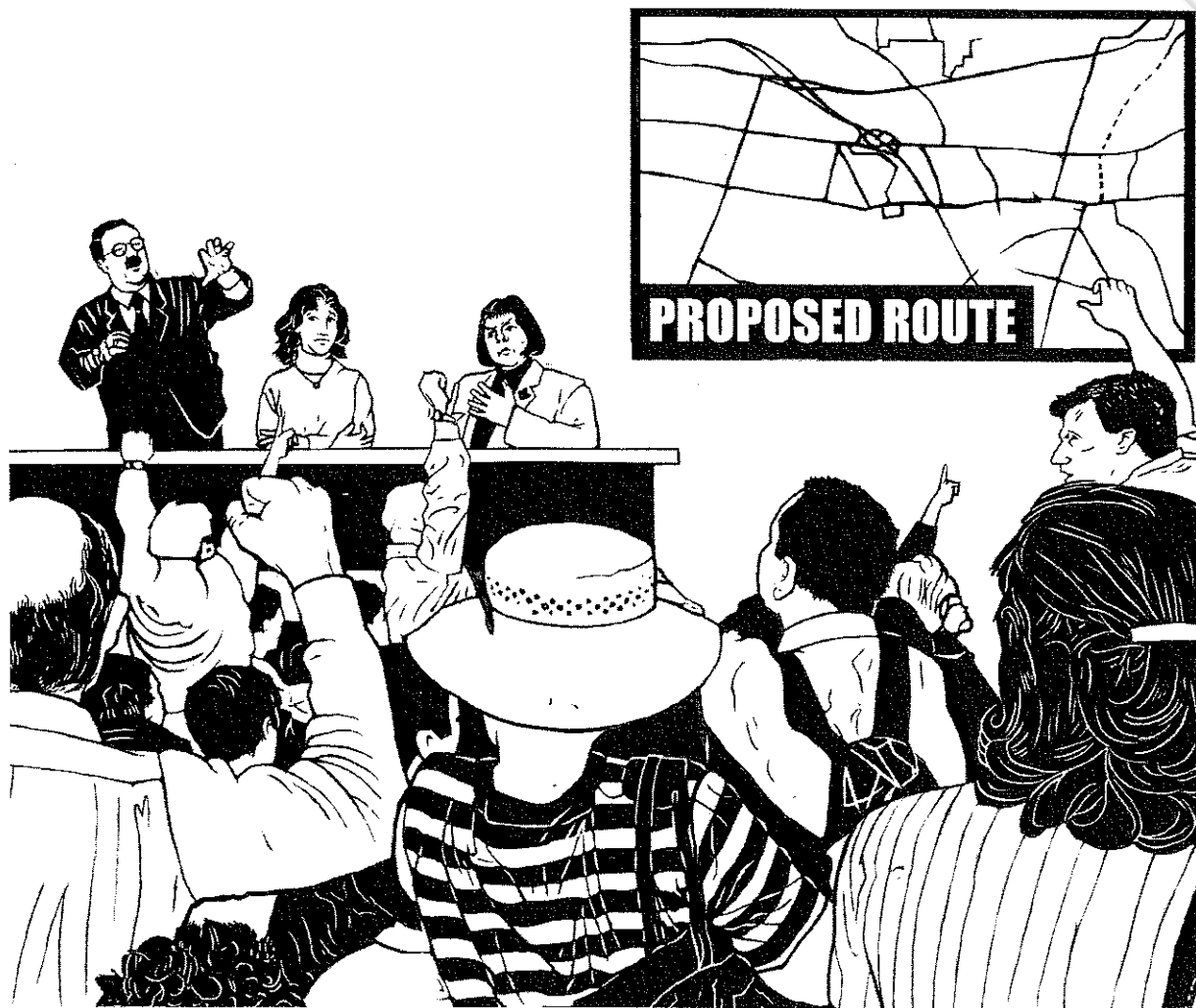
c Wilson d Save Lee Valley

## Points against:

- 1 The Lee Valley is the most beautiful, unspoilt area in the region.
- 2 It's an important historical site.
- 3 A bypass would cause too much pollution.

## Follow up

Role play the rest of the meeting where the speakers take questions from the audience. Three students take the roles of Mr Johnson, Mrs Wilson and the woman chairing the meeting. The rest of the students should take the role of the local residents. Emphasise that some students should choose to be in favour of the plan and others against it. Give them some time to prepare their roles and for the audience to think of questions, then tell the three students to come to the front of the class. They should sit together behind a desk facing the class, as in the illustration. When students are ready, begin the role play!



Friday 12

Lee Valley Community Centre

Meeting to discuss bypass

Points in favour (Mr <sup>a</sup>.....)

1. ....
2. ....
3. ....

Points against (Mrs <sup>c</sup>.....)

1. ....
2. ....
3. ....

Director of

b .....  
.....

Leader of a group called

d .....  
.....



## 5.3

## City tour

## LEVEL

Upper-intermediate

## TOPIC

Sightseeing tour of New York

## ACTIVITY TYPE

Spot the difference, form filling

## LISTENING FOCUS

Listening for details, listening for specific information

## TIME

35 minutes  
(main activity 15 mins)

## KEY LANGUAGE

automated,  
to book, cruise,  
double-decker bus,  
downtown,  
harbor (Br Eng  
harbour), hop on/off,  
narration, optional,  
uptown, valid;

Descriptive adjectives,  
imperatives

## PREPARATION

One photocopy for each student; one copy of the recording script for each pair of students for the Follow up

CD 1 track 19

## Warm up

- Tell students that many cities popular with tourists have special sightseeing tour buses. Draw a picture of an open-top double-decker bus on the board. Ask students to think about the advantages and disadvantages of taking this kind of tour. Ask if any students have ever taken this kind of tour. Encourage students who have to share their experiences with their classmates.
- Check the Key language. Write on the board any words that you think your students may not know. Divide students into groups and give each group one or two words to look up in their dictionary. Tell them to identify the part of speech (noun, verb, adjective). Then have them explain the meaning of their words, with examples, to the rest of the class.

## Main activity

- 1 Give each student a copy of the photocopiable sheet. Explain that they are going to listen to an automated telephone message for a sightseeing tour of New York. Tell students they must listen to the recording and spot any differences between the advert and the information they hear on the recording. Give them time to study the advert.
- 2 When students are ready, play the recording. After, get them to compare their answers.



Play the recording again. Then check students' answers.

## Answer key

Differences on the recording:

- 1 The harbor tour costs \$20 extra, not \$25.
- 2 Tours are in English only.
- 3 There are no live guides, only a recorded narration.
- 4 Tours start from Times Square, not Central Park.
- 5 Tickets for children cost \$50, not \$45.
- 6 Tickets are valid for 24 hours, not 48 hours.

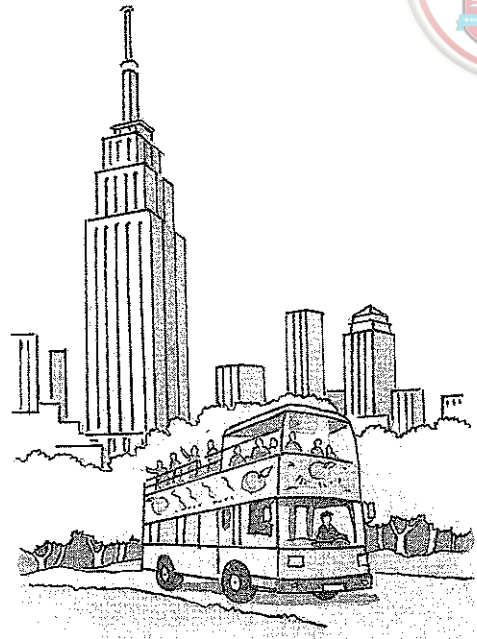
## Follow up

Put students into pairs and tell them to write a short radio advertisement for a sightseeing bus tour of a town or city they know well. Encourage them to mention key attractions and prices. Explain that they can refer to the advert and the recording as a guide. When students are ready, have them read their adverts to the class.



# New York City Tours

A great way to see one of the world's most wonderful cities!



- Over forty stops all over the city. See Central Park, Times Square and Greenwich Village. Hop on and hop off wherever you like.
- Tours in English, Spanish and French
- Enjoy a great fact-filled talk from our expert guides – feel free to ask questions!
- Tours start every hour from Central Park

Adults \$75 / Children \$45

Call and book now!

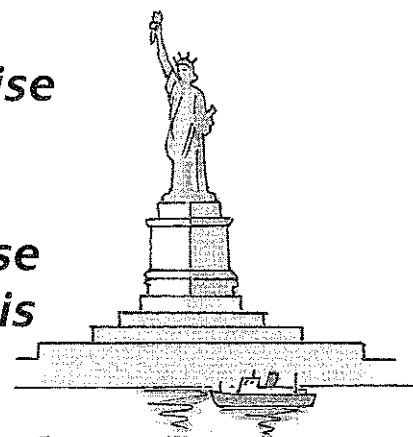
Tickets valid 48 hours.

Call toll free

**1-800-350-8079**

*Enjoy a harbor cruise to see the Statue of Liberty close up, and Ellis Island.*

**Just \$25 extra**





## 6.1

## But it says here ...

**LEVEL**

Elementary

**TOPIC**

Complaining about a package holiday

**ACTIVITY TYPE**

Form filling

**LISTENING FOCUS**

Recognising context, listening for specific information

**TIME**

50 minutes

(main activity 20 mins)

**KEY LANGUAGE**

airport, angry, apology, awful, bin, brochure, car park, complaint, form, holiday, hotel, included, problem, receipt, reply, sandwich, tax, terrible, view;

Past simple, going to, will

**PREPARATION**

One photocopy (cut up) for each student; one copy of the recording script for every three students

CD 1 track 20

**Warm up**

- Put students into groups of four and tell them to make a list of problems holidaymakers may have on holiday. For example, they may lose their passport, not like the food, etc. When students are ready tell them to write their ideas on the board. Encourage students to share their own experiences of any holiday difficulties they have faced. Perhaps give an example from your own experience to start them off.
- Check the Key language. Dictate any words you think your students may not know, repeating each word twice as students write them down. When you finish, tell students to compare their spelling. Then choose one student to write their list on the board. Encourage other students to call out any corrections necessary. Give students a few moments to look up any new words in their dictionary.

**Main activity**

- 1 Tell students they are going to listen to a conversation between three people and they must decide where the conversation takes place, and who the people are. Play the recording.

**Answer key**

The conversation takes place in a travel agent's. One man is a travel agent, the other two are a married couple who have just returned from holiday.

- 2 Give each student a copy of the Customer Complaint Form. Tell them they must listen again and complete the form as if they are the travel agent. Give them a few moments to study the form, then play the recording. After, tell students to compare their answers in pairs.

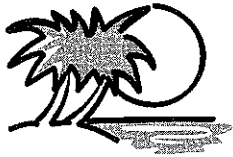
**Answer key**

|                     |            |                                           |                        |
|---------------------|------------|-------------------------------------------|------------------------|
| a Mr & Mrs Caldwell | b Bermuda  | c Feb 10 <sup>th</sup> - 24 <sup>th</sup> | d Feb 25 <sup>th</sup> |
| e DW83247           | f £20      | g airport tax                             | h sea view             |
| i food              | j 893 2443 |                                           |                        |

- 3 Put students into groups of three and give each group a copy of the recording script. Play the recording as students listen to the pronunciation, stress and rhythm. Then tell students to practise the conversation together. When they finish tell students to swap roles.

**Follow up**

Keep students in groups of three and tell them to create their own conversation. Explain that one student is the travel agent and the other two are customers. They should use the recording script as a model, but change the key information with their own ideas. Give them time to prepare and practise their conversations. Then have each group role play their conversation in front of the class.



# Far Away Travel Ltd.



## Customer Complaint Form

Ref: XGR – 83274/W

Date <sup>d</sup> .....

### Customer details

Name <sup>a</sup> .....

Customer number <sup>e</sup> .....

Holiday destination <sup>b</sup> .....

Dates <sup>c</sup> .....

### Nature of complaint

had to pay <sup>f</sup> £..... each for <sup>g</sup> .....

hotel room had no <sup>h</sup> .....

the <sup>i</sup> ..... in the hotel was terrible

### Contact details

Tel: Walton <sup>j</sup> .....

Far Away Travel Ltd.  
A member of the Travel Experience Group.  
Head office: Stevenson House, Broadwater Avenue, Norwich NR2 3EW  
Tel: 01603 928340 Fax: 01603 928342





## 6.2

# What a journey!

## LEVEL

Intermediate

## TOPIC

A terrible journey

## ACTIVITY TYPE

Ordering pictures

## LISTENING

### FOCUS

Predicting, listening for details

## TIME

45 minutes

(main activity 25 mins)

## KEY LANGUAGE

bounce, celebrate, check in, crash, delayed, drop, fear, gate, grab, knock, lightning, oxygen mask, panic (verb), relieved, scared, scream, storm, take off, terminal, terror;

Past tenses, comparatives

## PREPARATION

One photocopy (cut up) for every three students

CD 1 track 21

## Warm up

- Write *Travel* on the board and encourage students to call out various ways people travel (by plane, by boat, by car, by bicycle, by train, etc.). Put students into groups and tell them to compare the various ways of travelling. Write *convenience, cost, speed, danger* on the board and give a few examples, such as *It's quicker to travel by train than by bicycle, but it's more expensive*. Next, tell students to list all the stages involved in travelling by plane, from arrival at the airport to passing through immigration control at the destination (check in, go to the gate, board the plane, etc.). Review all the stages on the board.
- Check the Key language. Write on the board any words not already covered that you think your students may not know. Divide students into groups and give each group one or two words to look up in their dictionary. Then have students explain the meaning of their words to the class. Help with understanding and give examples where necessary.

## Main activity

- 1 Tell students to think of some problems that may happen when travelling by plane, such as a delayed flight, lost luggage, etc. Then divide them into groups of three. Give each group a set of picture cards. Explain that they are going to listen to a woman talk about a terrible journey by plane, and that they must put the pictures in the correct order. Give them time to study the pictures, then tell them to try to predict the correct order. Give each group a few moments to exchange their ideas, then play the recording.

Monitor each group to see how many have put the pictures in the correct order. If necessary, play the recording again.

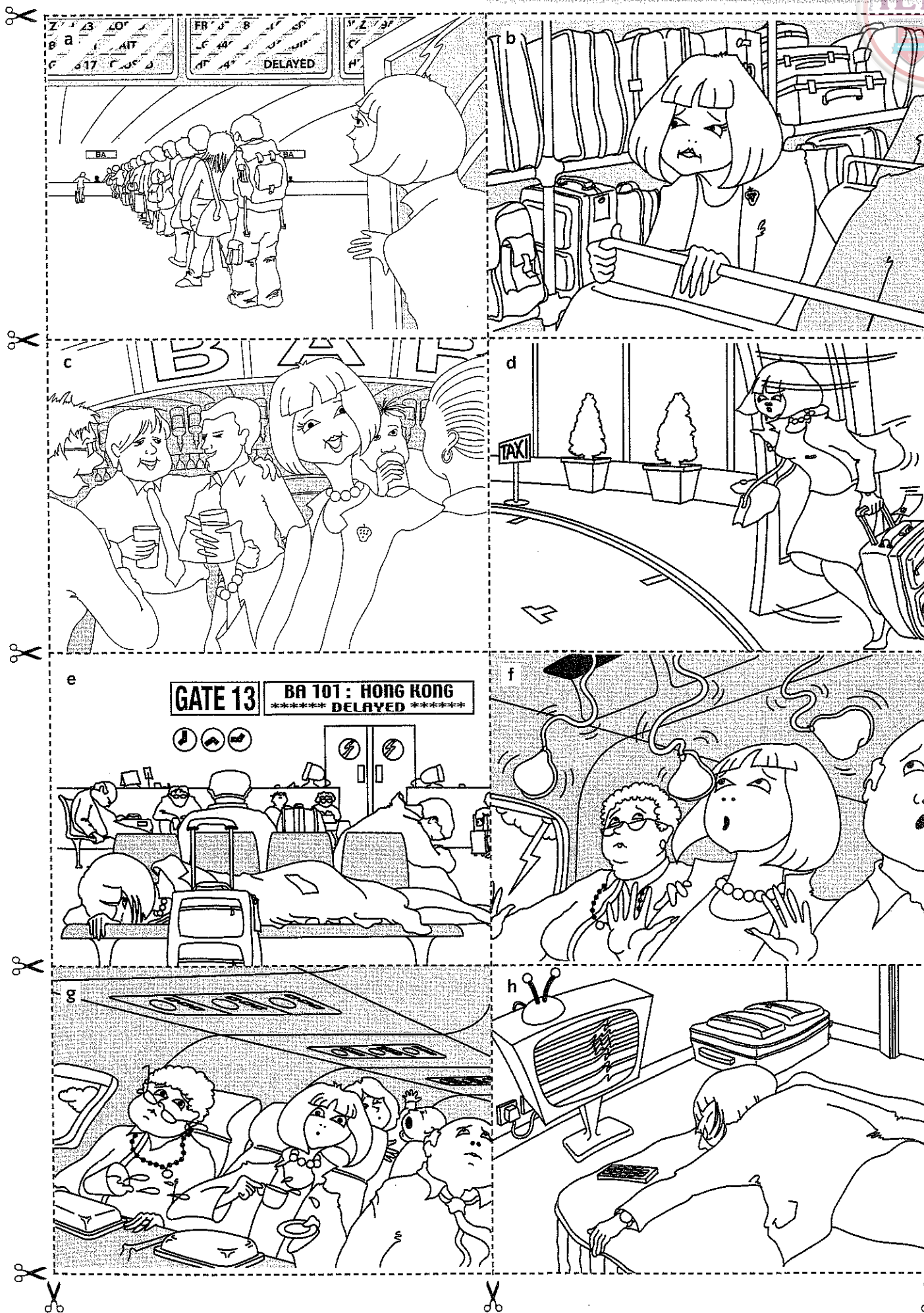
### Answer key

The order is c, h, d, b, a, e, g, f.

- 2 Finally, tell students to repeat the story from memory. Explain that they should use the pictures as a guide. They should each take turns telling the story one picture at a time.

## Follow up

Tell students to think about a journey they remember. It may be a difficult or dangerous journey, or one they found very enjoyable. Give each student time to think and make notes of their story. Then put them into groups of three or four and ask them to tell their stories. You may wish to tell each student to make notes on their classmates' stories. Then you can mix groups and tell students to use their notes to repeat the stories they heard.







## 6.3

# The Bloody Tower

**LEVEL**

Upper-intermediate

**TOPIC**

Ghosts of the Tower of London

**ACTIVITY TYPE**

Taking notes, matching

**LISTENING FOCUS**

Listening for details, listening for specific information

**TIME**

40 minutes

(main activity 25 mins)

**KEY LANGUAGE**

aisle, anniversary, beheaded, bury, chained, chest (box), crown (verb), execute, execution, executioner, ghost, haunt, headless, infamous, invade, murder, procession, scary, shadow, skeleton;

Present perfect, passives, language of opinions

**PREPARATION**

One photocopy (cut up) for each pair of students

CD 1 track 22

**Warm up**

- Tell students to think of famous tourist sights in London. List their ideas on the board together with any further details they can add about each place. If any students have been to London or visited any of these places, encourage them to share their experiences.
- Tell students to call out all the words they know connected with *Ghosts*, and write them on the board. Review pronunciation, then check the Key language. Write on the board any additional words that you think your students may not know. Ask for volunteers to explain the meaning, adding that they may refer to their dictionaries if necessary.

**Main activity**

- 1 Put students into pairs and give each pair a set of five ghost pictures. Give them time to study the pictures. Explain that they are going to listen to a tour guide talking about some famous ghosts from the Tower of London. Tell them they must listen and write the name of each ghost in the correct picture. (They shouldn't worry about spelling the names correctly.) When students are ready, play the recording.

Tell students to check their answers with their partner, then check students' answers and write the names on the board.

**Answer key**

a Sir Walter Raleigh

b Lady Jane Grey

c Catherine Howard

d Anne Boleyn

e Princes Edward and Richard

- 2 Ask students if they can remember when the Tower of London was first built (1066) and by whom (Duke William of Normandy – William the Conqueror). Put them into pairs and tell them to exchange any details they can remember about the five ghosts.
- 3 Give each pair of students a set of word cards (well mixed). Tell them to scatter the cards in front of them face up. Explain that they are going to listen again, and this time they must put each card with the picture of the ghost whose story it relates to. Give them time to match any information they can remember, then play the recording. If necessary, play the recording once more.

**Answer key**

Anne Boleyn: second wife of King Henry VIII, beheaded on Tower Green, 1536, near Queen's House, Chapel Royal, ghostly procession

Princes Edward and Richard: 12, 9, 1483, King Edward IV, Richard III, the White Tower, 1674, workmen, chest, skeletons

Lady Jane Grey: 17, 12th February 1554, nine days, anniversary of her death, Salt Tower

Sir Walter Raleigh: Byward Tower

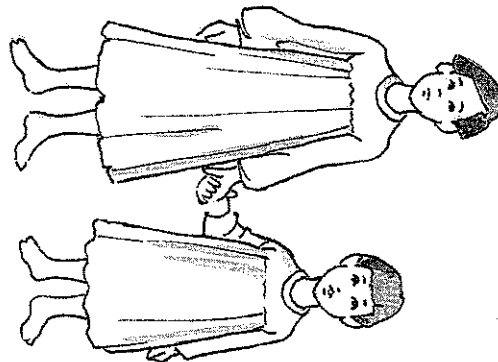
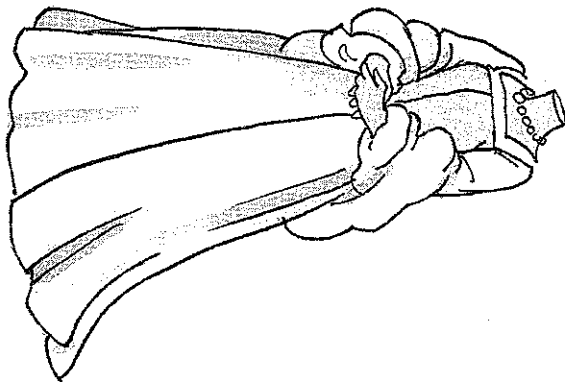
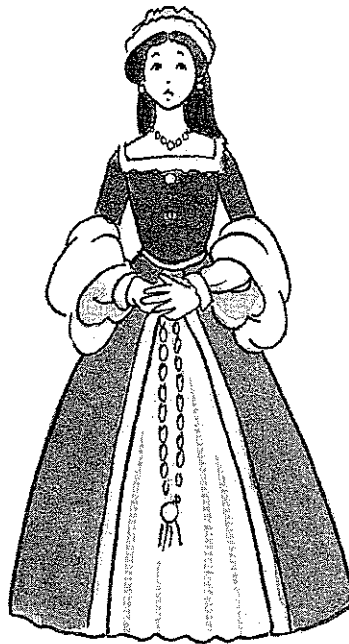
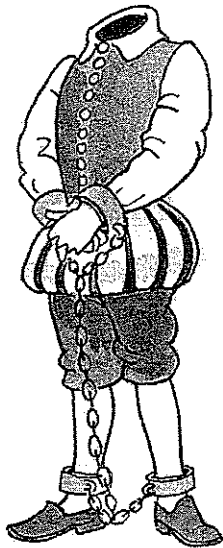
Catherine Howard: Henry's fifth wife, ran away, screaming for help

- 4 Tell students to use the pictures and word cards to repeat the story of each ghost together with their partner.

**Follow up**

Ask students to raise their hands if they believe in ghosts. Put students into groups, mixed so that each group has students who do and who don't believe in ghosts. Tell them to explain and justify their opinions to each other. Can they convince their partners to change their opinion?





second wife of  
King Henry VIII

beheaded on  
Tower Green

1536

near Queen's House

Chapel  
Royal

ghostly  
procession

12

9

1483

King Edward IV

Richard III

skeletons

the White  
Tower

1674

workmen

chest

17

12th February 1554

screaming  
for help

nine days

anniversary of  
her death

Salt Tower

Byward Tower

Henry's fifth wife

ran away



## 7.1

## What's cooking?

## LEVEL

Elementary

## TOPIC

How to make risotto

## ACTIVITY TYPE

Ordering, completing notes

## LISTENING

## FOCUS

Listening for details, listening for specific information

## TIME

40 minutes

(main activity 25 mins)

## KEY LANGUAGE

add, butter, cheese, chop, cook, cover, dish, easy, fresh, gradually, grated, great, heat, liquid, meal, mushroom, onion, quick, rice, risotto, saucepan, sliced, smell (verb), stir, stock, tasty, wine;

Imperatives, measurements

## PREPARATION

One photocopy (cut up) for each student

CD 1 track 23

## Warm up

- Write *Cooking* on the board, then pretend to chop carrots. Encourage students to call out the verb *chop* and *knife* and write these words on the board. Then pretend to stir a sauce in a saucepan. Ask: *What am I doing?* and encourage students to call out *stir*, *spoon* and *saucepan*. Write these words on the board. Put students into groups to list as many words connected with cooking as they can. When they are ready, tell volunteers to write their words on the board. Review pronunciation, then mime a few of the words and have students call out what they are. Put students into groups and tell them to mime the words on the board to their partners, who must correctly guess the word they are miming.
- Check the Key language. Write on the board any words not already covered that you think your students may not know. Ask for volunteers to explain the meaning, adding that they may refer to their dictionaries if necessary. You might wish to review abbreviations used in recipes, such as g (grams) and ml (millilitres).

## Main activity

- 1 Give each student a set of six pictures. Give them time to study each picture. Explain that they are going to listen to a TV chef describe how to make mushroom risotto. They must put the six pictures in the correct order, showing the stages involved in making the dish.

When students are ready, play the recording. Then tell students to compare their answers.

## Answer key

The correct order is e, b, c, a, f, d.

- 2 Now give each student a copy of the recipe card. Tell students that they are going to listen again. This time they must complete the recipe with the missing information. Play the recording. Then tell students to check their answers.

## Answer key

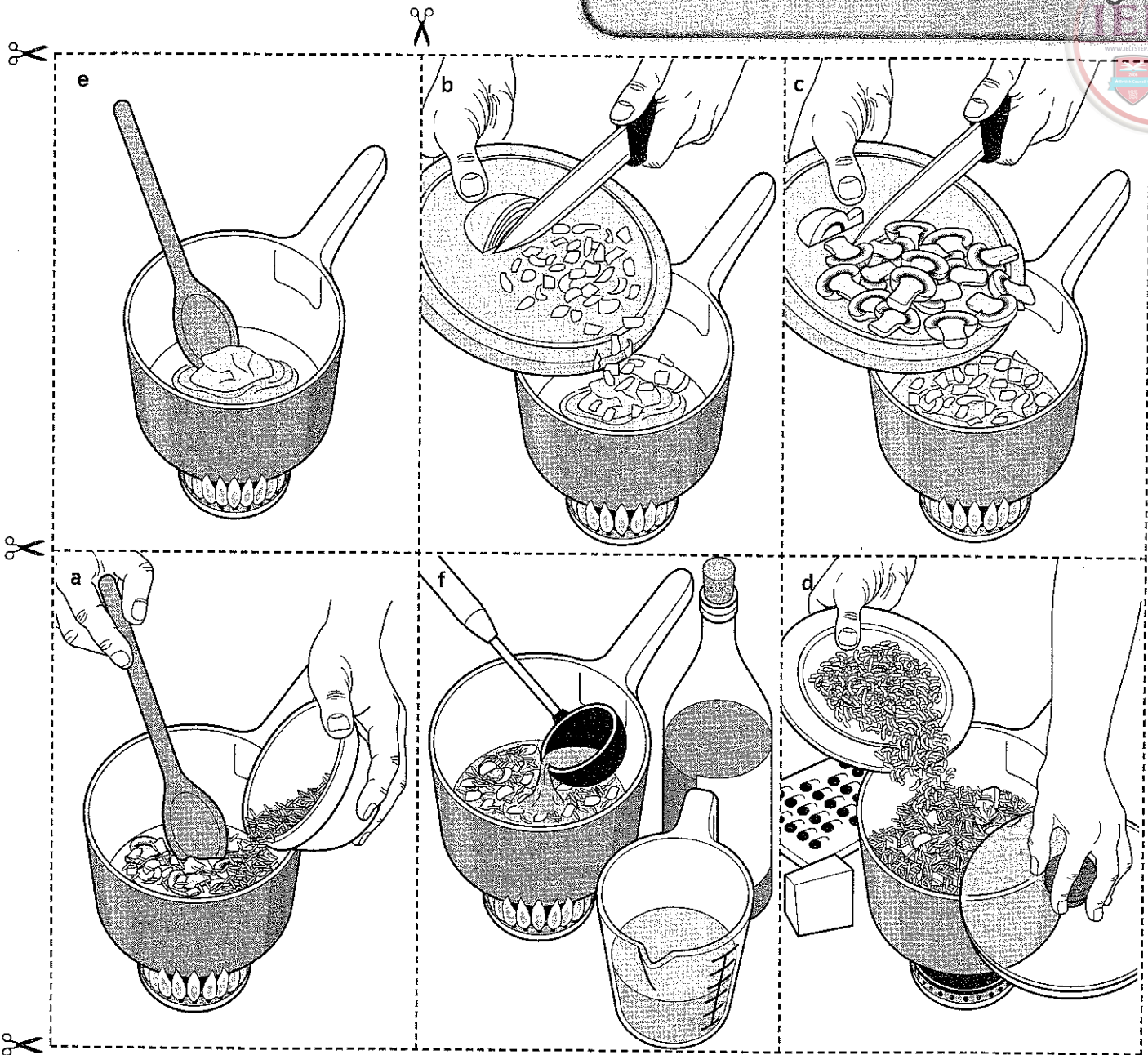
a 25      b onion      c mushrooms      d 350  
e 1 litre      f white wine      g 40      h cheese

- 3 Finally, put students into pairs and tell them to use the pictures and the completed recipe to describe how to make mushroom risotto. They should take turns describing each stage.

## Follow up

Put students into groups and tell them to think of a recipe for a dish they know how to make. They should make a list of the ingredients required, and also practise explaining how to make the dish. When students are ready, have each group give the name of their dish, list the ingredients, and briefly explain how to make the dish. You may want to take a show of hands at the end for the tastiest dish. If students wish, tell them to listen once more and write the recipes they like in their notebooks.





## Mushroom Risotto

### Ingredients

- a.....g of butter
- half a chopped b.....
- 300g sliced c.....
- d.....g of arborio rice
- e.....l of vegetable stock
- 150 ml of dry f.....
- g.....g of grated h.....

Serves 4





## 7.2

**LEVEL**

Intermediate

**TOPIC**

In a restaurant

**ACTIVITY TYPE**Taking notes,  
true or false**LISTENING  
FOCUS**Listening for details,  
inferring meaning**TIME**

45 minutes

(main activity 20 mins)

**KEY LANGUAGE**

bill, chilli, coconut,  
creamy, curry,  
delicious, dessert,  
dish, hot (spicy),  
main course, menu,  
mild, peanut butter,  
pork, prawn, sauce,  
set lunch, soup, spicy,  
spring roll, starter,  
sweet, tasty;

Question forms, will

**PREPARATION**

One photocopy (cut up)  
for each student; for  
the Follow up, one copy  
of the recording script  
for every three students

CD 1 tracks 24–25

# That sounds delicious!

## Warm up

- Put students into pairs and tell them to make a list of different dishes they can think of (for example, *chicken curry*). Then tell them to write an adjective to describe the taste of each dish (for example, *hot*). When students have finished tell them to write their words on the board. Put students into groups and encourage them to talk about their favourite foreign dish. Give an example yourself, such as *I really like Italian food, especially pasta with pesto sauce. Pesto is a really tasty green basil sauce.*
- Check the Key language. Dictate any words not already covered that you think your students may not know, repeating each word twice as students write them down. When you finish, tell students to compare their spelling. Then choose one student to write their list on the board. Encourage other students to call out any corrections necessary. Give students a few moments to look up any new words in their dictionary.

## Main activity

- Explain to students that they will hear two people order food in a Thai restaurant. Give each student a copy of the menu and the order sheet. Give them time to study the information and discuss which dishes from the menu they like. Tell them the conversation is in two parts. They must listen to the first part and complete the order sheet as if they are the waiter. Play Part 1 of the recording.

**Answer key**

Starters: 1 pork satay, 1 chicken and coconut soup

Main courses: 2 green prawn curries

Desserts: 1 fried banana special, 1 fruit salad

Drinks: 2 glasses of water

- Give each student a copy of the questions for Part 2 of the recording. Explain that they will hear the second part of the conversation. This time they must listen and make a note of how each person enjoyed each course. They should put a tick (✓) if they enjoyed the course, write OK if they felt the course was satisfactory, and a cross (X) if they didn't like the course. Play Part 2 of the recording.

**Answer key**

|       | Starter | Main course | Dessert |
|-------|---------|-------------|---------|
| Brian | ✓       | OK          | ✓       |
| Tracy | ✓       | OK          | X       |

- Tell students to listen to Part 2 of the conversation again. This time they should think about the relationship between Brian and Tracy, and choose T (true) or F (false) for the three statements below. The answers are inferred in the recording, not directly stated.

**Answer key**

a F b T c T

## Follow up

Put students into groups of three and give each group a copy of the recording script for this activity. Tell them to practise the conversation together. When they finish tell students to swap roles. Finally, tell students to create their own restaurant role play, using the conversation as a guide. Give students time to decide their roles and practise, then have them perform their role play in front of the class.

## Part 1

# Taste of Thailand

## Authentic Thai restaurant

Three course set lunch menu: £17.50 per person

### Starters

Pork spring rolls  
Pork satay  
Hot and spicy duck eggs  
Chicken & coconut soup

### Main course

(served with pineapple fried rice)

Sweet and sour fish  
Stir-fried beef in oyster sauce  
Red chicken curry  
Green prawn curry

### Desserts

Fried banana special  
Fruit salad

ORDER: Table no. ...7...

Starters

Main courses

Desserts

Drinks



### Part 2

|       | Starter | Main course | Dessert |
|-------|---------|-------------|---------|
| Brian |         |             |         |
| Tracy |         |             |         |

- a Brian and Tracy are married. T / F
- b Brian and Tracy work together. T / F





# Eat your way to better health

## LEVEL

Upper-intermediate

## TOPIC

Healthy eating

## ACTIVITY TYPE

Taking notes

## LISTENING

### FOCUS

Predicting, listening for specific information

## TIME

40 minutes

(main activity 25 mins)

## KEY LANGUAGE

cancer, combination, common sense, diet (verb), digest, expert, fries (noun), goodness, go on a diet, grill, health bar, heart disease, keep away from, nutritionist, obesity, research, risk, slab, snack (verb), statistics, stir-fry, trick;

Modals of obligation and advice, comparatives

## PREPARATION

One photocopy (cut up) for each group of three or four students

CD 1 track 26

## Warm up

- Put students into groups. Write *Healthy eating* on the board and put two columns below, headed *Do ...* and *Don't ...*. Tell students to make a list of things we should and shouldn't do in order to eat healthily. Start them off by writing *Don't overeat* on the board in the *Don't ...* column. Give students time to think of some ideas. When they are ready, have them write their advice on the board in the correct column and review their ideas with the class.
- Check the Key language. Dictate any words not already covered that you think your students may not know, repeating each word twice as students write them down. When you finish, tell students to compare their spelling. Then write each word on the board so they can check their spelling. Give students a few moments to look up any new words in their dictionary.

## Main activity

- Tell students they are going to listen to a radio programme. The topic of the programme is *Healthy eating*, and the presenter is interviewing an expert. Explain they should listen and count how many of their healthy eating ideas from the Warm up stage they hear. Briefly review the ideas on the board once more, then play the recording.
- Review how many of the students' ideas were covered on the recording. Then put students into groups of three or four and give each group a set of question cards. Tell them to distribute the cards equally. Explain to students that they are going to listen again. This time they must listen only for the answers to the questions on their own cards. They should write their answers on the question cards. When students are ready, play the recording. After, have students share their answers in their group and help each other.

### Answer key

- a The Big Breakfast Show
- b Mike Martin
- c How to live a better and healthier life
- d Sonia Tarrington
- e University of California's Nutrition Research Centre
- f A food scientist who examines the effect food has on our bodies
- g Obesity, heart disease
- h Because it has to spend millions of dollars every year fighting these problems
- i It's quick, easy and the vegetables keep their goodness
- j It removes more fat
- k It's full of goodness and easy to digest
- l You'll live a longer and healthier life

- Put students into pairs and give one student the Healthy eating: Do ... poster and the other student the Healthy eating: Don't ... poster. Explain they will listen once more. This time they must listen and note all the tips they hear about healthy eating in their chart.

### Answer key

- Do ... add one more vegetable to your main meal, stir-fry vegetables, eat fruit, health bars, white meat (chicken, pork), fish and always grill meat
- Don't ... snack on chocolate and cakes, or eat fries, burgers or red meat

## Follow up

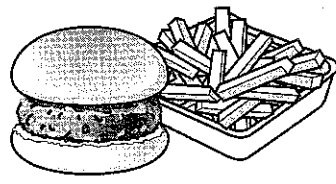
Put students into pairs and have them tell each other which healthy eating habits they have, and which they don't. They should try to identify what habits they need to change, if any, in order to eat more healthily. Perhaps finish by talking a show of hands to see who eats healthily and who doesn't!





# Question cards

|                                                                                             |                                                                                   |                                                                                       |
|---------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| <p>a What's the name of the radio show?</p> <p>.....</p> <p>.....</p>                       | <p>b What's the name of the presenter?</p> <p>.....</p> <p>.....</p>              | <p>c What's the topic of today's programme?</p> <p>.....</p> <p>.....</p>             |
| <p>d What's the name of the nutritionist?</p> <p>.....</p> <p>.....</p>                     | <p>e Where does the nutritionist work?</p> <p>.....</p> <p>.....</p>              | <p>f What exactly is a 'nutritionist'?</p> <p>.....</p> <p>.....</p>                  |
| <p>g Name two health problems <i>unhealthy</i> eating causes.</p> <p>.....</p> <p>.....</p> | <p>h Why is the government interested in nutrition?</p> <p>.....</p> <p>.....</p> | <p>i What are the advantages of stir-frying vegetables?</p> <p>.....</p> <p>.....</p> |
| <p>j Why is it healthier to grill meat?</p> <p>.....</p> <p>.....</p>                       | <p>k Why is fish especially healthy to eat?</p> <p>.....</p> <p>.....</p>         | <p>l What are the benefits of healthy eating?</p> <p>.....</p> <p>.....</p>           |

|                                                                                                                         |                                                                                                                              |
|-------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|
| <p>Healthy eating</p> <p>Do ...</p>  | <p>Healthy eating</p> <p>Don't ...</p>  |
|-------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|

# These are my friends

## LEVEL

Elementary

## TOPIC

Appearance and character

## ACTIVITY TYPE

Matching, taking notes

## LISTENING FOCUS

Listening for specific information

## TIME

30 minutes

(main activity 15 mins)

## KEY LANGUAGE

believe, best friend, clever, crazy, dance, dress, friendly, funny, hair, hard-working, interesting, jeans, kind, long, next to, serious, shorts, slim, study, suit, tall, t-shirt, wear;

Present simple and continuous, quantifiers, adjectives of character and appearance

## PREPARATION

One photocopy for each student

CD 1 track 27

## Warm up

- Write *Describing people* on the board and add two headings: *Appearance* and *Character*. Under *Appearance* write *tall*, and under *Character* write *shy*. Put students into groups and tell them to list as many words as they can under each heading. Give students time to make their lists, then ask volunteers to write their ideas on the board. Review spelling and practise pronunciation.
- Check the Key language. Write on the board any words not already covered you think your students may not know. Tell students to look up the meaning of any words they are unsure of in their dictionary. Then put students into pairs. Tell them to take turns choosing a word from the board and then defining it to their partner. Their partner must listen and try to identify the correct word from the board. Give an example to start them off: *It's the opposite of short*. Accept *long*, and then tell students to continue in pairs.

## Main activity

- Give each student a copy of the photocopiable sheet. Give them time to study the picture. Tell students they are going to listen to a young woman pointing out her friends at a party. Write these names on the board: Susan, Kevin, Sam, Mary. Explain to students that they must listen and write each name next to the correct person in the picture. Play the recording. Then check students' answers.

### Answer key

a Susan

b Kevin

c Sam

d Mary



- Tell students that they are going to listen again. This time they must write two adjectives used to describe each person's character. Give students time to see if they can remember any adjectives and the people they referred to, then play the recording. After, check students' answers.

### Answer key

Susan – friendly, fun

Kevin – serious, kind

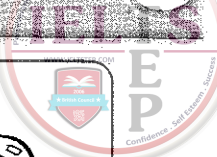
Sam – crazy, interesting

Mary – clever, hard-working

- Tell students to look at the picture together. Ask them to describe the appearance of some other people in the picture. Their partner must try to guess who they are describing. Encourage students to think of suitable character adjectives, too.

## Follow up

Describe the appearance of one student in the class, but give a fictitious name. For example: *You know Jack, don't you? He's the one wearing blue jeans, a white shirt and black shoes. He's got short brown hair and he wears glasses. He's a great guy. Really interesting!* Encourage students to look around the room and call out the real name of the student you are describing. Then tell students to stand up and mingle as if at a party. They should introduce themselves to people and then describe the appearance of another student in the class, but also giving a fictitious name. They should describe the person until those they are speaking to guess who it is.







## 8.2

## Just shopping

## LEVEL

Intermediate

## TOPIC

Describing clothes  
and appearance

## ACTIVITY TYPE

Matching, making  
inferencesLISTENING  
FOCUSListening for details,  
inferring meaning

## TIME

35 minutes

(main activity 20 mins)

## KEY LANGUAGE

expect, fashion,  
'in' (fashionable),  
individual, latest,  
magazine, marvellous,  
original, popular,  
short, shorts,  
sophisticated,  
suit (verb),  
yesterday;

Past tenses, modals

## PREPARATION

One photocopy (cut  
up) and one copy of  
the recording script for  
each student

CD 1 track 28

## Warm up

- Write *to suit somebody* on the board and explain its meaning. Give examples, such as *I think the colour blue suits me*. Tell students to discuss with their partner what clothes, colours and styles they think suit them.
- Check the Key language. Dictate any words you think your students may not know, repeating each word twice as students write them down. When you finish, tell students to compare their spelling. Then write each word on the board so they can check their spelling. Give students a few moments to look up any new words in their dictionary.

## Main activity

- 1 Explain to students that they will hear a conversation between two women who meet by chance in the street. They comment on each other's clothes. Give each student a copy of the four pictures. Give them time to study the different pictures. Explain they are going to listen to the conversation and they must choose which picture shows the two women. Play the recording. Then check students' answers.

## Answer key

Picture 2

- 2 Ask students what they think the relationship is between the two women. Are they good friends? Give students a copy of statements a–f. Explain that they are going to listen again, and that this time they must check which of the statements they can infer from the conversation. Point out that often it's not what people say, but how they say it, that helps you understand what they really mean. Give them a few moments to read the statements. Play the recording. Then tell students to compare their answers.

## Answer key

These statements can be inferred: a, b, d, f.

- 3 Give each student a copy of the recording script for this activity. Tell students to read the recording script and underline the phrases that helped them decide which statements could be inferred. Then tell students to listen to the intonation and play the recording once again as they read along. Put students into pairs and tell them to practise the conversation together. When they finish tell students to swap roles.

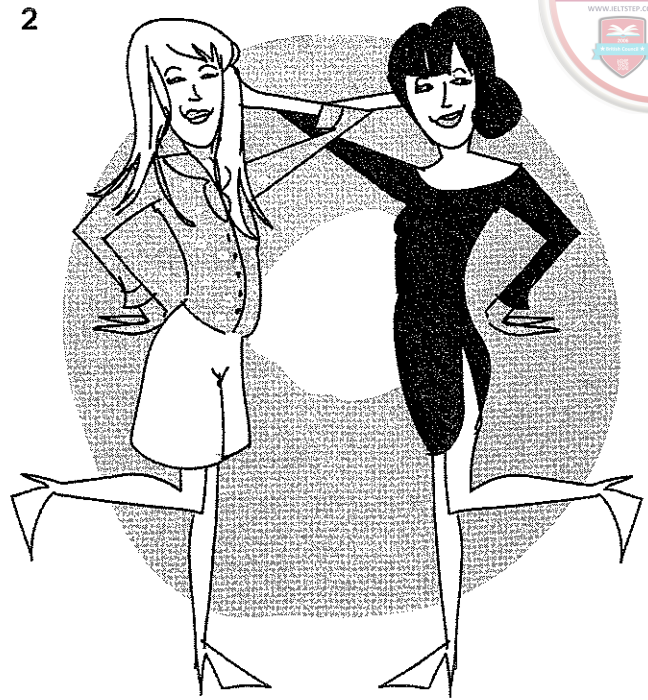
## Follow up

Write this sentence on the board. *Oh, hello John. How are you?* Say the sentence in a cheerful, pleasant way. Then say the same sentence again, but this time sounding angry. Encourage students to identify the difference in intonation and practise for themselves. Put students into pairs and tell them to practise saying the sentence in different ways. Their partner must identify the correct adjective by saying 'You sound ... happy.' Write these adjectives on the board for them to choose from: *happy, sad, angry, shy, relieved, depressed*.

1



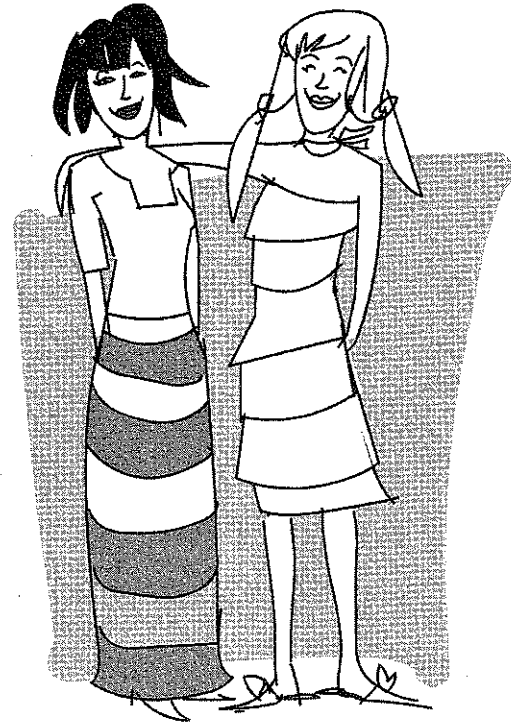
2



3



4



Tick (✓) the statements you think are true based on Kay and Sally's conversation.

- |                                              |                          |                                      |                          |
|----------------------------------------------|--------------------------|--------------------------------------|--------------------------|
| a Sally and Kay don't like each other.       | <input type="checkbox"/> | d Sally thinks Kay is unfashionable. | <input type="checkbox"/> |
| b Kay thinks Sally's dress doesn't suit her. | <input type="checkbox"/> | e Kay has lots of money.             | <input type="checkbox"/> |
| c Kay and Sally work in the same office.     | <input type="checkbox"/> | f Sally doesn't like Kay's shorts.   | <input type="checkbox"/> |





## 8.3

## LEVEL

Upper-intermediate

## TOPIC

Concepts of beauty

## ACTIVITY TYPE

Completing notes

## LISTENING

## FOCUS

Listening for specific information

## TIME

50 minutes

(main activity 25 mins)

## KEY LANGUAGE

beauty, concept,  
cosmetic surgery,  
facelift, fashion,  
hair transplant, image,  
lecture, masculine,  
model, pec implant,  
perception, perfection,  
routine, series,  
tummy tuck;

Present simple and  
continuous, modal  
verbs

## PREPARATION

One photocopy for  
each student

CD 1 track 29

# The changing face of beauty

## Warm up

- Write *Beauty* in the middle of the board and ask students to come and add any words or ideas that they associate with the concept of beauty. Encourage them to think about what makes a person beautiful, and what people do to make themselves look beautiful. Ask them to think about the typical image of a beautiful man or woman and write three adjectives. Then review everyone's ideas together and tell students to complete the phrase *Beauty is ...*. Finally, have each student read their sentence aloud to the class.
- Check the Key language. On the board, write any words not already covered that you think your students may not know. Put students into pairs and tell them to use their dictionaries to identify the part of speech of each word (noun, verb, adjective, etc.). When they finish, review their answers and ask volunteers to explain the meaning of each word. Give examples where necessary.

## Main activity

- Tell students that they are going to listen to the beginning of a lecture on the concept of beauty. Tell them to put their pens down and simply listen. Explain that they should listen and count how many of their ideas from the Warm up stage they hear. Briefly review the ideas on the board once more, then play the recording.
- Put students into groups. Tell them to exchange any information they can remember about the lecture.
- Give each student a copy of the 'lecture notes'. Explain to students that they must listen to the recording again and complete the notes on their sheet. When students are ready, play the recording. After, get students to compare their answers.

Play the recording again, stopping after each section to review students' answers.

### Answer key

|                                        |                               |                              |
|----------------------------------------|-------------------------------|------------------------------|
| a 4                                    | b changing face               | c beauty in the modern world |
| d male                                 | e fashion magazines/TV/movies | f constantly changing        |
| g 165                                  | h 91                          | i 1910                       |
| k identify ourselves by our appearance | j routine                     | l 100 million                |
|                                        | m 50 billion                  |                              |

- Finally, give students a few moments to study their completed notes, then tell them to repeat the content of the lecture using their notes as a guide. (To give students a greater challenge, tell them to turn over their notes and repeat everything they can remember from memory!)

## Follow up

Write *Beautiful people have better lives* on the board. Divide the class into two halves. Tell one half, working in pairs or small groups, to list reasons why this statement is true, and the other half to list reasons why it is false. When students are ready, put them into pairs comprising one student from each half. Tell them to share their ideas and explain their reasons. Finally, take a show of hands to see who really thinks the statement is true.



Lecture no. <sup>a</sup> .....

Lecture series: The <sup>b</sup> ..... of beauty.

Topic: <sup>c</sup> .....

(Includes female and <sup>d</sup> ..... beauty)

## The concept of beauty

Images of beautiful people <sup>e</sup> in ..... / on ..... / in .....

Idea of what is 'beautiful' is <sup>f</sup> .....

Lillian Russell (1890s - actress) 'the most beautiful woman in the world' -  
<sup>g</sup> ..... pounds!

Twiggy (1960s - fashion model) <sup>h</sup> ..... pounds.

## Ways people change their appearance

### 1. Cosmetic surgery

Started <sup>i</sup> ..... - aims to 'improve' our physical appearance.

Before v. expensive - now, almost <sup>j</sup> .....

Examples:

men - hair transplant, pec implant

women - facelifts, tummy tucks

We choose to <sup>k</sup> .....

- think beautiful people = better lives.

### 2. Dieting

Many people worry about their weight.

1950 diet products worth <sup>l</sup> \$ ..... a year.

Today, over <sup>m</sup> \$ ..... a year.



## 9.1

**LEVEL**

Elementary

**TOPIC**

Shopping

**ACTIVITY TYPE**

Matching, taking notes

**LISTENING FOCUS**

Listening for details

**TIME**

25 minutes

(main activity 15 mins)

**KEY LANGUAGE**

bag, carry,  
cassette player, easy,  
fit, half price, handle,  
in the sale, light,  
middle, nice, pattern,  
popular, portable,  
radio, size, straight,  
top, umbrella;

Present simple,  
question forms

**PREPARATION**

One photocopy (cut up); for the Follow up, one copy of the recording script for every four students

CD 1 track 30

# I'm looking for a ...

**Warm up**

- Ask four or five students to give you their pens. Place them at the front of the class so all the class can see them. Then explain that you have a shop that sells pens, and that you want to sell them. Describe the pens to the class. For example: *This pen is blue, it's big and looks very nice!* Then ask students to offer a price and pretend to sell them all. Afterwards, put students into groups and tell them to place their pens, dictionaries and other items on the table. Write *I'm looking for a ...* on the board. Explain that one student in each group is a shop assistant and the rest are customers. Customers should begin the conversation with 'I'm looking for a pen.' Shop assistants should then show the range available, describe each one and answer any questions the customer may have. They should try to sell all the items on the table.
- Check the Key language. On the board, write any words not already covered that you think your students may not know. Put students into pairs and tell them to use their dictionaries to identify the part of speech of each word (noun, verb, adjective, etc.). When they finish, review their answers and ask volunteers to explain the meaning of each word. Give examples where necessary.

**Main activity**

- Put students into groups of four and give each group a set of cards. Tell them to mix the cards, then take three each. Explain that they are going to listen to a woman in a department store. They must listen to three short conversations between the woman and three shop assistants. As they listen, they must check if the illustrations on their cards match any of the descriptions they hear. Play the recording.
- Tell students in each group who think they have a card that matches a description to explain their reasons. Tell each group to make a final choice of three cards that they think match the three objects. They should put the cards face up in the middle of the table.
- When students are ready, tell them you will play the recording again. Explain that they should listen carefully and check that the three pictures they chose correctly match the descriptions they hear. Play the recording again.

**Answer key**

The correct pictures are a, e and k.

- Tell students that you will play the recording again. This time they must note down all the key words and phrases that helped them correctly identify each object. Play the recording again. Give students time to compare their answers. If necessary, play the recording once more.

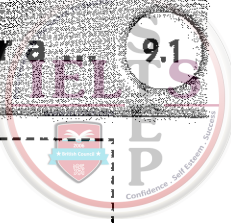
**Answer key**

bag: opens at the top / pattern around the middle  
radio: cassette player / light / portable / easy to carry  
umbrella: straight handle / small / fit in your bag

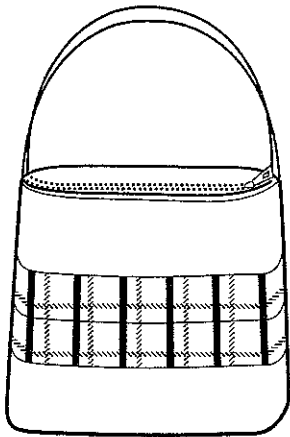
**Follow up**

Put students into groups of four and give each group a copy of the recording script for this activity. Play the recording as students listen to the pronunciation. Practise any features of pronunciation you think necessary, then have students practise the conversations together. When they finish tell students to swap roles. Finally, ask them to role play similar conversations, choosing for themselves which items they want to buy.

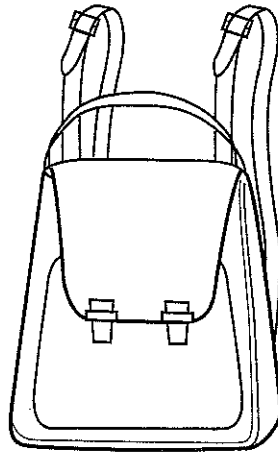




a



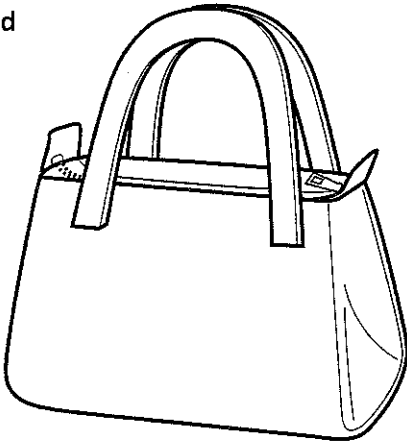
b



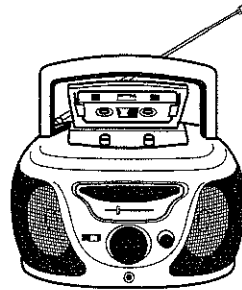
c



d



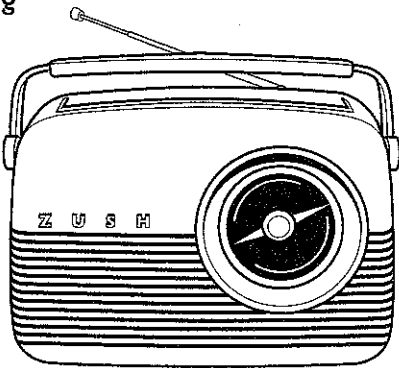
e



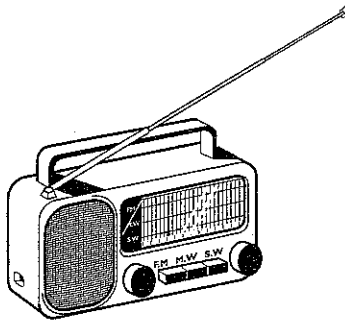
f



g



h



i



j



k



l



# Wow ... that's big!

## LEVEL

Intermediate

## TOPIC

The Thames Barrier

## ACTIVITY TYPE

Completing a diagram, taking notes

## LISTENING FOCUS

Listening for specific information

## TIME

35 minutes

(main activity 20 mins)

## KEY LANGUAGE

barrier, damage, electricity, gate, global warming, flooding, lower (verb), navigation, pier, power (verb), protect, rise, roof, service tunnels, sink, steel, storey, surface, threat, tonne, wave, wide;

Comparatives and superlatives, numbers and measurements

## PREPARATION

One photocopy of the diagram for each student; one photocopy of the numbers (cut up) for every four students

CD 2 track 2

## Warm up

- Write *Hurricane* on the board and ask students to tell you what a hurricane is. Ask them to think of parts of the world where this natural danger is a problem. Write their ideas on the board (Eastern USA, South America, etc.). Put students into groups of four and tell them to make a list of as many other natural dangers as possible (volcanoes, floods, earthquakes, etc.). When students are ready, tell them to write their ideas on the board, and add the countries where these natural dangers are a problem. Ask them which of the natural dangers they think may be a problem in the UK (floods, and very occasional hurricanes).
- Check the Key language. Write on the board any words not already covered that you think your students may not know. Divide students into groups and give each group one or two words to look up in their dictionary. Then have students explain the meaning of their words to the class. Help with understanding and give examples where necessary.

## Main activity

- 1 Explain to students that they will hear a tour guide at the Thames Barrier in London give a talk to a group of students. Give each student a copy of the diagram. Explain that they must listen to the talk and label the parts of the Barrier (boxes a-f on the diagram). When students are ready, play the recording.

Give students time to compare their answers, then play the recording again if necessary.

### Answer key

- a pier      b gate, steel      c concrete  
d service tunnel      e navigation lights      f power packs

- 2 Divide students into groups of four. Give each group a set of number cards. Tell them to choose three cards each. Explain they are going to listen to the recording again. When they hear a number that is on one of their cards, they should quickly stand up, show their card, then sit down again. Demonstrate this so students fully understand what they must do. When students are ready, play the recording. For each statistic one person from each group should stand up!
- 3 Finally, tell students to write all the numbers down in their notebooks. Then tell them to note what each number refers to. As an example, write 8 on the board and encourage students to say *the number of years it took to build*. Write this on the board next to the number. When students are ready, play the recording. Give each group a few moments to discuss their answers, then play the recording again if necessary.

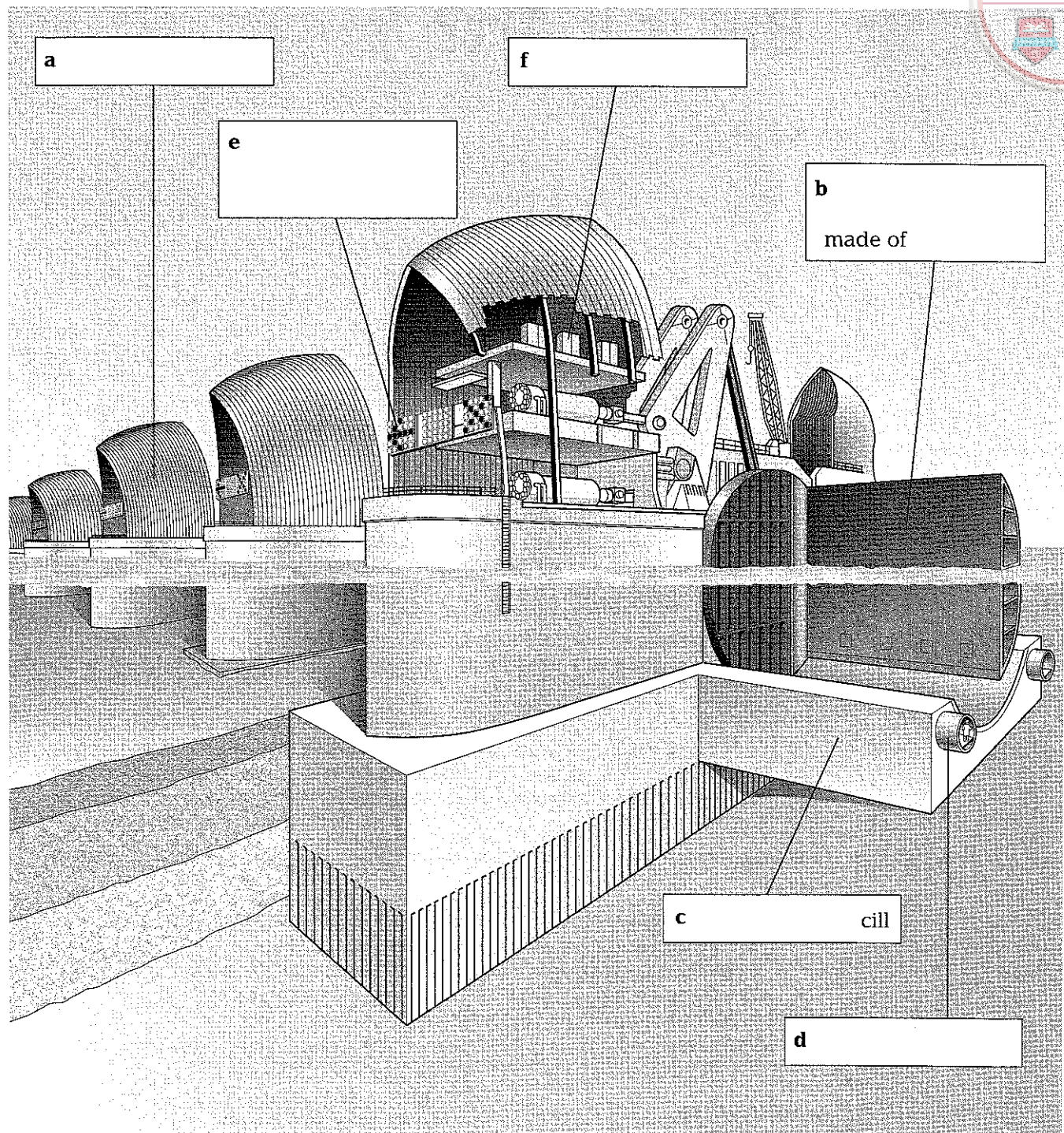
### Answer key

- 520: the width of the Barrier (metres)  
8: the number of years it took to build the Barrier  
1982: when it was completed  
535: how much it cost to build (£ millions)  
9: the number of piers  
61: the width of the largest gates (metres)  
1500: the weight of the largest gates (tonnes)  
50: the height of each pier (metres)  
5: the number of storeys high each gate can be raised to  
70: the number of times the gates have been raised so far  
75: the amount the River Thames rises each 100 years (centimetres)  
750,000: the number of Londoners in danger from flooding

## Follow up

Tell students to call out any natural disasters that can occur in their country (flooding, volcanoes, earthquakes, etc.) and write them in a row along the top of the board. Put students into groups and tell them to note all the things that a person should and shouldn't do in the event of such natural disasters. (In the case of a hurricane, for example, *Stay calm. Stay indoors.*) When students are ready, tell them to write their advice in the appropriate column on the board, and discuss what measures they think are the most effective.





|     |     |      |         |
|-----|-----|------|---------|
| 520 | 61  | 5    | 8       |
| 9   | 70  | 1982 | 1500    |
| 75  | 535 | 50   | 750,000 |



## 9.3

**LEVEL**

Upper-intermediate

**TOPIC**

Jackson Pollock

**ACTIVITY TYPE**Ordering pictures,  
taking notes**LISTENING  
FOCUS**Listening for the main  
idea, listening for  
specific information**TIME**

30 minutes

(main activity 15 mins)

**KEY LANGUAGE**

artistic, at random,  
canvas, chaotic, critic,  
dab, dribble, drip,  
easel, energetic, flick,  
flow, format,  
intense, original,  
predetermined, sand,  
scratch, smear, splash,  
spontaneous, style,  
technique, unique;

Past tenses, expressive  
adjectives, language of  
description

**PREPARATION**One photocopy for  
each student

CD 2 track 3

# But is it Art?

## Warm up

- Write *Styles of painting* on the board and then write *Impressionist* immediately below. Put students into groups and tell them to make a list of as many different styles of painting as they can in one minute. Then go around the class asking for one style from each group and writing it on the board. Then point to each style and ask students if they can think of any famous painters that represent that style of painting (e.g. Impressionist – Monet). Finally, ask students to tell each other what their favourite style is and why.
- Check the Key language. On the board, write any words not already covered that you think your students may not know. Put students into pairs and tell them to use their dictionaries to identify the part of speech of each word (noun, verb, adjective, etc.). When they finish, review their answers and ask volunteers to explain the meaning of each word. Give examples where necessary, perhaps using mime where appropriate.

## Main activity

- Give each student a copy of the photocopiable sheet. Give them a minute to look at the pictures. Ask if they can guess which artist painted the painting **a** (Jackson Pollock). Explain that pictures **b** to **d** illustrate the techniques this artist uses. Tell them that they are going to listen to a recording from a museum audio cassette, and that they must number the pictures in the order they hear them referred to on the recording. When students are ready, play the recording. After, tell students to check their answers with their partner.

**Answer key**The correct order is **d, c, b, a**.

- Divide students into two groups. Tell one group to listen again and write down all the adjectives they hear that are used to describe Pollock's style of painting. Tell the other group to write down all the verbs used to describe how he uses the paint. Play the recording.
- Give students time to compare their answers, then tell groups to swap notes. Play the recording again and have them check each other's work.

**Answer key**

Adjectives used to describe Pollock's style:

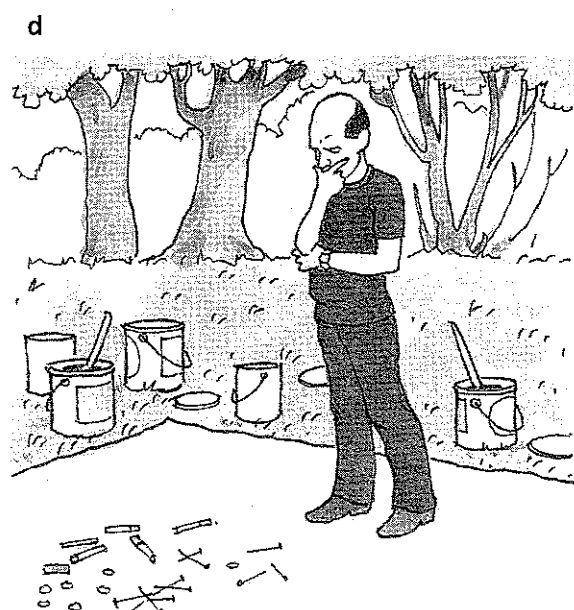
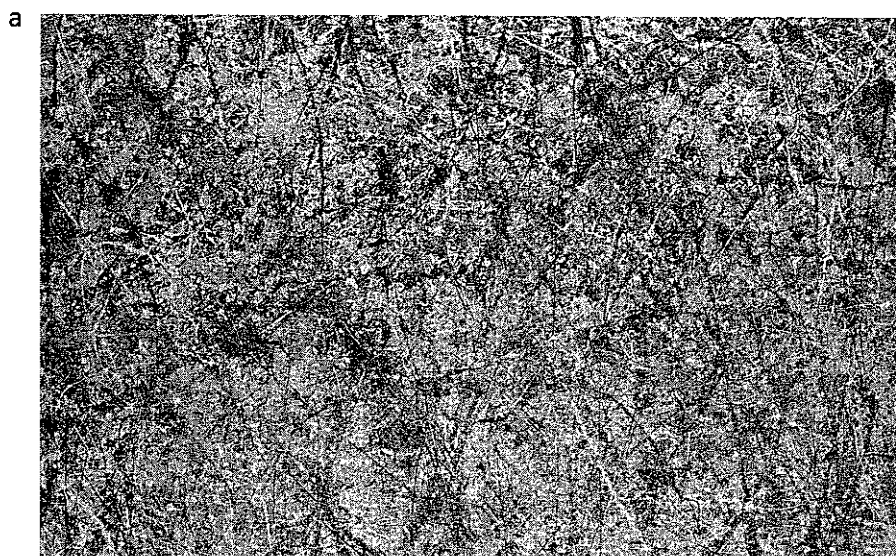
original, intense, energetic, shocking, spontaneous, chaotic, unique, great, recognisable, alive, fresh, active

Verbs used to describe how he uses the paint:

dribble, flick, splash, dab, drip, flow

## Follow up

Write *But is it Art?* on the board and draw a building labelled *Museum* on one side and a rubbish bin labelled *Rubbish* on the other side. Put students into groups and tell them to discuss where they think this kind of modern abstract art belongs – in a museum or in a rubbish bin! Have them make a list of their opinions, then come and write their ideas on the board. Finish with a class show of hands to close the debate – of those in favour of and those against this kind of modern art.





## 10.1

## LEVEL

Elementary

## TOPIC

Internet dating

## ACTIVITY TYPE

Form filling,  
identifying pros  
and consLISTENING  
FOCUSListening for specific  
information, listening  
for details

## TIME

45 minutes

(main activity 25 mins)

## KEY LANGUAGE

attractive, countryside,  
e-mail, fashionable,  
female, friendly, fun,  
good-looking, hopeless,  
interesting, joking, kind,  
leisure interests, lucky,  
manager, marriage,  
occupation, pop music,  
pub, rich, romance,  
search, serious,  
shy, tall, travel,  
ugly, username;

Making suggestions,  
likes and dislikes,  
adjectives of character

## PREPARATION

One photocopy (cut up)  
for each student; for  
the Follow up, one  
photocopy of the  
Personal Profile for  
each student

CD 2 tracks 4–5

## He's not really my type

## Warm up

- Write *Internet dating* on the board and ask students if they would consider looking for love online. Divide the class into two halves. Tell one half, working in pairs or small groups, to make a list of all the advantages of Internet dating, and the other half a list of all the disadvantages. After a few minutes, mix the groups and have them exchange their ideas.
- Check the Key language. Dictate any words you think your students may not know, repeating each word twice as students write them down. When you finish, tell students to compare their spelling. Then write each word on the board so they can check their spelling. Give students time to look up any new words in their dictionary.

## Main activity

- Give each student a copy of the Personal Profile sheet. Explain that this is from an online dating agency. Tell students they are going to listen to a young woman complete the form with a friend. They must listen and complete the form with the information they hear. Play Part 1 of the recording.

Tell students to compare their answers. If necessary, play Part 1 of the recording again. Then check students' answers.

## Answer key

a Black      b Judith      c female      d student      e No  
f Lovelylady      g man      h 20–24      i romance

The following should have ticks:

pop music, pubs, travel, countryside  
kind, fashionable, interesting

- Give each student a copy of the Search Results sheet. Explain that they are going to listen as Judith and her friend Sarah discuss two men who are possible matches. Give students time to study the information about both men. Tell students they must listen and, for each man, identify four advantages and two disadvantages they hear the women mention. Play Part 2 of the recording.

Tell students to compare their answers. If necessary, play Part 2 of the recording again. Then check students' answers.

## Answer key

James: advantages – good-looking, fun, tall, rich

disadvantages – not very serious, Judith doesn't like his hair

Simon: advantages – a teacher, loves dogs, likes the countryside, looks kind

disadvantages – not very attractive, maybe too serious

- Ask students which of the two men they think Judith should e-mail. Put them into groups to discuss their choices, then take a show of hands.

## Follow up

Distribute fresh copies of the Personal Profile form and tell students to fill it in for themselves. Put them into groups and tell them to talk about themselves, using the form as a guide. If possible they should mingle and try to find a suitable partner.

http://www.perfectpartnerdatingagency.co.uk/

## Perfect Partner Dating Agency

### Create your Personal Profile

♥ Find your perfect match now!

Surname <sup>a</sup>  Occupation <sup>d</sup>  Username <sup>f</sup>

First name <sup>b</sup>  Children <sup>e</sup> ☐ Yes ☐ No

Sex: <sup>c</sup> ☐ male ☐ female

<sup>g</sup> I am looking for a ☐ man ☐ woman

<sup>h</sup> I am looking for someone aged ☐ 16 - 19 ☐ 20 - 24 ☐ 25 - 30 ☐ 31 - 40 ☐ 40 +

<sup>i</sup> I am looking for ☐ fun ☐ friendship ☐ romance

♥ Leisure interests

pop music ☐ eating out ☐ nightclubs ☐ pubs ☐  
 animals ☐ travel ☐ countryside ☐ classical music ☐  
 sports ☐ gardening ☐ reading ☐ watching films ☐

♥ I think I am...

serious ☐ kind ☐ fashionable ☐ affectionate ☐  
 reliable ☐ romantic ☐ interesting ☐ shy ☐

**search now**

http://www.perfectpartnerdatingagency.co.uk/

## Perfect Partner Dating Agency

### Search Results

You have 131 possible matches

♥ 44. James Hill

*Member description*  
 James is an attractive and friendly man who loves life. He likes sports, eating out, and going to nightclubs. He is looking for a fun-loving partner who wants to join him on a trip around Europe.

Nationality British Height 1.88m Weight 81kg Occupation Manager

♥ 45. Simon Wright

*Member description*  
 Simon describes himself as affectionate and kind. He has two dogs and enjoys walking in the countryside. He is looking for someone special to share his life with. He likes children and hopes to marry some day soon.

Nationality British Height 1.75m Weight 75kg Occupation Teacher

**Next page**



# It's not such a bad custom

## LEVEL

Intermediate

## TOPIC

Arranged marriage

## ACTIVITY TYPE

True or false

## LISTENING FOCUS

Listening for the main idea, recognising context

## TIME

35 minutes

(main activity 15 mins)

## KEY LANGUAGE

arranged marriage,  
awful, choice, confuse,  
failed marriage,  
husband, luck,  
relationship, rely on,  
speech, success, trust;

Conditionals, language  
of opinion

## PREPARATION

One photocopy (cut  
up) for each group of  
four students

CD 2 track 6

## Warm up

- Tell students to make a list of all the different ways they can think of to meet a partner (e.g. at a party, at work, etc.). Tell them to list their ideas on the board. Ask them which ways they think are most useful. Finally, ask them how long they think two people should know each other before they marry.
- Check the Key language. Write on the board any words not already covered that you think your students may not know. Divide students into groups and give each group one or two words to look up in their dictionary. Tell students to write one example sentence using each word to illustrate its meaning. When everyone has finished, tell students to read aloud their sentences to the class, who must try to guess the meaning of the word.

## Main activity

- 1 Explain to students that they will hear a young Indian woman called Indira talk about her marriage plans for the future. Put students into groups and share the cards out equally. Explain that they must listen to the recording and decide if the statements on their cards are true or false. Give them time to read the statements on their cards, then play the recording.
- 2 Tell students that they must exchange cards with their partners so that one pair has only true statements and the other pair of students has only false statements. Give them time to negotiate which cards they exchange, then tell them to check as you play the recording a second time.

Explain that six of the statements are true and six are false. Give students time to finalise their choices, then give the answers.

### Answer key

Statements **a, b, c, e, k** and **l** are true.

Statements **d, f, g, h, i** and **j** are false.

- 3 Ask students these questions.
  - 1 Where is Indira?
  - 2 What's the difference between a forced marriage and an arranged marriage?
  - 3 Do the audience like what she says?

### Answer key

1 In a large hall of some kind, possibly at a school speech contest.

2 In a forced marriage the bride has no choice.

3 Due to the enthusiastic applause she receives, yes they do.

## Follow up

Put students into groups and tell them to discuss Indira's views. What are the advantages of an arranged marriage? What are the disadvantages? Take a show of hands at the end for students who would like to have an arranged marriage.



|   |                                                                                             |   |                                                                                            |
|---|---------------------------------------------------------------------------------------------|---|--------------------------------------------------------------------------------------------|
| a | Indira thinks most British people don't understand what an arranged marriage is.            | b | Indira thinks British people are crazy to rely on luck when looking for the right partner. |
| c | Indira trusts her parents to find a suitable husband for her.                               | d | Indira must marry the first man her parents choose for her.                                |
| e | Indira wants to have an arranged marriage.                                                  | f | Indira's parents would like her to marry soon.                                             |
| g | Indira thinks an arranged marriage is a crazy idea.                                         | h | Indira has had many unhappy relationships.                                                 |
| i | Indira would prefer to find her own husband rather than wait for her parents to choose one. | j | Indira feels her parents don't really understand her.                                      |
| k | Indira thinks it would be difficult to find a suitable partner without her parents' help.   | l | Indira expects to have a happy marriage.                                                   |



## 10.3

**LEVEL**

Upper-intermediate

**TOPIC**

Asking for a favour

**ACTIVITY TYPE**

Matching

**LISTENING****FOCUS**Identifying emotion,  
inferring meaning**TIME**

40 minutes

(main activity 20 mins)

**KEY LANGUAGE**

boss, couch, favour,  
help out, quit, relieved,  
row, unemployment,  
weight off one's mind;

Language of  
persuasion, requests

**PREPARATION**

One photocopy (cut  
up) and one copy of  
the recording script for  
every two students

CD 2 track 7

# A friend in need

## Warm up

- Write *Friendship* in the middle of the board and tell students to make a list of qualities they look for in a good friend. Write the adjective *honest* on the board to start them off. When students are ready, tell them to come to the board and write their adjectives. Then write *A good friend should ...* on the board and tell students to think of ways of completing the sentence. Complete the sentence by writing ... *be a good listener*, then put students into pairs to come up with their own ideas. When students are ready, review everyone's ideas together by having each pair read their ideas aloud to the class.
- Check the Key language. Write on the board any words not already covered that you think your students may not know. Divide students into groups and give each group one or two words to look up in their dictionary. Then have students explain the meaning of their words to the class. Help with understanding and give further examples where necessary.

## Main activity

- Give each student a copy of the photocopiable sheet (both sheets are identical). Explain that they are going to listen to a telephone conversation between two friends, Sophie and Elaine. Read through the adjectives at the bottom of the sheet. Explain that the students must listen to the conversation and match each adjective with the person they think it most closely relates to. They should write S (Sophie) or E (Elaine) next to each adjective. When students are ready, play the recording. Then tell students to compare their answers.

**Answer key**

|                     |                       |
|---------------------|-----------------------|
| excited: Sophie     | inconsiderate: Elaine |
| shocked: Sophie     | unsure: Sophie        |
| spontaneous: Elaine | pressurised: Sophie   |
| supportive: Sophie  | optimistic: Elaine    |

- Tell students you are going to play the recording again. Explain that this time they should listen for when exactly each person shows each emotion. Where possible, they should note any phrases in the conversation that help determine which adjective matches which person. Play the recording, then tell students to compare their answers.
- Put students into pairs and give each pair a copy of the recording script to refer to as you go through the answers. Play the recording again, checking students' answers as you go.

**Answer key**

|                |                                                                                      |
|----------------|--------------------------------------------------------------------------------------|
| excited:       | Sophie, at the start of the conversation – 'Elaine!'                                 |
| shocked:       | Sophie, to learn Elaine has quit her job – 'Oh! Really?'                             |
| spontaneous:   | Elaine – 'so I decided to quit, there and then!'                                     |
| supportive:    | Sophie – 'Good for you.'                                                             |
| inconsiderate: | Elaine's attitude in general – Sophie has only one bedroom and a baby to look after. |
| unsure:        | Sophie, at having Elaine to stay – 'Er ... well, it's just ... you know ...'         |
| pressurised:   | Sophie, throughout the latter half of the conversation.                              |
| optimistic:    | Elaine, about finding a job – 'I'm sure I'll find something.'                        |

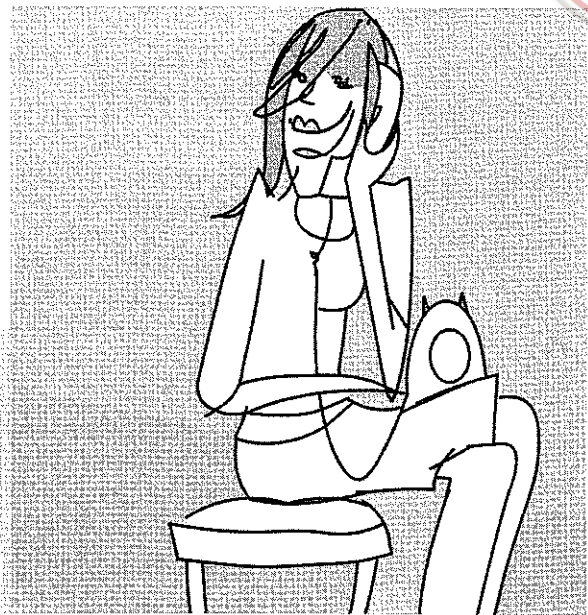
- Finally, put students into pairs and tell them to practise the conversation together. When they finish tell students to swap roles.

## Follow up

Put students into pairs and tell them to prepare a similar conversation between two friends, but using their own ideas (e.g. one friend wants to borrow money). Give them time to prepare their ideas and practise, then have volunteers role play their conversation in front of the class.



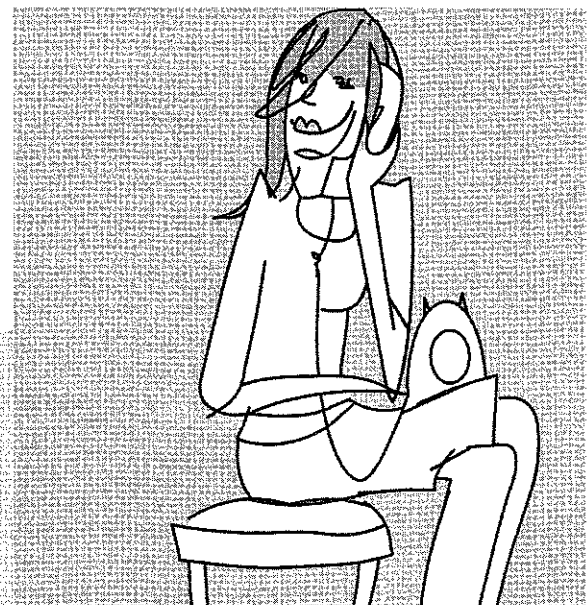
excited  
shocked  
spontaneous  
supportive



inconsiderate  
unsure  
pressurised  
optimistic



excited  
shocked  
spontaneous  
supportive



inconsiderate  
unsure  
pressurised  
optimistic



## 11.1

**LEVEL**

Elementary

**TOPIC**

Joining a gym

**ACTIVITY TYPE**

Spot the difference

**LISTENING****FOCUS**Recognising context,  
listening for specific  
information**TIME**

40 minutes

(main activity 20 mins)

**KEY LANGUAGE***aerobics, cleaning,  
cycling, exercise, fee,  
fitness, gym, join,  
membership, pool,  
running, swimming,  
tour, yoga;*Present simple, days,  
times**PREPARATION**One photocopy for  
each student; for the  
Follow up, one copy of  
the recording script for  
every two students

CD 2 track 8

# Welcome to Abbey Health Club

## Warm up

- Put students into groups and ask them to make a list of activities that people can do in a gym or health club (aerobics, swimming, etc.). Give a time limit of one minute, then have the group with the most activities call them out and write them on the board. Add any others, then practise pronunciation. Then tell students what you do to keep fit. After, put students into groups and tell them to find who does the most exercise.
- Check the Key language. Dictate any words not already covered which you think your students may not know, repeating each word twice as students write them down. When you finish, tell students to compare their spelling. Then choose one student to write their list on the board. Encourage other students to call out any corrections necessary. Give students a few moments to look up any new words in their dictionary.

## Main activity

- Tell students they are going to listen to a conversation between two people and they must decide where the conversation takes place, and who the people are. Play the recording.

**Answer key**

The conversation takes place in a health club. The woman is an employee and the man is thinking of joining the club.

- Give each student a copy of the photocopyable sheet. Give them time to study the information. Tell them that they are going to listen again, and they must listen and spot any differences between the information on the sheet and what they hear on the recording. Play the recording.
- Have students compare their answers. Tell them there are eight differences in total, then play the recording again.

Check answers by going through the recording once more and having students call out 'Stop!' whenever they hear a difference.

**Answer key**

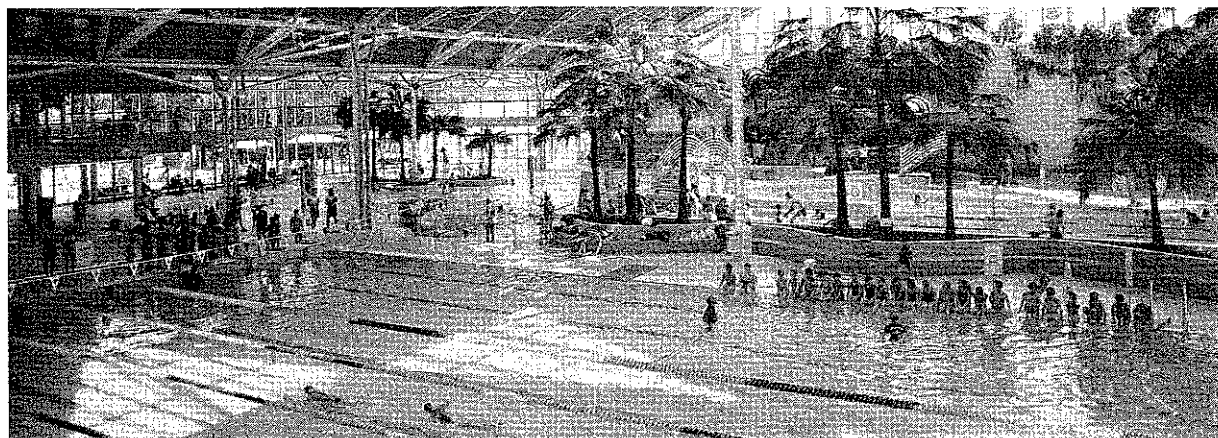
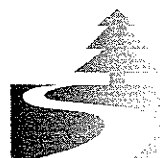
Differences on the recording:

- The pool is closed on *Thursday* afternoons.
- 'Swim for fitness' classes are on Mondays, Wednesdays and *Fridays*.
- All classes are *an hour*.
- 'Intermediate yoga' is at *11.30* on Tuesdays and Fridays.
- You *have to pay* for parking.
- The health club is open on Saturday and Sunday from 8 am to *9 pm*.
- There is a joining fee of *£70*.
- Gold membership is *£50* a month.

## Follow up

Put students into pairs and give each pair a copy of the recording script for this activity. Tell them to practise the conversation together. When they finish tell students to swap roles. Finally, tell them to turn over their recording scripts and repeat the conversation again from memory. Explain that they should use their photocopyable sheet to help them.

# Abbey Health Club



## SWIMMING POOL

(Closed on Tuesday afternoons for cleaning.)

### Classes

Swim for fitness: 2 pm Mondays, Wednesdays, Thursdays

Water aerobics: 10 am Tuesdays, Thursdays

All classes are 45 minutes.

## FITNESS CLASS TIMETABLE

|          | Monday             | Tuesday           | Wednesday         | Thursday           | Friday            |
|----------|--------------------|-------------------|-------------------|--------------------|-------------------|
| 9.30 am  | Yoga for beginners | Running           | Dance for fitness | Yoga for beginners | Aerobics          |
| 10.30 am | Dance for fitness  | Intermediate yoga | Aerobics          | Cycling            | Intermediate yoga |
| 11.30 am | Kids club          | Weight watchers   | Cycling           | Kids club          | Running           |

### Opening times

Monday–Friday

6.00 am to 10.00 pm

Saturday, Sunday

8.00 am to 10.00 pm

### Additional facilities

Free car parking

Individual showers

Bar

### Membership

Gold: any time, any day

Silver: Weekdays only

Bronze: Weekdays 9.00 am to 5.00 pm

### Payment

Joining fee – £50

Gold membership – £59 per month

Silver membership – £40 per month

Bronze membership – £32 per month





## 11.2

## LEVEL

Intermediate

## TOPIC

A miracle cure

## ACTIVITY TYPE

Ordering pictures

LISTENING  
FOCUSListening for the  
main idea

## TIME

35 minutes

(main activity 15 mins)

## KEY LANGUAGE

ache (verb),

alternative medicine,

awful, bone, bowl,

determined, disease,

energy, herb, hut,

in pain, liquid, miracle,

mountain, mud, rare,

sick, swear, village,

wheelchair,

witchdoctor;

Past tenses, narrative  
connectors

## PREPARATION

One photocopy (cut  
up) for each pair of  
students

CD 2 track 9

## Believe it or not

## Warm up

- Write *Alternative medicine* on the board and encourage students to come up with definitions (i.e. medicine that uses different methods from conventional Western medicine). Ask them to think of various types of alternative medicine (acupuncture, homeopathy, etc.) and list these on the board. Take a show of hands to find out who believes alternative medicine can be helpful. If any students have tried alternative medicine then encourage them to share their experience.
- Check the Key language. Write on the board any words you think your students may not know. Tell students to look up the meaning of any words they are unsure of in their dictionary. Then put students into pairs. Tell them to take turns choosing a word from the board and then defining it to their partner. Their partner must listen and try to identify the correct word from the board. Give an example to start them off: *It's the opposite of common*. Accept *rare*, and then tell pairs to begin the activity.

## Main activity

- 1 Put students into pairs and give each pair a set of picture cards. Explain that they will hear a woman tell a story and that they must put the pictures in the correct order. Give them some time to study the pictures and predict the order. Then play the recording.

Tell pairs to check each other's picture story to see if they have their pictures in the same order. Then play the recording again and have students check their answers.

## Answer key

The order is j, f, e, a, h, i, g, d, c, b.

- 2 Tell students to repeat the story with their partner using the pictures as a guide.

## Follow up

Tell students to think about a story that happened to them. It could be about a health problem they once had, or any other topic. They can choose a true story, or they can make one up. Tell them to note down ten key words on a piece of paper. Then have them exchange papers with their partner and try to guess their partner's story using the words as a guide. When they finish they should say if they think the story is true or false.







## 11.3

**LEVEL**

Upper-intermediate

**TOPIC**

A magazine quiz

**ACTIVITY TYPE**Writing questions,  
noting answers**LISTENING  
FOCUS**Listening for specific  
information**TIME**

50 minutes

(main activity 30 mins)

**KEY LANGUAGE**

beauty sleep,  
can't stand, cereal,  
chimney, crisps, curry,  
fancy, fast food,  
fitness, have a go (try),  
liar, portion, quiz,  
relax, rubbish, score,  
(it's a) shame, stressed;

Expressing preference,  
adverbs of frequency

**PREPARATION**One photocopy for  
each student

CD 2 track 10

# How healthy are you?

**Warm up**

- Write *Healthy habits* on the left side of the board and ask students for an example (such as *Eating vegetables every day*). Write their example underneath the heading. Then write *Unhealthy habits* on the right side of the board, ask students for an example (such as *Smoking*), and write it underneath. Divide the class into two halves. Tell one half, working in pairs or small groups, to make a list of healthy habits and the other half to make a list of unhealthy habits. Give a time limit of one minute, and then tell them to list their ideas on the board. Mix the two halves and put students into pairs and have them tell each other what healthy and unhealthy habits they have.
- Tell students to call out all the words they know connected with *Health and fitness*, and write them on the board. Review pronunciation, then check the Key language. Write on the board any words not already covered that you think your students may not know. Ask for volunteers to explain the meaning, adding that they may refer to their dictionaries if necessary.

**Main activity**

- Give each student a copy of the photocopiable sheet. Tell them they are going to listen to two friends complete a health and fitness quiz. Explain that they should first listen and write the questions. Put students into pairs, telling one to write all the even-numbered questions and the other to write all the odd-numbered questions. Play the recording.
- Tell students to share their answers so they each complete the full quiz. They should write all the questions on their sheet. Then tell students to listen and check their answers as you play the recording again.

**Answer key**

- 1 Do you eat at least five portions of fruit or vegetables every day?
- 2 Do you smoke?
- 3 Do you exercise at least three times a week?
- 4 Do you take time to relax each day?
- 5 Do you eat fast food?
- 6 Do you eat something healthy for breakfast?
- 7 Do you sleep seven to eight hours a night?
- 8 Do you drink at least a litre of water a day?
- 9 Do you enjoy your hobbies and have a good social life?
- 10 Do you feel stressed?

- Tell students they are going to listen once more. They must make a note of Bob's answers that Julie puts on the form. Play the recording again.
- Review Bob's answers, then tell students to work out his total score.

**Answer key**

- |          |          |          |             |           |
|----------|----------|----------|-------------|-----------|
| 1 rarely | 2 always | 3 never  | 4 rarely    | 5 never   |
| 6 always | 7 always | 8 rarely | 9 sometimes | 10 always |
- His score is 34.

- Put students into pairs. Tell them to do the quiz together. After, take a show of hands to see how healthy they are (e.g. *All those who scored over 50 raise your hands*). Ask them if they think the quiz is accurate or not.

**Follow up**

Write the following list on the board: *Fame, Power, Love, Health, Money*. Ask students to rank the items in order of priority (1=most important, 5=least important). Then put students into groups and tell them to discuss their opinions. Finish by writing *Good health is the most important thing of all* on the board and asking students to raise their hands if they agree.

# How healthy are you?

Answer the questions, then check your score below.

|          | always | often | sometimes | rarely | never |
|----------|--------|-------|-----------|--------|-------|
| 1 .....  |        |       |           |        |       |
| .....    | 9      | 8     | 6         | 3      | 1     |
| 2 .....  |        |       |           |        |       |
| .....    | 1      | 3     | 5         | 7      | 9     |
| 3 .....  |        |       |           |        |       |
| .....    | 9      | 8     | 6         | 3      | 1     |
| 4 .....  |        |       |           |        |       |
| .....    | 8      | 6     | 4         | 2      | 1     |
| 5 .....  |        |       |           |        |       |
| .....    | 1      | 2     | 3         | 4      | 5     |
| 6 .....  |        |       |           |        |       |
| .....    | 8      | 6     | 3         | 2      | 1     |
| 7 .....  |        |       |           |        |       |
| .....    | 8      | 6     | 3         | 2      | 1     |
| 8 .....  |        |       |           |        |       |
| .....    | 5      | 4     | 3         | 2      | 1     |
| 9 .....  |        |       |           |        |       |
| .....    | 1      | 2     | 3         | 4      | 5     |
| 10 ..... |        |       |           |        |       |
| .....    | 1      | 2     | 3         | 4      | 5     |

To find your health and fitness level, add your score for each question.

- 58–71 You have excellent health habits. But be careful – you might be obsessed with health. You'll live longer, but what's the point?
- 40–57 You have good health habits. Well done!
- 24–39 Your lifestyle is a bit unhealthy. Perhaps try to make some changes.
- 23 or below is terrible! You are a real slob. Watch out, or you'll soon have problems.





# Eye on the world

## LEVEL

Elementary

## TOPIC

Popular free-time activities

## ACTIVITY TYPE

Taking notes

## LISTENING

### FOCUS

Predicting, recognising context, listening for specific information

## TIME

30 minutes

(main activity 15 mins)

## KEY LANGUAGE

bar, countryside, drive, eat out, garden, gardening, graph, karaoke, leisure activity, lottery, lovely, museum, popular, strange, survey, temple, travel, trip, win, zoo;

Present simple, gerunds, preferences

## PREPARATION

One photocopy for each student

CD 2 track 11

## Warm up

- Write *Ways people spend their leisure time* on the board, and below add *In Saudi Arabia some people watch camel racing*. Put students into groups and tell them to choose one or two countries they know, and make a list of ways people there enjoy their free time. When students are ready, tell them to report their ideas to the class.
- Check the Key language. Write on the board any words not already covered that you think your students may not know. Divide students into groups and give each group one or two words to look up in their dictionary. Then have students explain the meaning of their words to the class. Help with understanding and give further examples where necessary.

## Main activity

- Tell students they are going to listen to details of how people in Japan like to spend their free time. Ask students what kind of free-time activities they think are popular in Japan, and write their ideas on the board. Then tell them to listen and see if any of their ideas are mentioned. Play the recording.
- Ask students the following questions:
  - Where does the recording take place?
  - Who are the people?
  - What's the name of the programme?
  - What's the name of this section of the programme?

### Answer key

1 In a TV studio    2 presenters    3 *People Today*    4 *Eye on the World*

- Give students a copy of the photocopiable sheet. Explain that they are going to listen again, and they must write each free-time activity they hear in the correct place on the table. Review the ten activities by referring to the illustrations. Then play the recording. After, tell students to check their answers. If necessary, play the recording again.

### Answer key

1 Eating out    2 Driving    3 Travel within Japan    4 Karaoke  
5 Watching DVDs/videos    6 Listening to music    7 Trips to museums and zoos  
8 Going to bars    9 Gardening    10 Playing the lottery

## Follow up

Tell students to make a list of their own top ten free-time activities. When they are ready tell them to mix and tell each other their preferences. If you have students from different countries, put them in groups and have them make a top ten list of free-time activities in their own country.





# Eye on the WORLD

## Top 10 free time activities in Japan

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.





## 12.2

## LEVEL

Intermediate

## TOPIC

Strange things  
people collect

## ACTIVITY TYPE

Matching, taking  
notesLISTENING  
FOCUSRecognising context,  
listening for details

## TIME

40 minutes

(main activity 15 mins)

## KEY LANGUAGE

cartoon character,  
clue, cold (noun),  
collection, collector,  
colourful, cupboards,  
fold away, guess,  
mysterious, normal,  
shape, size, strange,  
unusual, useful,  
wonderful;

Adjectives of description,  
appearance

## PREPARATION

One photocopy for  
each student

CD 2 track 12

You collect *what*?

## Warm up

- Ask students to think about things people collect (teddy bears, stamps, etc.). Make a list of their ideas on the board. Then ask students to raise their hand if they collect something now or used to collect something when they were younger. Put students into groups and tell them to talk about their collections. You may wish to tell them about something that you collect, or used to collect.
- Check the Key language. On the board, write any words not already covered that you think your students may not know. Put students into pairs and tell them to use their dictionaries to identify the part of speech of each word (noun, verb, adjective). When they finish, review their answers and ask volunteers to explain the meaning of each word. Give examples where necessary.

## Main activity

- Explain to students that they will hear someone talking about their unusual collection.
- Dictate the following questions for students to write in their notebooks:
  - Where does the conversation take place?
  - What is the name of the programme?
  - What is the name of the presenter?
  - What is the name of the collector?

Tell students to listen for the answers, and play the recording.

## Answer key

- in a radio station studio (Radio 4)
- You collect *what*?
- Sandra Marshall
- Jennifer Wilson

- Give each student a copy of the photocopyable sheet. Explain they are going to listen again and they must identify which of the three things Jennifer Wilson collects. Give students time to study the pictures, then play the recording.

## Answer key

c (lissue box covers)

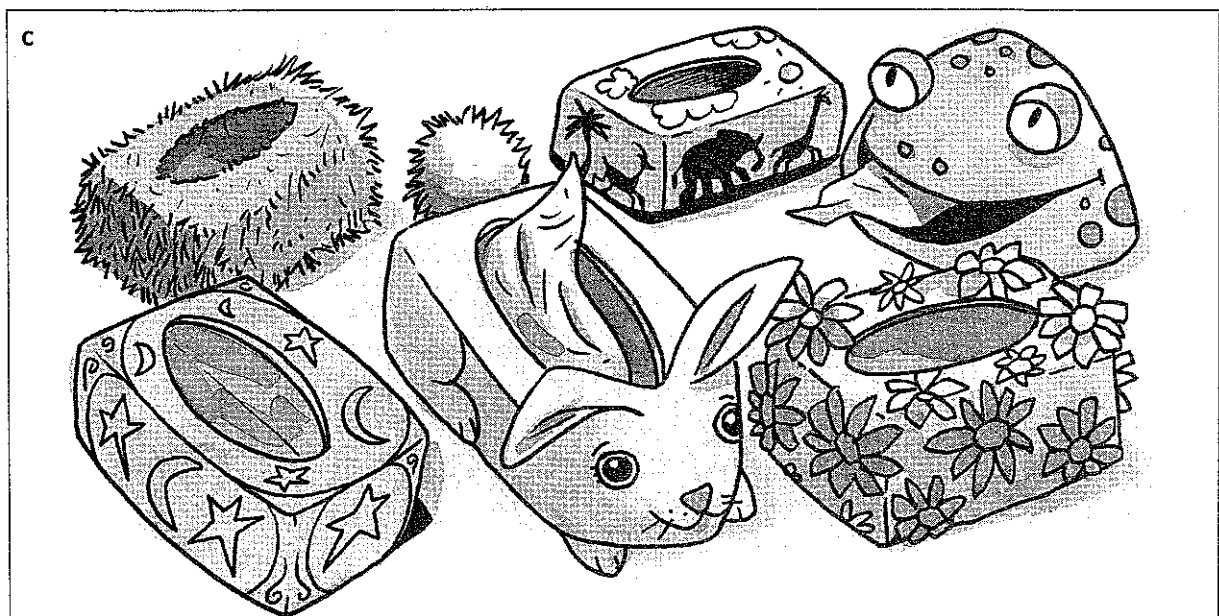
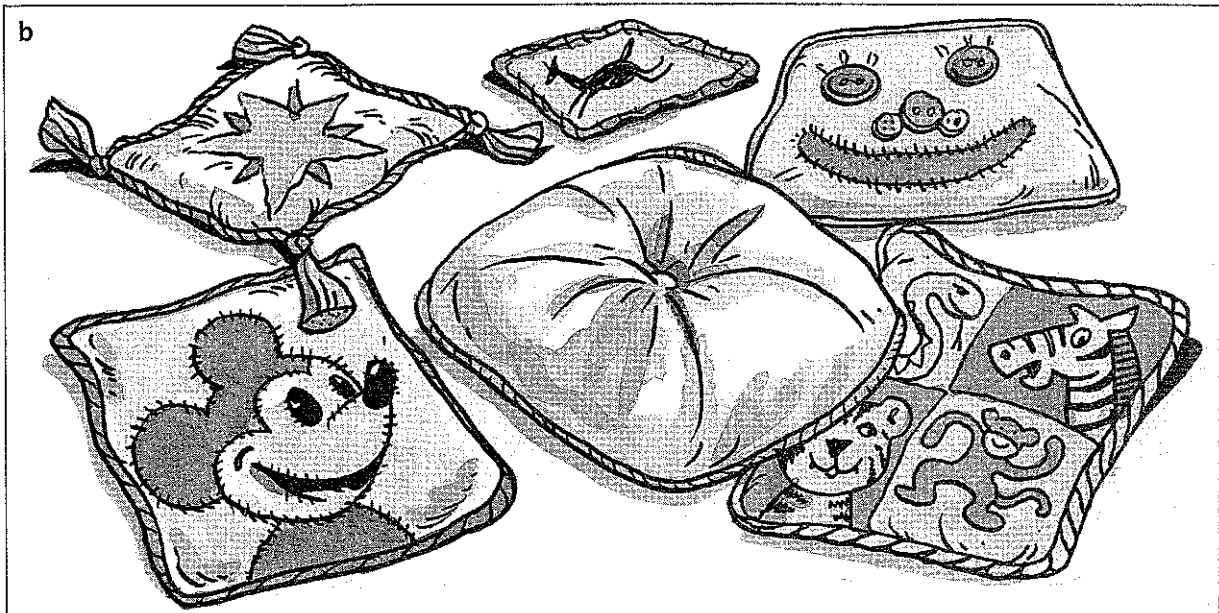
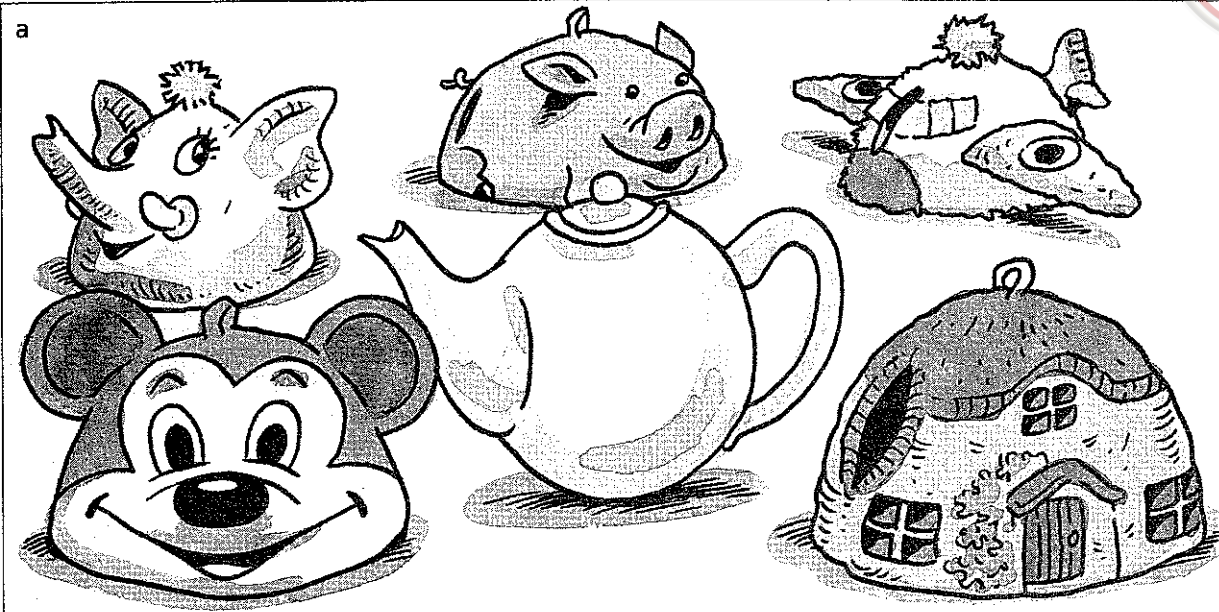
- Tell students to listen again and note down all the clues that help them identify the correct answer. Play the recording.

## Answer key

fairly small, fold away easily, very colourful/beautiful, many different shapes, all the same size, put them over something normal/boring to make it look more interesting, put them over something you use if you are sad or have a cold

## Follow up

Think of another unusual thing that people may collect (e.g. matchboxes, sugar packets). Tell students to ask you questions to find out what your strange collection is. Answer the questions until students guess correctly. Then put students into groups and tell each group to think of something unusual that some people collect. Then choose one group and have the rest of the class ask them questions until they guess correctly. Continue until each group has had a turn.







## 12.3

## A night at the movies

## LEVEL

Upper-intermediate

## TOPIC

Describing films

## ACTIVITY TYPE

Completing  
information on  
posters

## LISTENING

## FOCUS

Recognising context,  
listening for specific  
information

## TIME

40 minutes

(main activity 15 mins)

## KEY LANGUAGE

action-packed, agent,  
classic, corrupt, event,  
extraordinary,  
gift (talent), go wrong,  
hell, hilarious,  
hunted (noun), hunter,  
long-lost, magic,  
manage to, mission,  
motion picture, ordinary,  
the press, star;

Language of description,  
narrative connectors

## PREPARATION

One photocopy for  
each student

CD 2 tracks 13-14

## Warm up

- Put students into groups and ask them to make a list of as many different film genres as they can (e.g. comedy, horror, etc.). List their ideas on the board. Then ask them to think of one film for each genre. Take one genre at a time and ask each group in turn for their suggestion. Finally, tell students to think of a few adjectives that they might associate with each genre. For example, next to the genre *comedy* write *hilarious*, and write *terrifying* next to the *horror* genre.
- Check the Key language. Write on the board any words not already covered that you think your students may not know. Divide students into groups and give each group one or two words to look up in their dictionary. Tell students to write one example sentence using each word to illustrate its meaning. When everyone has finished, tell students to read aloud their sentences to the class, who must try to guess the meaning of the word.

## Main activity

- Tell students they are going to listen to information about two films. Tell them to listen and identify where they might hear the information, and what genre each film is. Play both parts of the recording.

## Answer key

These are film trailers, so they might hear the information in a cinema or on the radio.  
The first is for an action film, the second for a romantic comedy.

- Give students a copy of the photocopyable sheet. Explain they are going to listen again. This time they must complete the missing information in each poster. (The information is not always in the same order as on the posters.) Give them time to study the posters, and see if they can remember any missing details. Then play Part 1 of the recording and let them complete the first poster. After, tell students to compare their notes, then check students' answers.

## Answer key

a and Back      b Tom Druze      c Peter      d Mary  
e action-packed      f Sally Freeman      g Richard Green      h next week

- Play Part 2 of the recording as students listen and complete the missing information on the second poster. After, tell students to compare their notes, then check students' answers.

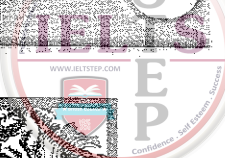
## Answer key

a Animal      b Sandra Hicks      c ordinary      d extraordinary  
e Brad Cheeseman      f Gary Field      g cry      h November 8th

- Put students into pairs. Tell them to remember as many details about each plot as they can. They should end by telling each other which film they would prefer to watch and why.

## Follow up

Put students into groups and tell them to think of one very popular film. Explain that they are going to describe this film to the rest of the class, who must guess what it is. They should give as much information as possible, including the genre, main stars and the plot. If possible, they should also mention the producer, director and any other details they can remember. When students are ready, have each group describe their film to the class.



# To Hell!

**Starring** a ..... c ..... **Johnson**  
and d ..... **Winters**

**'THE MOST** e ..... **MOVIE IN YEARS'**

*Empire magazine*

Music by Henry Show,  
Editor Samantha Kindale,  
Story by Ben Goodyear  
and Max Porfit  
Produced by f .....

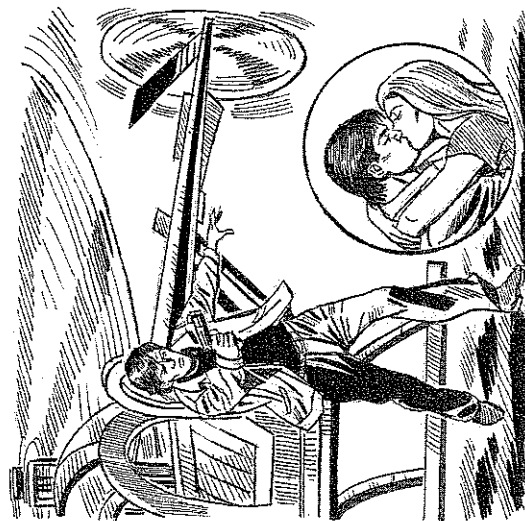
Directed by g .....

**Spitfire Movies Inc**

Soundtrack available

- \* Visit the official site
- \* Register to win

[www.spitfiremovies.com/tobellandback](http://www.spitfiremovies.com/tobellandback)



**COMING TO CINEMAS NEAR  
YOU FROM** h .....

# Magic!

Starring Peg Ryan as b ..... - an c .....  
girl with an d ..... gift

Co-starring Sam Peters as e .....

Written by f .....

**YOU'LL LAUGH TILL YOU** g ..... **!**

EDITOR TOBY SEARL MUSIC BY SAM SHARP  
PRODUCED BY MAX CLIFTON DIRECTED BY PEARL WEINMANN

STARTING

h .....  
.....

**Star Movies Inc**

Soundtrack available





**LEVEL**

Elementary

**TOPIC**

Evening classes

**ACTIVITY TYPE**

Jigsaw listening

**LISTENING****FOCUS**Recognising context,  
listening for specific  
information**TIME**

35 minutes

(main activity 20 mins)

**KEY LANGUAGE**

advanced, beginner,  
change, class, easy,  
fun, hard (difficult),  
late, later, lucky,  
patient, relaxing,  
woodwork, yoga;

Present continuous,  
present simple,  
requests

**PREPARATION**

One photocopy (cut  
up) and one copy of  
the recording script for  
each pair of students

CD 2 track 15

# It's OK, I guess

## Warm up

- Put students into groups and tell them to talk about their hobbies. Write these questions on the board to help them: *What hobbies do you have? When do you practise your hobby? Why do you like it? Is it difficult?* Monitor and help where necessary.
- Write *Evening classes* on the board, put students into groups and tell them to make a list of all the things people can study at evening class. You may wish to give a few examples to start them off, such as *photography* or *languages*. When they finish tell them to write their ideas on the board. Review pronunciation, then check the Key language. Write on the board any words not already covered that you think your students may not know. Ask for volunteers to explain the meaning, adding that they may refer to their dictionaries if necessary.

## Main activity

- Tell students they are going to listen to two people talk about the evening classes they attend at a local college. Dictate the following questions for students to write in their notebooks:

- Where does the conversation take place?
- What are the speakers' names?

Tell students to listen for the answers, and play the recording.

**Answer key**

1 in the café at the college

2 James and Lucy

- Put students into pairs. Give one student a copy of James' survey form, and the other student a copy of Lucy's survey form. Tell them they are going to listen again and they must fill in the required details on the survey form for the person they have. Give them time to study the form, then play the recording.

- Tell students to swap their survey forms and look at their partner's answers. Explain that they will listen once more and this time they must check their partner's answers. Play the recording. Then check students' answers.

**Answer key****Lucy**

a Advanced woodwork

b Mr Benson

c seven thirty

d OK

e too hard / can't understand what to do

**James**

a Yoga

b Mrs Nara

c seven pm

d Good

e really relaxing

- Finally, give each pair a copy of the recording script for this activity. Tell students to practise the conversation together. When they finish, tell students to swap roles.

## Follow up

Put students into groups and tell them to prepare a similar conversation, but using their own ideas. Explain that they can use the recording script as a guide, but they should change as many details as they can (names, classes, times, etc.). Give them time to prepare their ideas, then have volunteers role play their conversation in front of the class.





## Peterbrooke College

### Evening Class Survey

**Name:** Lucy Smith

**Class:** a .....

**Teacher:** b .....

**Time:** c .....

**Opinion:** d ☐ Good  
☐ OK  
☐ Not so good

**Reason:** e .....  
 .....



## Peterbrooke College

### Evening Class Survey

**Name:** James Walker

**Class:** a .....

**Teacher:** b .....

**Time:** c .....

**Opinion:** d ☐ Good  
☐ OK  
☐ Not so good

**Reason:** e .....  
 .....



# My first day at school

## LEVEL

Intermediate

## TOPIC

Early school memories

## ACTIVITY TYPE

Matching

## LISTENING FOCUS

Listening for details

## TIME

50 minutes

(main activity 20 mins)

## KEY LANGUAGE

calm, confused,  
excited, infant school,  
main gate, nervous,  
proud, pupil, relieved,  
scared, upset;

Past tenses, adjectives  
of emotion

## PREPARATION

One photocopy (cut  
up) for each pair of  
students

CD 2 track 16

## Warm up

- Tell students individually to make a list of adjectives to describe how they think children may feel on their first day at school. Then put students into groups to compare their ideas. Tell volunteers to write their list on the board. Then tell students to look at the adjectives on the board and imagine a situation in which a child might feel that way. Give students a few examples such as *lonely – because they don't know anyone* or *excited – because everything is new*. Tell students to go through all the adjectives on the board and give a situation to explain each one.
- Check the Key language. Add any additional adjectives to the board and explain their meaning. You might wish to tell students to mark the word stress for each adjective. Model pronunciation and have students repeat in a choral drill.

## Main activity

- 1 Put students into pairs and give each pair a set of Phrase cards (cut up) from the photocopiable sheet. Explain to students that they will hear a woman recall her first day at infant school. Tell them to listen and put the phrases in the order in which the woman talks about them. Give students time to read the phrases, then play the recording.

### Answer key

The correct order is **d, b, f, h, a, e, c, g.**

- 2 Give each pair a set of Adjective cards (cut up) from the photocopiable sheet. Tell students that they are going to listen again. This time they must match each phrase card with an adjective card describing how the woman felt at that point. First, give them time to study the adjectives to see if they can remember which phrases they match. When students are ready, play the recording.

Tell students to compare their answers. If necessary, play the recording again. Then check students' answers.

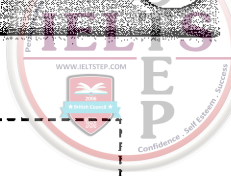
### Answer key

|                   |                 |                   |                  |
|-------------------|-----------------|-------------------|------------------|
| <b>d</b> proud    | <b>b</b> scared | <b>f</b> nervous  | <b>h</b> excited |
| <b>a</b> relieved | <b>e</b> upset  | <b>c</b> confused | <b>g</b> calm    |

- 3 Finally, put students into pairs and tell them to repeat the woman's story. They should use the adjectives and phrases to help them.

## Follow up

Write *A day at school I remember* on the board, and add these questions: *When was it? Where was it? How did you feel? What happened? What do you remember most?* Give students time to make notes, then put them into groups and have them talk about their memories.



### Phrase cards

|   |                                               |
|---|-----------------------------------------------|
| a | when she met Emily                            |
| b | lots of noise and children                    |
| c | when her mother came to collect her           |
| d | walking through the main gate with her mother |
| e | during the swimming class                     |
| f | watching her mother leaving                   |
| g | having an ice cream with her mother           |
| h | playing games with the other children         |

### Adjective cards

|          |         |        |          |
|----------|---------|--------|----------|
| proud    | nervous | scared | excited  |
| relieved | calm    | upset  | confused |





## 13.3

**LEVEL**

Upper-intermediate

**TOPIC**

Home schooling

**ACTIVITY TYPE**

Answering questions

**LISTENING****FOCUS**

Predicting, listening for details, inferring meaning

**TIME**

40 minutes

(main activity 20 mins)

**KEY LANGUAGE**

ambitious, caring,  
controlling, deprived,  
disadvantaged,  
discipline, expect,  
fortunate,  
hard-working,  
impressed, lonely,  
mature, protective,  
qualified, relief,  
responsible, rough,  
selfish, supposed to,  
uncontrolled;

Present tenses, past  
tenses, adjectives

**PREPARATION**

One photocopy for each  
student

CD 2 tracks 17–18

# No more school!

## Warm up

- Write *Home schooling* on the board and ask students if they can guess what it is. Accept any answer along the lines of 'children being taught at home by their parents'. Put students into groups and tell them to think of reasons why parents would choose to educate their children at home (poor local schools, religious reasons, their child has special needs, etc.). List their ideas on the board.
- Divide the class into two halves. Tell one half, working in pairs or small groups, to list all the advantages of home schooling they can think of, and the other half to list all the disadvantages. When students are ready, tell them to write their ideas on the board.
- Check the Key language. Dictate any words you think your students may not know, repeating each word twice as students write them down. When you finish, tell students to compare their spelling. Then choose one student to write their list on the board. Encourage other students to call out any corrections necessary. Give students a few moments to look up any new words in their dictionary.

## Main activity

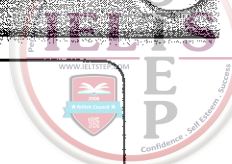
- 1 Tell students they are going to listen to two parents talk about their decision to educate their child, Simon, at home. They should listen to see if they hear any of their ideas from the first part of the Warm up section. Briefly review their ideas on the board, then play Part 1 of the recording. Afterwards, check which of their ideas, if any, were mentioned.
- 2 Now explain that they will hear Simon give his opinion of home schooling. Ask students to raise their hands if they think Simon likes being educated at home. Then explain that they must listen to see if they hear any of their ideas from the second part of the Warm up section. Briefly review their ideas on the board, then play Part 2 of the recording. Afterwards, check which of their ideas, if any, were mentioned.
- 3 Give each student a copy of the photocopiable sheet. Put them into pairs and encourage them to complete any answers they can before they listen again. Then tell students they are going to listen once more and that they must find any remaining answers. Play the whole recording, then tell students to compare their answers.

### Answer key

- 1 St James' – class size too large (42), Nuffield College – poorly trained teachers, Halliwell Community College – no discipline
- 2 The Home Education Advisory Service
- 3 He is more confident, mature and responsible.
- 4 doesn't have to travel to school, no uniform, better food for lunch, enjoys studying more, grades are better, closer to his parents (especially mum)
- 5 a F    b F    c F
- 6 Simon's parents are: ambitious, caring, protective.  
Simon is trusting, fortunate, hard working.

## Follow up

Put students into groups and tell them to discuss if they would like to teach their children at home, like Simon's parents do. Then take a show of hands to see who would and who wouldn't want to home school their children. Encourage an open class debate.

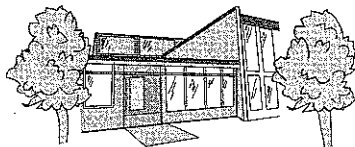


1 What didn't Simon's parents like about the local schools?

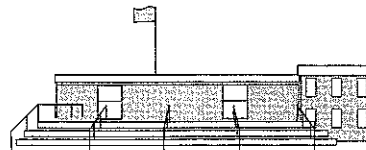
St James



Nuffield College



Halliwell Community College



2 Which organisation helped Simon's parents establish their home schooling programme?

3 In what ways do Simon's parents say his character has changed?

a ..... b ..... c .....

4 Find six advantages of home schooling Simon mentions.

.....  
 .....  
 .....

5 Answer true (T) or false (F) for the following statements.

- a Simon was happy when his parents told him they were going to educate him at home. ☐
- b Other children envy Simon when he says he doesn't go to school. ☐
- c Simon's parents are very religious. ☐

6 Tick (✓) which of these adjectives you think can be inferred from the passage.

*Simon's parents are ...*

controlling ☐ ambitious ☐ caring ☐ protective ☐ selfish ☐

*Simon is ...*

trusting ☐ disadvantaged ☐ lonely ☐ fortunate ☐ hard-working ☐





## 14.1

**LEVEL**

Elementary

**TOPIC**

A job interview

**ACTIVITY TYPE**

Form filling

**LISTENING FOCUS**

Listening for specific information

**TIME**

35 minutes

(main activity 20 mins)

**KEY LANGUAGE**

apply for, available,  
 busy, candidate,  
 contact (verb),  
 customer, experience,  
 interview (verb),  
 preference, shift,  
 standards, tips (money),  
 tourist, waiter;

Present simple, past  
 simple, days, dates,  
 times and numbers

**PREPARATION**

One photocopy for  
 each student; for the  
 Follow up, one copy of  
 the recording script for  
 each pair of students

CD 2 track 19

# Welcome to the Happy Chicken!

**Warm up**

- Tell students about your first part-time job. Invent the story if you wish. Talk about where and when it was, and how you liked it. Afterwards, put students into groups and have them talk about their first (part-time) job. If any are working at the time, encourage them to talk about the job they currently have.
- Write *A job interview* on the board and tell students to call out all the words they know connected with this topic. Review pronunciation, then check the Key language. Write on the board any words not already covered that you think your students may not know. Ask for volunteers to explain the meaning, adding that they may refer to their dictionaries if necessary.

**Main activity**

- 1 Tell students that they are going to listen to an interview between a restaurant manager and a student. Tell them to put their pens down, and simply listen to the conversation. Emphasise that they should not make notes, but just listen, and then play the recording.
- 2 Put students into groups. Tell them to exchange any information they can remember about the conversation.
- 3 Give each student a copy of the Employee Interview Form. Tell students that they are going to listen again. This time they must complete the form as if they are the interviewer who asks the questions. Give them time to study the form and complete any details they can remember. When students are ready, play the recording.

Put students into pairs and tell them to compare their answers. If necessary, play the recording again. Finally, check students' answers.

**Answer key**

|                                                                      |             |                        |          |
|----------------------------------------------------------------------|-------------|------------------------|----------|
| a Kevin Bird                                                         | b Tom Baker | c 19                   | d waiter |
| e any                                                                | f two       | g Sat 18 <sup>th</sup> |          |
| h three months at MacDonald's / waiter in a restaurant over New Year |             |                        |          |
| i speaks Spanish                                                     | j 559304    | k 5-8 pm               |          |

- 4 If you wish, play the recording again and have students listen and use their form to guide themselves through the conversation. Finish by asking students if they think Tom will get the job.

**Follow up**

Put students into pairs and give each pair a copy of the recording script for this activity. Tell them to practise the conversation together. When they finish tell students to swap roles. Finally, tell students to practise the conversation again, but this time to think of a different job to base the interview on.

# Happy Chicken

## Restaurant Group

### Employee Interview Form

Interviewer: <sup>a</sup>.....

Name: <sup>b</sup>.....

Age: <sup>c</sup>.....

Job wanted: <sup>d</sup>.....

Shift preferred: <sup>e</sup>7am–3pm / 3pm–11pm / any

No. of days per week wanted: <sup>f</sup> .....

Start date: <sup>g</sup>.....

Experience: <sup>h</sup>.....

.....

.....

.....

Other details: <sup>i</sup>.....

.....

Contact phone no: <sup>j</sup>.....

Best time to contact: <sup>k</sup>.....





## 14.2

## LEVEL

Intermediate

## TOPIC

Complaining  
about work

## ACTIVITY TYPE

Ordering, taking  
notesLISTENING  
FOCUS

Listening for details

## TIME

30 minutes  
(main activity 15 mins)

## KEY LANGUAGE

boss, complain,  
Customer Services,  
depressed, disservice,  
fiver, get someone  
down, mad, moan,  
quit, sales, servant,  
social life;

Present tenses,  
complaining, giving  
advice

## PREPARATION

One photocopy (cut up)  
for each pair of  
students

CD 2 track 20

## I hate my job!

## Warm up

- Ask students to imagine what would be their worst possible job. Give an example yourself, and explain why. For example, *I'd really hate to be a taxi driver because I hate driving and I think listening to all those people talking about themselves, and then complaining about the fare, would drive me mad.* Give students time to think of a job that they would really hate, then put them into groups. Have them talk about their worst possible job and make sure they explain why they would dislike it so much.
- Check the Key language. Write on the board any words not already covered that you think your students may not know. Divide students into groups and give each group one or two words to look up in their dictionary. Then have students explain the meaning of their words to the class. Help with understanding and give further examples where necessary.

## Main activity

- 1 Put students into pairs, and give each pair a set of picture cards. Explain that they are going to listen to a man talk about his job, and that they must put the pictures in the order he talks about each activity. Give them time to study the pictures, then play the recording.

## Answer key

The order is: d, c, f, e, b, a.

- 2 Tell students that they must listen again and note down the reason why the man dislikes each activity. Tell one student to make notes for pictures a, c and e, and the other student to make notes for pictures b, d and f. When students are ready, play the recording.

Tell students to exchange their notes. Explain that they must listen a final time and check their partner's answers. Play the recording again, then check students' answers.

## Answer key

- d He used to get up at ten.  
c The weather is bad (cold and rainy).  
f It makes him feel like a servant.  
e It makes him depressed.  
b Lunch costs him more money than he earns in an hour.  
a He's too tired to socialise.

## Follow up

Ask students to think of some advice to give Barry. For example, he could buy a car and then he would be able to sleep more and avoid cycling. Put them into groups and give them time to think of one or two suggestions, then pool their ideas. If there are any students in the class who have a job they dislike, encourage them to talk about why. Perhaps their classmates could give some useful suggestions!





## 14.3

## LEVEL

Upper-intermediate

## TOPIC

Feng Shui in the workplace

## ACTIVITY TYPE

Completing a diagram

## LISTENING

## FOCUS

Listening for details, listening for specific information

## TIME

40 minutes

(main activity 25 mins)

## KEY LANGUAGE

balance, boost (verb),  
brick, channel,  
creativity,  
electrical component,  
factory floor, flexibility,  
flooring, harmonious,  
hire, human resources,  
install, layout,  
manager,  
manufacturer,  
novel (adj), originality,  
pond, position,  
productivity, proof,  
re-design, relaxation,  
stability, stress,  
water dispenser;

Abstract nouns,  
making suggestions,  
justifying

## PREPARATION

One photocopy for each student

CD 2 track 21

## It really works!



## Warm up

- Write *Feng Shui* 风水 'fwei' on the board and ask students if they have heard of it. Encourage them to call out what they know, and write their ideas on the board. Explain that Feng Shui is an ancient Chinese philosophy that tries to help us shape our environment to our own benefit. Recently, it has become more popular, even fashionable, in the West.
- Check the Key language. On the board, write any words that you think your students may not know. Put students into pairs and tell them to use their dictionaries to identify the part of speech of each word (noun, verb, adjective, etc.). When they finish, review their answers and ask volunteers to explain the meaning of each word. Give examples where necessary.

## Main activity

- 1 Give each student a copy of the photocopiable sheet. Explain they are going to hear a television interview with a manager in a factory that has recently employed a Feng Shui expert to re-design its building. Tell students they must listen to the recording and write each element the man mentions on the straight lines. The first one, Water, has been done for them. Then play the recording.

## Answer key

1 Water 2 Wood 3 Fire 4 Earth 5 Metal

- 2 Now tell students to listen again. Explain that in the circle next to each element they should write the qualities it represents. Tell students the man mentions two qualities for each element. The first one, Water, has been done for them. Play the recording.

## Answer key

Water: relaxation, fights stress  
Wood: creativity, flexibility  
Fire: originality, enthusiasm  
Earth: organisation, stability  
Metal: strength, determination

- 3 Tell students that they are going to hear the interview once more. Tell them to note all the things that the company changed. Explain that there are two changes for each element. They should note these in the appropriate square boxes. Again, the first one has been done for them. Play the recording.

Then put students into pairs to compare their answers before finally checking them together.

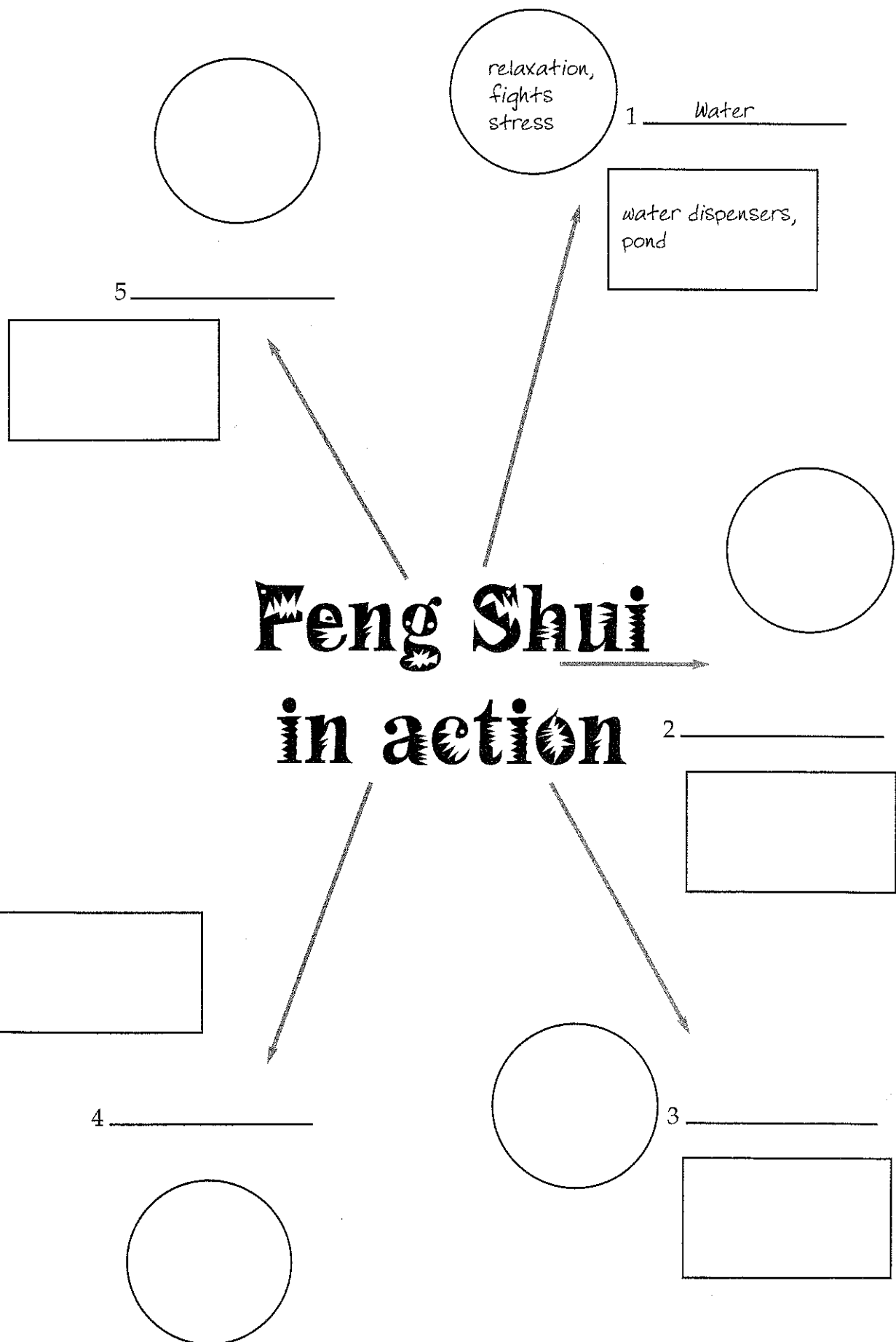
## Answer key

Water: water dispensers, pond  
Wood: wooden furniture, wooden flooring  
Fire: red walls, red picture frames  
Earth: brick walls, earth-coloured tiles  
Metal: filing cabinets, blinds

- 4 Finally, ask students what difference this had on the workers. (20% fewer days lost through sickness in the last three months.)

## Follow up

Put students into groups and tell them to re-design the classroom around the principles of Feng Shui. Explain they can refer to their notes to help them. Give students time to prepare their plans, then have each group present their ideas to the class and explain their decisions.





**LEVEL**

Elementary

**TOPIC**

Monthly expenses

**ACTIVITY TYPE**

Ordering, taking notes

**LISTENING FOCUS**

Listening for details, listening for specific information

**TIME**

35 minutes

(main activity 20 mins)

**KEY LANGUAGE**

bus fare, CD, clothes, complain, cost, cost a fortune, eat out, go out, jeans, limit, make ends meet, parent, rent, shopping, spend money on, transport, work out;

Present simple, money, giving advice

**PREPARATION**

One photocopy (cut up) for each pair of students

CD 2 track 22

# It's terrible!

## Warm up

- Put students into groups and tell them to make a list of all the things they spend money on each month. Write *Food*, *Clothes* on the board to start them off. Then ask students to call out their ideas and write each category on the board. Use these categories to briefly talk about your monthly outgoings, then tell students to estimate how much money they spend every month.
- Check the Key language. Write on the board any words or phrases you think your students may not know. Tell students to look up the meaning of any they are unsure of in their dictionary. Then put students into pairs. Tell them to take turns choosing a word or phrase from the board and then defining it to their partner. Their partner must listen and try to identify the correct word or phrase from the board. Give an example to start them off: *When you get on a bus you have to pay this. Accept bus fare*, and then tell pairs to begin the activity.

## Main activity

- 1 Tell students they are going to listen to a conversation between two students. One of the students, Brian, is talking about his monthly expenses. Explain that they should listen and count how many different categories (food, clothes, etc.) he mentions. Play the recording.

**Answer key**

He mentions eight categories

- 2 Put students into pairs and give each pair a set of picture cards (mix these first). Tell students to identify each category – for example, the shopping trolley represents *Food*. Explain they must listen again and put the categories in the order they hear them mentioned on the recording. (They shouldn't write anything in the boxes yet.) Play the recording.

**Answer key**

The order is: c books d rent g food f going out h eating out e transport  
b CDs a clothes

- 3 Tell students you will play the recording again. This time they must note down how much Brian spends on each category every month. They should write the amount in the box provided in each picture. Emphasise that they are listening for how much he spends on each category every *month*, not every week. Play the recording again.

Give students time to compare answers. If necessary, play the recording once more.

**Answer key**

books £30 rent £200 food £120 going out £150 eating out £50  
transport £28 CDs £20 clothes £50

- 4 Finally, tell students to add up how much Brian spends every month (£648). Do they spend more or less than Brian? Tell pairs to make comparisons of their expenses and Brian's.

## Follow up

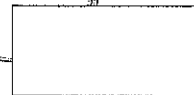
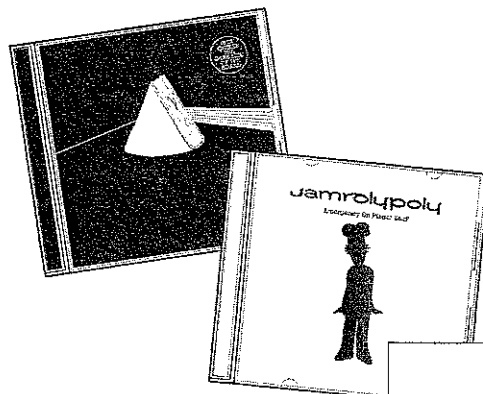
Put students into groups and ask them to give Brian some advice on how he can save money. For example, *He shouldn't buy books. He should use a library*. Give students time to think of some ideas, then go around the class asking each group in turn to offer a piece of advice. Finally, tell students to give each other advice on how to save money.



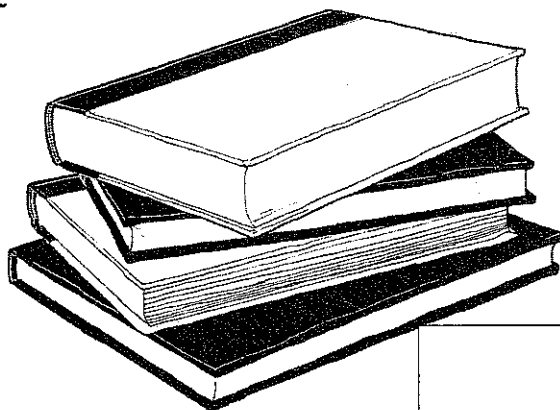
a



b



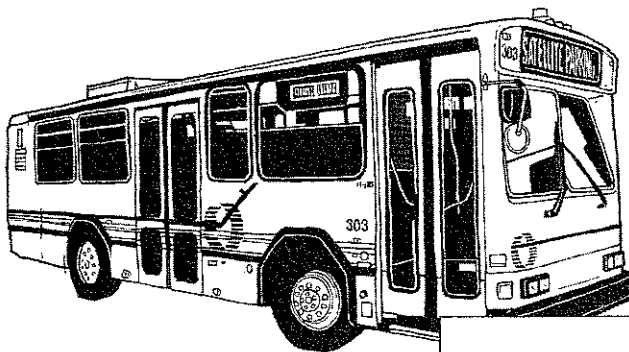
c



d



e



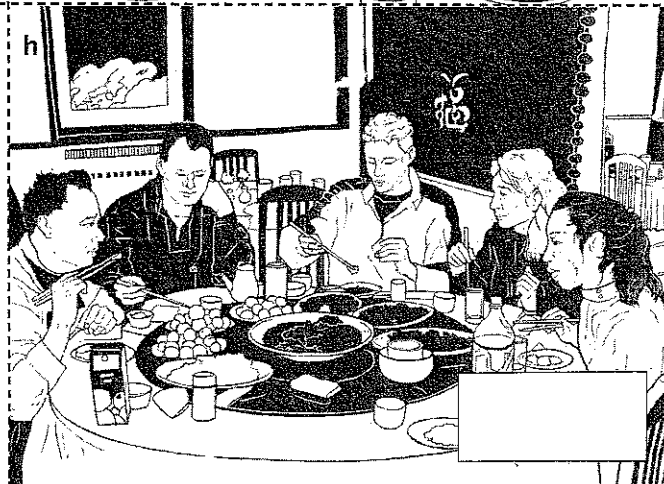
f



g



h





## 15.2

# Sell, sell, sell!

**LEVEL**

Intermediate

**TOPIC**

Door-to-door selling

**ACTIVITY TYPE**

Form filling, taking notes

**LISTENING FOCUS**

Recognising context, listening for specific information

**TIME**

35 minutes

(main activity 15 mins)

**KEY LANGUAGE**

*advantage, attention, demonstrate, deserve, desire, free, guilty, link, offer, product, refuse, rule, sale, success, survey, sympathy, trick, valued, vital;*

Imperatives, second conditional

**PREPARATION**

One photocopy for each student

CD 2 track 23

**Warm up**

- Make a list of the things commonly sold by door-to-door sales people (household goods and services, religion, etc.). Ask what kind of person works as a door-to-door sales person. Tell students to call out any adjectives that come to mind (unscrupulous, confident, desperate, committed, etc.) and write them on the board. Finally, ask students if they have ever had anyone come to their door trying to sell something. Encourage them to talk about their experiences.
- Check the Key language. Dictate any words you think your students may not know, repeating each word twice as students write them down. When you finish, tell students to compare their spelling. Then write each word on the board so they can check their spelling. Give students a few moments to look up any new words in their dictionary.

**Main activity**

- 1 Tell students they are going to listen to a seminar. Dictate the following questions for students to write in their notebooks:

- 1 Where does the seminar take place?
- 2 What is the seminar about?
- 3 Who are the people in the audience?

Tell students to listen for the answers, and play the recording.

**Answer key**

- 1 In a large room, perhaps in a hotel or training centre.
- 2 Door-to-door selling techniques.
- 3 Trainee door-to-door sales people.

- 2 Give each student a copy of the photocopyable sheet. Give them time to study the information. Explain that they are going to listen again, and that they must fill in the missing information. When students are ready, play the recording. After, tell students to check their answers with their partner. If necessary, play the recording again.

**Answer key**

STEP 1: Get their attention.

**Rule 1:** Always smile. **Rule 2:** Get straight to the point.

STEP 2: Get their interest

**a** doing a survey **b** the product **c** free, demonstrate it

STEP 3: Get their desire

**a** advantages of the product **b** Give it

STEP 4: Get their money

**Trick 1:** sympathy **Trick 2:** guilty **Trick 3:** free offer

**GOLDEN RULE:** Never leave without a sale

**Follow up**

Ask students what they would do if a door-to-door sales person called at their home. List their ideas on the board. Ask what they can do to protect themselves against these people.



# ***SELL YOUR WAY TO SUCCE\$\$***

## FOUR STEPS TO A FORTUNE

### ◆ **STEP 1**    Get their .....

Rule 1: .....

Rule 2: .....

### ◆ **STEP 2**    Get their .....

a Say you are ..... and want their opinion.

b Show them ..... as soon as you can.

c Tell them it's ..... if they let you

.....

### ◆ **STEP 3**    Get their .....

a Tell them about the .....

b ..... to them!

### ◆ **STEP 4**    Get their.....

Trick 1: Go for their .....

Trick 2: Make them feel .....

Trick 3: Give them a .....

## **GOLDEN RULE**

.....

Brad Winner  
Motivational Sales Specialist

ACE Promotions Inc.





## 15.3

# What a waste!

**LEVEL**

Upper-intermediate

**TOPIC**

Wasting money

**ACTIVITY TYPE**

Taking notes

**LISTENING****FOCUS**Listening for details,  
listening for specific  
information**TIME**

35 minutes

(main activity 20 mins)

**KEY LANGUAGE**

barbecue, complicated,  
cool (fashionable),  
criticism,  
expert at, fancy (like),  
fit, fly, fortune,  
go on about (complain),  
go out (socialise),  
quid, sick of,  
spend a fortune,  
waste of money;

Past tenses

**PREPARATION**One photocopy for each  
student

CD 2 track 24

**Warm up**

- Tell students about a time you bought something quite expensive but then never really used it, so it was a waste of money. For example, a pair of jeans you never wore or some expensive electronic equipment you rarely use.
- Check the Key language. Write on the board any words that you think your students may not know. Divide students into groups and give each group one or two words to look up in their dictionary. Then have students explain the meaning of their words to the class. Help with understanding and give further examples where necessary.

**Main activity**

- 1 Tell students they are going to listen to two couples arguing about wasting money. Tell them to listen for each person's name and what they wasted their money on. Play the recording.

**Answer key**

Rodney – barbecue Jane – boots Simon – sunglasses Kate – computer

- 2 Give each student a copy of the photocopiable sheet. Give them time to study the pictures, and complete the missing names. Explain that they must listen again and note how much each item cost, together with when and why each person bought it. Give them a few moments to add any more information they can remember. When students are ready, play the recording. After, tell students to check their answers with their partner.

Play the recording again, stopping after the first dialogue to check students' answers. Then play the second dialogue and check the remaining answers.

**Answer key**

barbecue: Rodney, last summer, to have parties in the garden – over £300  
boots: Jane, last Christmas, for going out – £200  
sunglasses: Simon, July, to look cool – £150  
computer: Kate, February, for work – £1000

- 3 Ask students if they can remember why each person didn't use the item they bought. Play the recording again, telling students to call out 'Stop!' when they hear each reason.

**Answer key**

Rodney: the barbecue is too complicated  
Jane: the boots don't fit  
Simon: Kate told him the sunglasses made him look like a fly  
Kate: her company gave her a computer

**Follow up**

Put students into groups and tell them to think of a time they wasted money. Explain they should swap their stories and find who wasted the most money. Then tell the 'winner' from each group to tell their story to the class.



Bought by .....

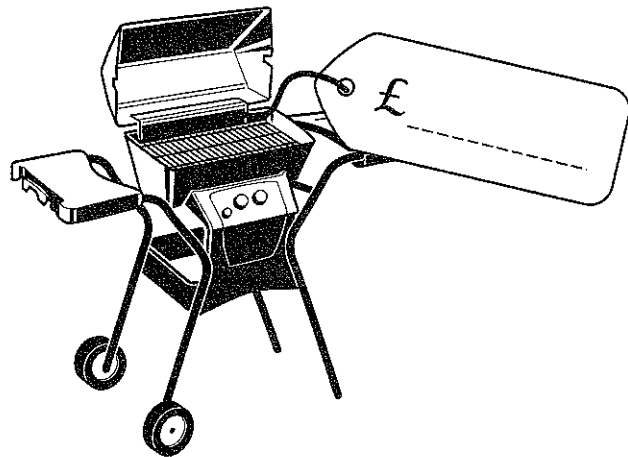
When? .....

Why? .....

Bought by .....

When? .....

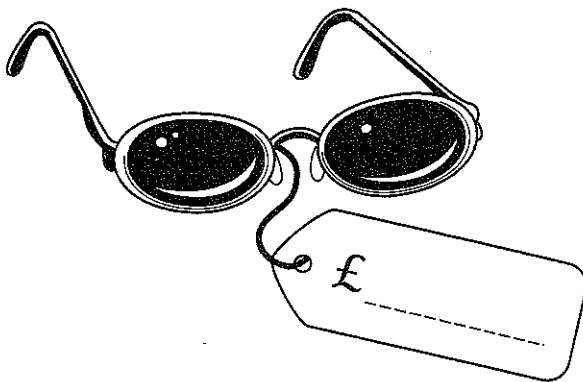
Why? .....



Bought by .....

When? .....

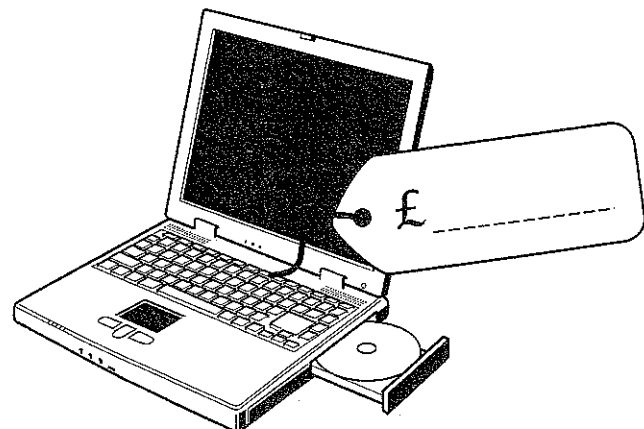
Why? .....



Bought by .....

When? .....

Why? .....







## 16.1

**LEVEL**

Elementary

**TOPIC**A bad experience  
at an airport**ACTIVITY TYPE**

Ordering

**LISTENING  
FOCUS**Listening for details,  
predicting**TIME**

35 minutes

(main activity 15 mins)

**KEY LANGUAGE**

angry, box, cheap,  
check-in, collect,  
computer, cost,  
discussion,  
excess baggage,  
luggage, market,  
overweight, perfect,  
weigh, wooden,  
worried;

Past simple, modals of  
obligation

**PREPARATION**

One photocopy (cut  
up) for each pair of  
students

CD 2 track 25

# Never again!

## Warm up

- Write *Airport* on the board. Tell students to call out all the words they know that are connected with airports, and write their ideas on the board. Encourage them to think about the stages involved in catching a plane (checking in, going through the security check, etc.). Review spelling and pronunciation.
- Check the Key language. Dictate any words you think your students may not know, repeating each word twice as students write them down. When you finish, tell students to compare their spelling. Then write each word on the board so they can check their spelling. Give students a few moments to look up any new words in their dictionary.

## Main activity

- 1 Tell students they are going to listen to a man telling a story of a bad travel experience.
- 2 Tell them to put their pens down, and simply listen to the story. Emphasise that they should not make notes, but just listen. Play the recording.
- 3 Put students into groups. Tell them to exchange any information they can remember about the story.
- 4 Divide students into pairs. Give each pair a set of picture cards. Explain they are going to listen again, and that they must put the pictures in the correct order. Give them time to study the pictures and to try to predict the correct order. When students are ready, play the recording.

Check how many students have the pictures in the correct order. If necessary, play the recording again.

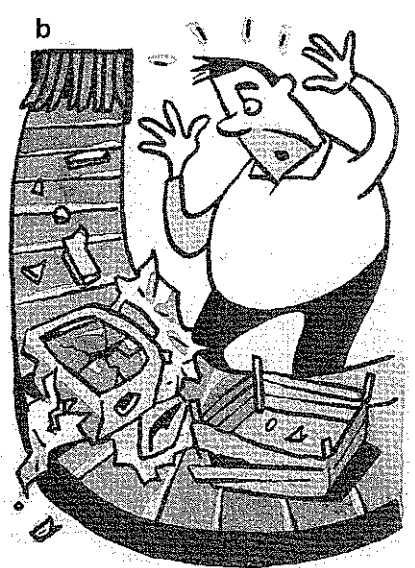
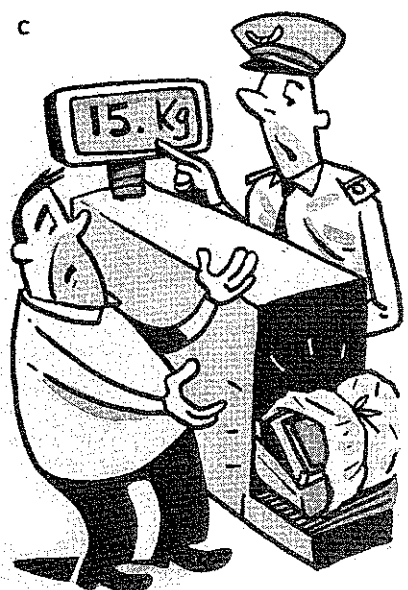
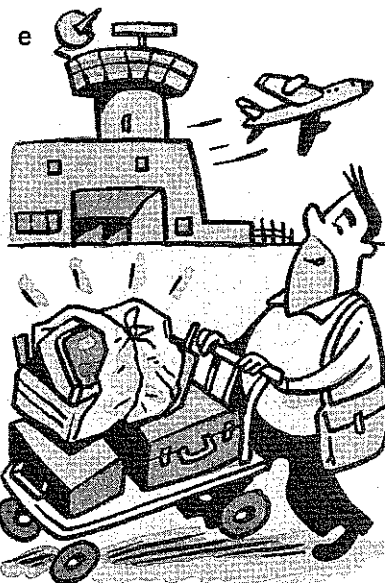
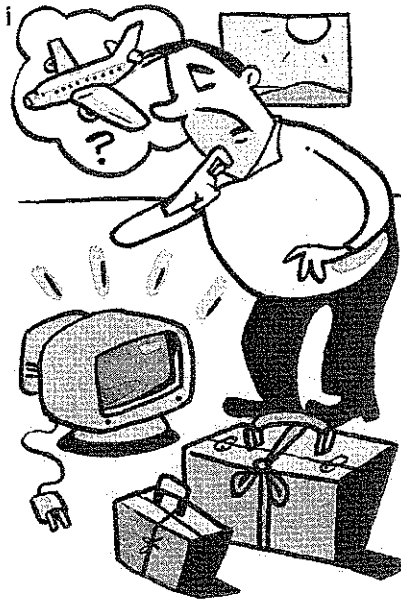
### Answer key

The correct order is: g, i, f, a, e, d, c, h, b.

- 4 Finally, put students into pairs and tell them to repeat the story, using the pictures as a guide.

## Follow up

Put students into pairs. Tell one student to be the man in the story, and the other student to be a Customer Services clerk for the airline. Tell them to prepare the conversation that takes place when the man goes to complain. Give them sufficient time to think of ideas and practise, then have each pair of students role play their conversation to the class.







## 16.2

## LEVEL

Intermediate

## TOPIC

A ghost story

## ACTIVITY TYPE

Jigsaw listening

LISTENING  
FOCUSRecognising context,  
listening for specific  
information

## TIME

35 minutes

(main activity 15 mins)

## KEY LANGUAGE

amazing, believe in,  
carpet,  
chest of drawers,  
experience, furniture,  
ghost, heavy, lift,  
lounge, mind (verb),  
neatly, noise, roll up,  
scary, strange,  
wardrobe;

Past simple, past  
continuous

## PREPARATION

One photocopy (cut  
up) for each pair of  
students

CD 2 track 26

## I was really scared!

## Warm up

- Tell the students a ghost story. Perhaps you know a good one, or if not tell them the story of The Castle Hotel, in Derbyshire, England, which dates back to the 17th century. This hotel is famous for having a ghost called Rose. The story goes she committed suicide in one of the rooms after her fiancé never came to her wedding day. She is regularly seen by the guests, together with the ghost of Agnes, the housekeeper, and a man called Cooper, who is often seen drinking at the bar. Ask students to raise their hand if they would like to stay in this hotel. Encourage them to give their reasons.
- Check the Key language. Write any words you think your students may not know on the board, and tell them to mark the word stress. Encourage them to use their dictionaries to help them, and to check the meaning of the words. Finish by modelling pronunciation and having students repeat in a choral drill.

## Main activity

- 1 Tell students they are going to listen to a conversation between two friends. Dictate the following questions for students to write in their notebooks:

- 1 Where does the conversation take place?
- 2 Who are the people involved?
- 3 What are they talking about?

Tell students to listen for the answers, and play the recording.

## Answer key

- 1 In a school classroom.
- 2 The teacher and two students.
- 3 A strange event that happened to the teacher.

- 2 Put students into pairs. Give one student a copy of the sheet with questions a–e, and the other student a copy of the sheet with questions f–j. Tell them they are going to listen again and they must answer the questions on their sheet. When students are ready, play the recording.

Tell students to swap their sheets and look at their partner's answers. Explain that they will listen once more and this time they must check their partner's answers. Play the recording. Then check students' answers.

## Answer key

- a about seven years ago
- b the teacher's grandmother's house
- c near London
- d the teacher and his friend
- e in the lounge
- f a tiny noise, like a mouse
- g the teacher's grandmother's bedroom
- h the teacher and his friend
- i on the left side
- j a carpet

## Follow up

Tell students to prepare a story about a strange event. Explain that their story can either be true or invented. Give them time to prepare their stories, then put them into groups and have them tell their stories to each other. After each student finishes, their classmates must decide if the story is true or false.



- a When did this happen? .....
- b Whose house did this strange event happen in? .....
- c Where is the house? .....
- d Who heard the noise? .....
- e Where were they? .....



- f What kind of noise was it? .....
- g Where was the noise coming from? .....
- h Who went upstairs? .....
- i Where was all the furniture when they entered the room? .....
- j What was on the other side of the room? .....



## 16.3

## LEVEL

Upper-intermediate

## TOPIC

Pleasant memories

## ACTIVITY TYPE

Ordering, taking notes, identifying errors

## LISTENING

## FOCUS

Listening for details, listening for specific information

## TIME

40 minutes

(main activity 15 mins)

## KEY LANGUAGE

abroad, ache, amazing, camcorder, contract, delivery, elated, employ, fantastic, marvellous, optimistic, staff, swear (promise);

Past simple, past perfect

## PREPARATION

One photocopy for each student

CD 2 track 27

## A time I was happy

## Warm up

- Write *A time I was happy* on the board and tell students about a happy time in your life you remember. It could be a specific occasion, such as a birthday party, or a general period of time, such as when you were at college. Say when and where it was, who was with you, and give as many details as you can. After you finish, put students into pairs to repeat your story. They should try to recollect as many details as possible.
- Check the Key language. Write on the board any words not already covered that you think your students may not know. Divide students into groups and give each group one or two words to look up in their dictionary. Tell students to write one example sentence using each word to illustrate its meaning. When everyone has finished, tell students to read aloud their sentences to the class, who must try to guess the meaning of the word.

## Main activity

- 1 Give each student a copy of the photocopiable sheet. Give them a few moments to study the pictures and talk about them with their partner. Then tell them they are going to listen to five short monologues, and that they must number the pictures in the order they hear them. Play the recording.

## Answer key

The correct order is: **b, e, d, c, a**

- 2 Now tell students they are going to listen again. This time they must listen carefully and note down two adjectives that each person uses to describe how they felt. Play the recording.

## Answer key

Speaker 1 (picture **b**) fantastic, free  
 Speaker 2 (picture **e**) optimistic, proud  
 Speaker 3 (picture **d**) relieved, elated  
 Speaker 4 (picture **c**) exhausted, different  
 Speaker 5 (picture **a**) excited, tired

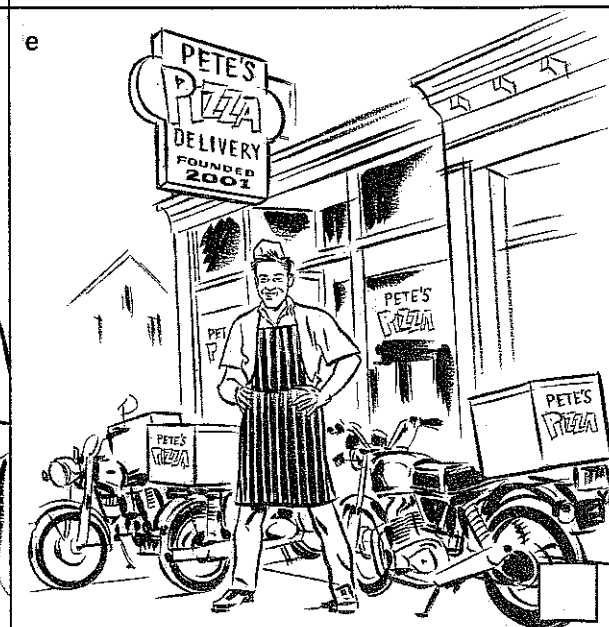
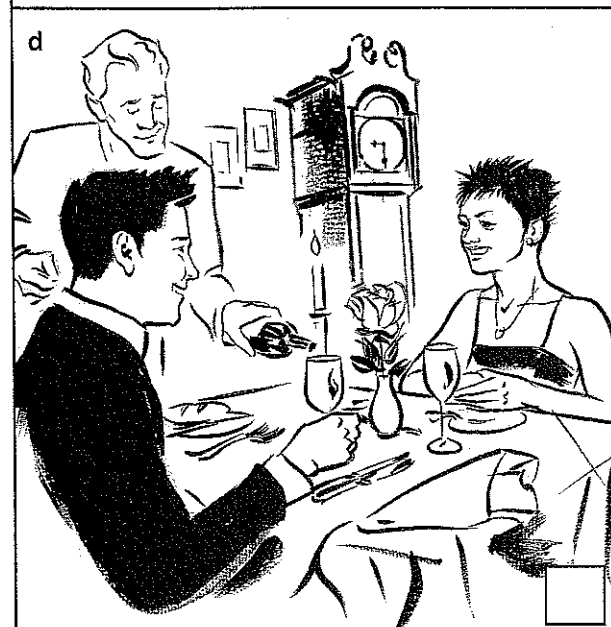
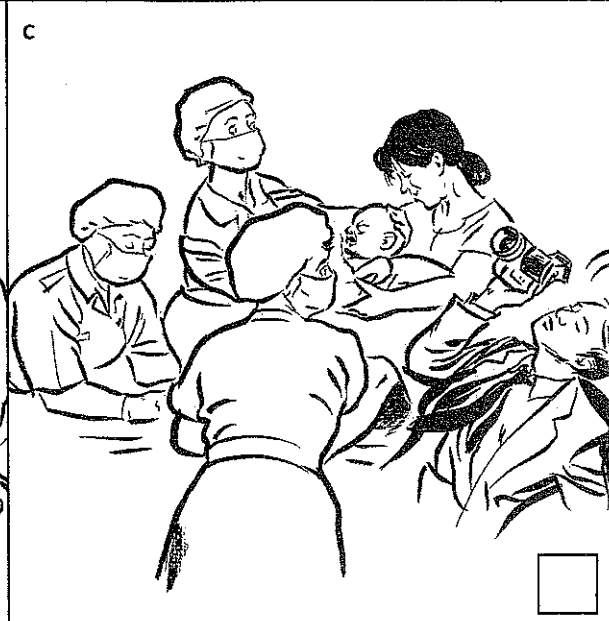
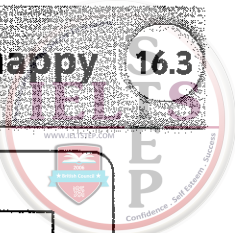
- 3 Tell students to listen once more. Explain that this time they should listen and try to find one difference between the information they hear on the recording and each picture. When students are ready, play the recording. Stop after each monologue and check students' answers.

## Answer key

Picture **b**: She said it was July, but leaves are falling from the trees.  
 Picture **e**: He started his company two years ago, but the sign says 'Founded 2001'.  
 Picture **d**: He said it was eight thirty but the clock shows nine thirty.  
 Picture **c**: She said her husband filmed everything, but the picture shows he fainted.  
 Picture **a**: He said he went to Rio Carnival, but the sign in the picture says Mardi Gras (a festival that takes place in New Orleans, USA).

## Follow up

Write on the board *A time I was happy* and tell students to think of a time when they were happy and to make notes about it. Add these questions on the board to help them: *When was it? Where was it? Who was with you? Why were you happy?* When students are ready, put them into groups and have them talk about a happy time they remember.







## 17.1

## That's fast!

## LEVEL

Elementary

## TOPIC

A new type of rocket engine

## ACTIVITY TYPE

Matching, taking notes

## LISTENING FOCUS

Listening for details, listening for specific information

## TIME

30 minutes

(main activity 15 mins)

## KEY LANGUAGE

air, breathe, chief, desert, exciting, fuel, jet engine, journey, oxygen, programme, rocket, science, scientist, special, speed of sound, successfully;

Past simple, modals of possibility

## PREPARATION

One photocopy (cut up) for each pair of students

CD 2 track 28

## Warm up

- Write *My first journey by plane* on the board. Explain to students that you are going to tell them about the first time you flew in a plane. However, tell them that the story might be true, or that you might invent it. Talk about the journey, where you flew to, why, who with, etc. After, tell students to ask a few questions for further information, to see if they can detect whether or not you are telling the truth. End by taking a show of hands to see who thinks the story is true and who thinks it's false, before telling them. Finally, ask if any students have travelled by plane. Put them into groups, making sure that each group includes at least one student who has travelled by plane. Tell the students to discuss their air travel experiences: where did they go, when, why, did they enjoy the flight, etc.
- Check the Key language. Dictate any words you think your students may not know, repeating each word twice as students write them down. When you finish, tell students to compare their spelling. Then choose one student to write their list on the board. Encourage other students to call out any corrections necessary. Give students a few moments to look up any new words in their dictionary.

## Main activity

- Put students into pairs and give each pair a copy of the three pictures from the photocopyable sheet. Tell them to describe each picture. Explain that they are going to listen to the recording, and that they must identify the correct picture from what they hear. Then play the recording.

## Answer key

The correct picture is c.

- Put students into pairs. Give one student a copy of the odd-numbered questions (1, 3, 5, 7, 9) and the other student a copy of the even-numbered questions (2, 4, 6, 8, 10). Tell them they are going to listen again and must note the answers to each question in the space provided. Play the recording.

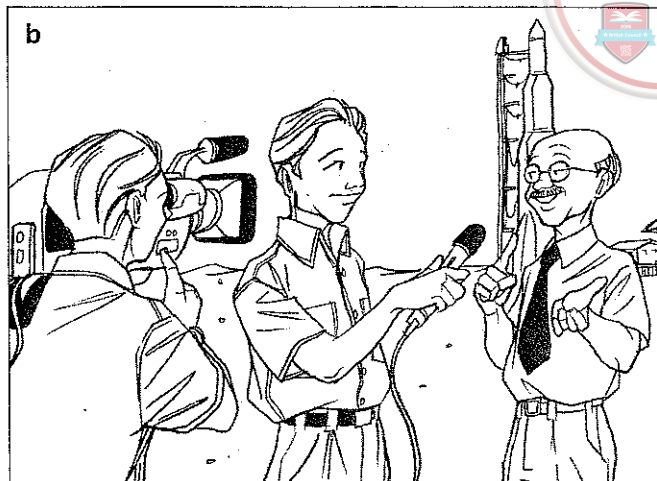
Tell students to swap their questions and look at their partner's answers. Explain they will listen once more and this time they must check their partner's answers. Play the recording. Then check students'.

## Answer key

- Radio 4
- Science Today
- Clive Wilson
- South Australian desert
- scramjets
- 200 miles
- seven times the speed of sound
- two hours
- Chief Scientist
- oxygen

## Follow up

Put students into groups and tell them to discuss in what other ways life would be different if such fast travel was possible. Write *We could ...* on the board, and give them a few ideas, such as *We could go to school in another country*, or *We could go shopping in Singapore for the day!* Tell each group to list their ideas. When students are ready, go round the groups asking for one idea from each in turn.



## Question cards

1 What's the name of the radio station?

.....

3 What's the reporter's name?

.....

5 Where is the reporter?

.....

7 What speed did the rocket travel?

.....

9 Who is Dr Green?

.....

2 What's the name of the programme?

.....

4 What's the topic of today's programme?

.....

6 How high did the rocket go into the air?

.....

8 How long would it take to go from London to Sydney in a plane with this engine?

.....

10 What fuel does this type of engine use?

.....



17.2

# Next stop ... Mars?

## LEVEL

Intermediate

## TOPIC

Colonisation of other planets

## ACTIVITY TYPE

Completing a poster, completing notes

## LISTENING FOCUS

Listening for details, listening for specific information

## TIME

40 minutes

(main activity 20 mins)

## KEY LANGUAGE

colonisation, colony, communication, costly, destiny, environment, establish, foolish, fuel, human, inevitably, logical, mankind, mineral, planet, precious, reality, resources, settlement, spaceship, technology, telescope, universe;

Imperatives, modals of obligation

## PREPARATION

One photocopy (cut up) for each student

CD 2 track 29

## Warm up

- Put students into groups and ask them to try and name all the planets in our Solar System. (Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune and Pluto. The Sun is a star.) Ask them if they believe one day humans will go to live on any of these planets.
- Check the Key language. Dictate any words you think your students may not know, repeating each word twice as students write them down. When you finish, tell students to compare their spelling. Then choose one student to write their list on the board. Encourage other students to call out any corrections necessary. Give students a few moments to look up any new words in their dictionary.

## Main activity

- 1 Tell students that they will hear a formal debate about space exploration. Give each student a copy of the poster. Explain that they must listen to the debate and complete the missing information in the poster. When students are ready, play the recording.

### Answer key

- a Space  
b colonisation  
c planets  
d Timothy Brown  
e Sandra Wilkins

- 2 Ask students which speaker is in favour of colonisation (Dr Brown) and who is against it (Dr Wilkins). Give each student a copy of the Notes page. Explain that they are going to listen again. This time they must complete the missing information in the notes as if they were a reporter from the local paper. Give students a few moments to study the notes and complete any information they can remember. Play the recording.

Tell students to compare their answers, and play the recording again if necessary.

### Answer key

#### Dr Brown

- a time      b money      c food      d oxygen      e live in space  
f International Space Station      g the Moon      h Mars

#### Dr Wilkins

- i expensive      j no one knows      k this planet  
l feeding people      m protecting Earth's environment

## Follow up

Divide the class into two halves. Tell one half, working in pairs or small groups, to list all the advantages of colonising space and living on other planets. Tell the other half to list all the disadvantages of space colonisation. When students are ready, mix the groups and have them explain their arguments to each other. Finish by taking a show of hands to see how many people in the class support space colonisation.



The <sup>a</sup>..... Society  
proudly presents its

# Annual Debate

**This year the topic will be:**

'The <sup>b</sup>..... of other <sup>c</sup>.....  
- opportunity or distraction?'

To take place in:  
Comberton Village Hall  
On Friday 27<sup>th</sup> May at 8 pm

**Guest speakers:**

Dr <sup>d</sup>.....

Dr <sup>e</sup>.....

**All welcome**



## NOTES:

Dr Brown

- colonisation is only a matter of <sup>a</sup>..... and <sup>b</sup>.....
- spaceship must carry fuel, <sup>c</sup>....., water and <sup>d</sup>.....

Three steps:

1. know how to <sup>e</sup>.....  
(already know because of <sup>f</sup>.....)
2. establish a colony on <sup>g</sup>.....
3. colonise <sup>h</sup>.....

Dr Wilkins

- colonisation is just too <sup>i</sup>.....
- <sup>j</sup>..... copper/diamonds etc. are on other planets
- should spend the money on <sup>k</sup>..... - on <sup>l</sup>..... and <sup>m</sup>.....



## 17.3

# The car of the future

**LEVEL**

Upper-intermediate

**TOPIC**

Developments in car technology

**ACTIVITY TYPE**

Completing presentation slides

**LISTENING****FOCUS**

Predicting, recognising context, listening for specific information

**TIME**

35 minutes

(main activity 20 mins)

**KEY LANGUAGE**

adjust, automatically, battery, chassis, conventional, design, emission, fuel cell, interior, laser, limited, link, market trend, natural gas, navigation, predict, propane, radar, range, recharge, rechargeable, sensor, solar power, technology, (short/medium) term, track, valuable;

Future tenses, predictions

**PREPARATION**

One photocopy for each student

CD 2 track 30

**Warm up**

- Write *The car of the future* on the board. Put students into groups and tell them to discuss how cars in the future will be different from cars today. Tell them to list their ideas on the board. Perhaps take a show of hands to find which ideas students think are the most likely.
- Check the Key language. Write on the board any words not already covered that you think your students may not know. Divide students into groups and give each group one or two words to look up in their dictionary. Then have students explain the meaning of their words to the class. Help with understanding and give further examples where necessary.

**Main activity**

- 1 Tell students they are going to listen to a presentation on the future of the motor car. Explain that they should listen and see if any of their ideas on the board from the Warm up activity are included. Review their ideas on the board, then play the recording.
- 2 Ask students where they think the presentation takes place (in a boardroom or training room) and who they think the audience is (people from car manufacturing or design companies).
- 3 Give each student a copy of the photocopyable sheet. Explain that these are the slides from the presentation, and that students must listen and complete the missing titles and information. Give them time to study the slides and fill in any details they can remember. When students are ready, play the recording.

Tell students to check their answers with their partner. If necessary, play the recording again.

**Answer key**

Slide 1: Future Design Technologies, motor car, short to medium

Slide 2: Alternative Fuel Vehicles, solar, 1930, vegetable

Slide 3: Electric Vehicles, driving, recharging, performance, safety, cleaner, rechargeable

Slide 4: battery, space

Slide 5: navigation system, audio-based, e-mail, Internet

Slide 6: lasers, sensors

**Follow up**

Put students into groups and ask them to list ways in which cars have changed the world we live in. Then ask them to think of what alternatives to cars there will be in the future (e.g. teleportation, flying vehicles, etc.). When they are ready, have them exchange their ideas with other groups.

Slide 1

F D T

**Our job is to predict market trends before they happen.**

Today's presentation:

The development of the .....,  
in the ..... term

Slide 2

## AFVs

- propane
- ..... power
- natural gas (since the .....s)
- ..... oil!

Slide 3

## EVs

## Past problems

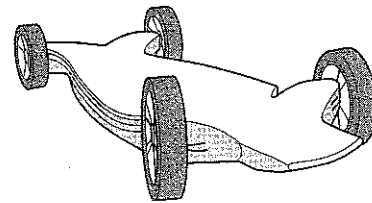
- a limited ..... range
- few ..... points

## Present benefits

- can match conventional petrol engines in ..... and .....
- are ..... (zero emissions)
- have a ..... power source (use no valuable resources)

Slide 4

## Fuel cell



- simply a ..... contained in the vehicle chassis
- far more ..... in the car

Slide 5

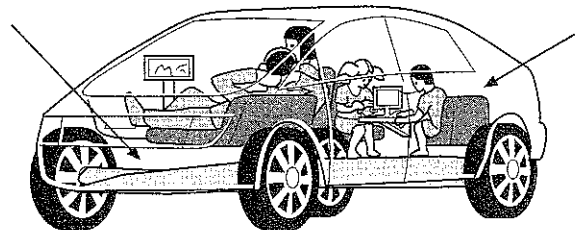
## Communications

- cars will have their own ..... linked to GPS satellites
- remaining controls will be .....
- will receive ....., music, movies via an ..... link

Slide 6

## The car of the future

**In perfect safety!**



..... and radar .....





## 18.1

**LEVEL**

Elementary

**TOPIC**

Recycling

**ACTIVITY TYPE**

Completing a leaflet

**LISTENING****FOCUS**Listening for details,  
listening for specific  
information**TIME**

35 minutes

(main activity 20 mins)

**KEY LANGUAGE**

aerosol, bill, bin,  
campaign, can (noun),  
cardboard, carton,  
collect, collection,  
dangerous,  
environment, glass,  
husband, junk mail,  
leaflet, magazines,  
newspapers, paint can,  
plastic, post, protect,  
recyclable, recycling,  
scheme, waste;

Present simple, days,  
times

**PREPARATION**

One photocopy for  
each student; a copy of  
the recording script for  
each pair of students

CD 2 track 31

## It's about time

**Warm up**

- Put students into groups and ask them to make a list of things that people can recycle (newspapers, bottles, etc.). Give a time limit of one minute, then have the group with the most items call them out and write them on the board. Add any others, then practise pronunciation.
- Check the Key language. Write on the board any words not already covered that you think your students may not know. Ask for volunteers to explain the meaning, adding that they may refer to their dictionaries if necessary.

**Main activity**

- 1 Tell students they are going to listen to two people talking about recycling in their neighbourhood. Tell them to listen and see which recyclable items on the board from the Warm up stage are mentioned. Play the recording, then review which items they heard.
- 2 Give each student a copy of the recycling leaflet. Give them time to study the information. Explain it is a leaflet on recycling from a local city council. Tell them that they are going to listen to the conversation again, and they must complete the missing information. When students are ready, play the recording.

Tell students to compare their answers, then play the recording again. After, check their answers.

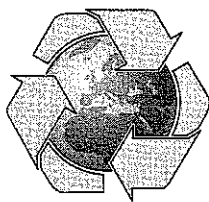
**Answer key**

|                           |                |              |                |
|---------------------------|----------------|--------------|----------------|
| a protect the environment | b black        | c North Park | d South Park   |
| e 7 am                    | f magazines    | g cans       | h plastic bags |
| i Tuesdays                | j broken glass | k 40         | l 987426       |

- 3 Put students into pairs and give each pair a copy of the recording script for this activity. Tell students to practise the conversation together. When they finish, tell students to swap roles.

**Follow up**

Put students into groups and tell each group to make a questionnaire about recycling to ask their classmates. Start them off by writing *How many bags of rubbish do you have at the end of each week?* on the board. Tell them to make five questions, then mix students and have them ask each other their questions. They should try to find the most, and the least, environmentally friendly person in the class. Encourage students to discuss what recycling measures they take.



# *Slim your Bin*

Millbridge  
City Council

## Recycling information

As part of the city's campaign to <sup>a</sup>.....  
....., we are introducing a  
recycling scheme. Please use the <sup>b</sup>..... bin  
for all recyclable waste.

### Domestic waste & recycling collection

| Day       | City area                                 |
|-----------|-------------------------------------------|
| Monday    | <sup>c</sup> ....., Chesterton, Highgrove |
| Tuesday   | Fulbourn, Camphill, Riverside             |
| Wednesday | Wittering, Central, Hampden               |
| Thursday  | Newbury, <sup>d</sup> .....               |
| Friday    | All other areas                           |

Please put your black recycling bin out for collection by  
<sup>e</sup>.....

### What we will take:

Newspapers, <sup>f</sup>....., junk mail, white paper, <sup>g</sup>.....,  
aerosols

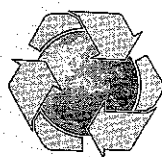
### What we won't take:

Cardboard, milk cartons, <sup>h</sup>....., paint cans.

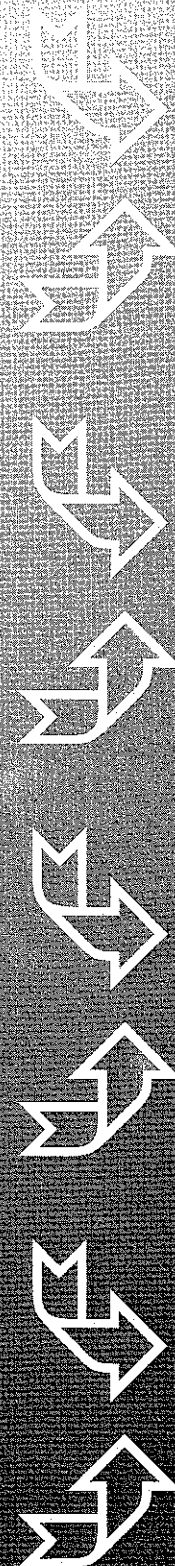
Glass will be collected separately, from all areas on <sup>i</sup>.....

No <sup>j</sup>.....

You may also take your recyclable waste to any one of  
<sup>k</sup>.....waste recycling centres within Millbridge City.



Tel: 01623 <sup>l</sup>..... for details of your nearest recycling centre.







## 18.2

**LEVEL**

Intermediate

**TOPIC**

Reporting a crime

**ACTIVITY TYPE**Form filling,  
completing notes**LISTENING****FOCUS**Recognising context,  
listening for specific  
information**TIME**

45 minutes

(main activity 20 mins)

**KEY LANGUAGE**

*calm down, constable,  
contact (verb), corner,  
crime, deal with,  
digital camera,  
insurance, steal,  
unit (department),  
witness, worth;*

Past tenses, second  
conditional, giving  
personal information

**PREPARATION**

One photocopy for each  
student; for the Follow  
up, one copy of Part 2  
of the recording script  
for each pair of  
students

CD 2 tracks 32–33

# Stop, thief!

## Warm up

- Write *Street crime* on the board and encourage students to come up with various different types of crime that occur on the street (mugging, theft, vandalism, etc.). Put students into groups and tell them to decide on a suitable punishment for each crime. Ask what precautions they take to make sure they aren't a victim of street crime. Finally, ask what they would do if they were a victim of a street crime.
- Tell students to call out all the words they know connected with *Crime*, and write them on the board. Review pronunciation, then check the Key language. Write on the board any words not already covered that you think your students may not know. Ask for volunteers to explain the meaning, adding that they may refer to their dictionaries if necessary.

## Main activity

- 1 Explain to students that they will hear a brief conversation between two people. Write these questions on the board:

- Where does the conversation take place?
- Who is the man?
- Who is the woman?

Tell students to put their pens down and simply listen. Emphasise that they should not make notes. Play Part 1 of the recording.

**Answer key**

1 in a police station 2 a tourist, possibly 3 a police clerk

- 2 Tell students they are going to listen to Part 2 of the recording. Give each student a copy of the Crime Management Unit form. Give them time to study the form, and explain that they must complete the notes. When students are ready, play Part 2 of the recording.

Tell students to compare their answers. Then play Part 2 of the recording again. Finally, check students' answers.

**Answer key**

a Martin Peel b Manolo Gonzalez  
c Mr & Mrs Hilton, 23 Brookfield Close, London E12 5TR  
d DF Super e black f 380 euros g Hope h 2.30  
i young man (18?), short dark hair, glasses, wearing jeans and a green t-shirt  
j an icecream seller on the corner k EF017638

## Follow up

Put students into pairs and give each pair a copy of the recording script for this activity. Tell them to practise the conversation together. When they finish tell students to swap roles. Finally tell students to practise the conversation again, but this time tell them to substitute the key information with their own ideas.



# Crime Management Unit

## TOWER HILL POLICE STATION

SERVING THE COMMUNITY

### Crime report

Date: Aug 11th

Constable: <sup>a</sup>.....

Victim name: <sup>b</sup>..... (Spanish)

Victim contact details: <sup>c</sup> (Host family address) .....

..... Post code.....

Type of crime: camera stolen

Details of any item(s) stolen: digital camera

Make: Pentax Model: <sup>d</sup>.....

Colour: <sup>e</sup>.....

Value: <sup>f</sup>..... (approx)

Location of incident: City centre, outside MacDonald's in <sup>g</sup>.....  
Avenue, around <sup>h</sup>.....pm

Description of criminal:

<sup>i</sup>.....  
.....

Witnesses:

<sup>j</sup>.....  
.....

Crime Reference Number: <sup>k</sup>.....





# To give or not to give

## LEVEL

Upper-intermediate

## TOPIC

Attitudes to begging

## ACTIVITY TYPE

Ordering

## LISTENING FOCUS

Recognising context, listening for specific information

## TIME

40 minutes

(main activity 15 mins)

## KEY LANGUAGE

*alcohol, beg, change (coins), cushy, depression, drugs, fit, homeless, hostel, ignore, loads of, mental, mug (fool), on the streets, sick of, spare (verb);*

Giving opinions, conditionals

## PREPARATION

One photocopy (cut up) for every two students

CD 2 track 34

## Warm up

- Put students into groups of three and give each group a copy of the picture from the photocopiable sheet. Tell them to describe what they can see, in as much detail as possible. Then tell students to make a list of adjectives they associate with each person in the picture. When students are ready, have them write their adjectives on the board and explain their choices.
- Check the Key language. Dictate any words you think your students may not know, repeating each word twice as students write them down. When you finish, tell students to compare their spelling. Then write each word on the board so they can check their spelling. Give students a few moments to look up any new words in their dictionary.

## Main activity

- Tell students they are going to listen to a conversation between two people. Write these questions on the board:
  - Who are the people?
  - What are they doing?
  - Who do they meet?

Tell students to listen for the answers, and play the recording.

### Answer key

- a couple, possibly married
- walking home from a shopping trip
- a homeless man

- Give each student a copy of the statements. Explain they are going to listen again and must number the statements in the order they hear them. Give students time to read through the statements, then play the recording.

### Answer key

The correct order is **d, b, f, a, e, d, g.**

- Ask students for the names of the two people in the recording (Charles and Diane). Tell them to read through the statements and put C for Charles or D for Diane next to each one. If necessary, play the recording once more and then review students' answers.

### Answer key

Charles: **a, b, d, f**  
Diane: **c, e, g**

- Ask students to think of adjectives to describe Charles and Diane. For example, Charles might be cynical, Diane caring, etc. Tell them to list their adjectives on the board.

## Follow up

Put students into groups. Tell them to look at the list of statements and tick the opinions they agree with. Then encourage groups to discuss their opinions and explain their reasons. Divide the class into two groups – those who would give money to beggars in the street and those who wouldn't. Give them time to list as many reasons as they can, then hold a class debate on the issue.



- ✂
- a They spend the money they get from begging on drugs and alcohol. ☐
  - b If they are homeless, it's because they want to be. ☐
  - c We should help people who can't help themselves. ☐
  - d They could easily get a job if they wanted one. ☐
  - e Many beggars have mental problems, like depression. ☐
  - f They get plenty of money off the government. ☐
  - g People who beg on the streets have a hard life. ☐

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- a They spend the money they get from begging on drugs and alcohol. ☐
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  - c We should help people who can't help themselves. ☐
  - d They could easily get a job if they wanted one. ☐
  - e Many beggars have mental problems, like depression. ☐
  - f They get plenty of money off the government. ☐
  - g People who beg on the streets have a hard life. ☐



## 1.1 Your name, please

**Receptionist:** ... Hello, Cambridge Language College.  
**Maria:** Oh ... yes. Hello. I'd like to attend one of your evening classes ...  
**Receptionist:** Oh, yes. Which class are you interested in?  
**Maria:** English ... it's course 139.  
**Receptionist:** I see ... Course 139 is for intermediate students. Is that the course you want?  
**Maria:** Yes, it is. Intermediate.  
**Receptionist:** Right. Do you want the short course or the long course?  
**Maria:** The long course, please. That's twelve weeks, isn't it?  
**Receptionist:** Yes. Now, I need to take some personal details first. Your name, please?  
**Maria:** Silva.  
**Receptionist:** Silva's your surname, isn't it?  
**Maria:** Yes.  
**Receptionist:** Can you spell that for me?  
**Maria:** Yes. S-I-L-V-A.  
**Receptionist:** Thank you. And your first name?  
**Maria:** Maria.  
**Receptionist:** ... Maria. Thank you. Oh, what's your nationality?  
**Maria:** I'm Mexican. I'm a student at university in Mexico City. I'm here for the summer.  
**Receptionist:** I see. So you speak Spanish and ... any other languages?  
**Maria:** No, just Spanish ... and a little English!  
**Receptionist:** And you're a student ... And your date of birth?  
**Maria:** My date ... Oh! The eleventh of October 1983.  
**Receptionist:** Eleventh of October ... 1983. Where are you staying in Cambridge?  
**Maria:** Sorry?  
**Receptionist:** What's your address here?  
**Maria:** Oh. It's 24 Cherry Road. The postcode is CB1 5AW.  
**Receptionist:** OK. Now then Maria, do you have a telephone number?  
**Maria:** Yes. It's 742980.  
**Receptionist:** 742980. That's fine. The next intermediate English long course starts on Monday at seven pm.

## 1.2 Nice to meet you

**Peem:** Can you pass me the salt, please?  
**James:** Sure. Here you are.  
**Peem:** Thanks. Say, are you from the States?  
**James:** That's right. James. James Kent. Pleased to meet you.  
**Peem:** Hi there, James. My name's Peem Thalong.  
**James:** Thalong? That's a Thai name, isn't it?  
**Peem:** That's right. I study at Ascension University.  
**James:** Hey, I've heard of that one! What do you study?  
**Peem:** Engineering. How about you?  
**James:** I study History, at New York University.  
**Simone:** Oh, I study History too!  
**James:** Really! Where?  
**Simone:** At the Sorbonne University ... in Paris. I'm from France.  
**James:** Really! What's your name?  
**Simone:** Simone ... Simone Clement.

**James:** Hi, Simone. I'm James and the guy cooking is Peem.  
**Simone:** Hi. Hmm ... Smells nice. What are you cooking, Peem?  
**Peem:** I'm cooking a curry. Thai-style! Do you want some?  
**Simone:** That would be great!  
**Peem/James:** Great!  
**Simone:** Can Takeyuki have some too? He's my boyfriend.  
**Peem:** Oh, er ... yeah, sure. Why not?  
**James:** I'll get the plates.  
**Simone:** Oh, look! Here is Takeyuki now!  
**Takeyuki:** Hello.  
**Peem:** I'm Peem. This is James. And ... you know Simone already, right?  
**Takeyuki:** Right!  
**Simone:** Tell them what you do, Takeyuki!  
**Takeyuki:** Oh, yes. I study Computer science ... at Tokyo University.  
**Simone:** Takeyuki's so clever! One day, he's going to have his own company.  
**Takeyuki:** That's right. 'Saito Industries' it'll be called. Saito is my surname.  
**James:** Sounds just great.  
**Takeyuki:** But first Simone and I will get married!  
**James:** That's just great.  
**Peem:** Curry anyone?  
**Everyone:** Mmm, sounds good ...

## 1.3 What are you like?

### Part 1

**Psychologist:** Look at the shapes in front of you. There are five shapes. Examine each one carefully. You'll notice they are each different in their own way. Look at each one carefully. Think. Which shape do I prefer? Which shape pleases me most? Put number *one* on the line below that shape now ... That's right, put number *one* on the line below the shape you like most. Good. Now give each of the other shapes a number ... two, three, four and five ... in order of preference. Go on. Number each shape in order of preference.

### Part 2

**Psychologist:** Look at the shapes in front of you. Each shape represents a certain type of person. The number you gave to each shape shows how closely you represent that kind of person ... The Triangle ... The triangle represents the desire to succeed and overcome difficulties in order to achieve your goals. You are ambitious and single-minded. You are also very determined. Once you decide what your goal is, you never allow yourself to fail. The Square ... You are a very reliable person. You are honest, and like to make plans and set goals. When you start something you always finish it. You are a stable person. The Circle ... Personal space and time to think are very important to you. You are independent and prefer to solve your own problems than ask others for help. You are confident, and calm. You do not like to be in crowds. Matching triangles ... This shape represents relationships in your life. You value your relationships, and are very loyal to family and friends. You are sympathetic, and can share your thoughts and feelings with others. You are also very sociable, and like working with other people. The Whirlwind ... This shape represents a desire for change ... you want to try something new. You are very creative, always full of new ideas. You are energetic, too. You like starting new projects. Although enthusiastic, your interest may fade and you may have difficulty finishing what you start.



## 2.1 This is my family

### Part 1

**Girl:** Hey, James ... photos!

**James:** Yes. They're of my family at New Year.

**Girl:** Oh, can I see?

**James:** OK then. This is one of us all ... My parents are in the middle ...

**Girl:** Oh, yes. What's your mother's name?

**James:** Susan.

**Girl:** I see, ... Susan. And is this your father next to her?

**James:** Yes. His name's Bill.

**Girl:** Bill! That's a nice name. How old are your parents?

**James:** They're the same age. They are both 43. And I have two sisters. This is Jenny ... next to my dad.

**Girl:** Oh, she's pretty.

**James:** I don't think so. She's 16.

**Girl:** Ah. This is you! Next to Jenny, yes?

**James:** Yes, that's me.

**Girl:** So how old are you, James?

**James:** I'm 15.

**Girl:** And this is another sister ... next to your mother?

**James:** That's right. That's my little sister Jane. She's 11.

**Girl:** And who is this next to Jane?

**James:** Oh, that's my grandmother. She's really old. She's 80, I think.

**Girl:** She looks healthy. What's her name?

**James:** Helen. But I call her grandma.

**Girl:** Well, what a nice family! Now, I have some photos of my family here. Do you want to see?

**James:** Sure ...

### Part 2

**Raj:** Hey look, Sally! It's a letter from my family. Oh, there's a photo!

**Sally:** Let's see. Where's this ... India?

**Raj:** That's right. Last summer.

**Sally:** That's you on the left.

**Raj:** Yes. And there's my sister Bina, sitting next to me. She's 19 now. And next to her is my little sister Varsha.

**Sally:** She's lovely! How old is she?

**Raj:** Umm ... 14 ... I think! Yes, she's 14.

**Sally:** And who's that next to her? Is that Amit?

**Raj:** Yes, that's Amit all right. He's ... 22.

**Sally:** And that's your father next to him, isn't it?

**Raj:** Yes. His name's Navin. And next to him is my mother, Nina.

**Sally:** How old are they?

**Raj:** My dad is 56 and my mum is 53.

**Sally:** Right. And who is this on the end here? The last person on the right? I don't think I know him.

**Raj:** Oh that's my brother Tarak. He's 26.

**Sally:** So Tarak's your big brother?

**Raj:** Yes. He's 26 and I'm 24.

**Sally:** Well, you sure have a big family!

**Raj:** Yes, I do. And guess what?

**Sally:** What?

**Raj:** They're all coming to visit at Christmas.

**Sally:** Really? Oh ... that's great.

**Raj:** Yes. For a month!

**Sally:** That's great, Raj ... great.

## 2.2 Children change everything

**Kent:** Welcome back, listeners. I'm Kent Brockwell and in this morning's 'Family life phone-in' we ask 'How does life change after having a child?' So, let's start by going to the phones now to see what you, the listeners, think. First, to Line 1 and Tony. Tony, are you there?

**Tony:** Yes, Kent, I'm here.

**Kent:** So Tony, you have a son, is that right?

**Tony:** That's right, Kent. His name's Ben. He's three now.

**Kent:** And can you tell us how your life changed after Ben was born?

**Tony:** Sure. Well, the first thing that changed was suddenly my wife and I had no money! I never knew how expensive it is to have a child! My wife stopped working, so we had less money, but we had to buy so many things ... baby clothes, special soaps, a baby bath, a pram, toys ...

**Kent:** Wow. So you're saying your financial situation changed, Tony.

**Tony:** Sure did. My advice if you are thinking of having a child is ... save up!

**Kent:** Yes, good advice, Tony. Now, over to Line 2 and Carol ... Carol, are you there?

**Carol:** Yes, Kent. Good morning.

**Kent:** Good morning to you, Carol. Tell the listeners how life changed for you when you had a baby.

**Carol:** Oh, well the first thing my husband and I noticed was that suddenly we had no time left! We felt like every minute of every day just disappeared looking after Elizabeth – that's our daughter.

**Kent:** So there was a lot to do then, Carol?

**Carol:** Oh, you wouldn't believe it. We were always changing nappies, preparing food, feeding her, giving her a bath ...

**Kent:** So, quite a change in lifestyle for you both, then?

**Carol:** Exactly. Everything changed the day she was born. And another thing – we were always worrying about something ... was she too hot, was she too cold, was she hungry?

**Kent:** Oh dear!

**Carol:** My advice to new parents is ... don't worry so much! Just enjoy being parents.

**Kent:** Well, thanks, Carol. Now, our final caller is Lucy on Line 3. Lucy, are you there?

**Lucy:** Hello. Good morning.

**Kent:** So, quickly Lucy, as we don't have much time left ... How did life change for you when you had a child?

**Lucy:** Well, I noticed that suddenly we had no space left in the house. There were nappies, towels, clothes everywhere.

**Kent:** No space!

**Lucy:** That's right. And so many toys. I mean, *everyone* bought toys. Terry had *hundreds* of toys ... Of course, he never really played with any of them. What a waste! My advice is, ask for money, not toys!

**Kent:** Well thanks, Lucy, and our other callers. And now ...



## 2.3 What shall we do with Grandad?

### Part 1

**James:** I remember when my father became ill. It was ten years ago now and he was seventy-five. He was living alone at the time. His wife, that's my mother of course, had died the year before and he had been, well, depressed I suppose you could say, ever since. Anyway, it was one January, just after Christmas, I went to see him on Sunday morning, as normal, and he didn't answer the door. I thought, 'That's odd,' and I used my key to get in and then I found him ... in the lounge, lying on the floor. Well, I phoned the ambulance in a panic and then I waited. I can remember it now – a terrible feeling. After about twenty minutes the ambulance arrived and they rushed him off to hospital, and it turned out it was a stroke. Not a serious one, though – but he was in hospital for over a month. Of course, all the time he was in hospital I was on the phone to my sister, Kate, and we tried to decide what we should do with him when he came out. Well, I couldn't have him at my place as I was out at work all day and it was clear he needed constant attention. Kate was the obvious choice as she didn't work and had a big house so he could have had his own room. But no, Kate wanted him to go into a nursing home. She said it was the best thing for him, but I am convinced that she simply didn't want to look after him. She just didn't want to take on the responsibility. Anyway in the end he *had* to go into a nursing home. I went to see him as often as I could, but that was only at weekends, of course, because I was working during the week. But Kate only went to see him once. I know that it was a long way for her to go, over three hours by car, but he was in that home for six months. Finally, he had a heart attack and that was it. It killed him. Kate came to the funeral, but I've never really forgiven her.

### Part 2

**Kate:** Well, when my father became ill and went to hospital James and I fell out. He wanted me to look after Dad, but I thought he needed professional help. I mean, if anything happened in the house then I wouldn't be able to cope, would I? I'm not a doctor. James kept saying that because I had space then Dad should come here, but I don't think he realised what that would mean ... changing all the house to have a bathroom on the ground floor, turning the dining room into a bedroom. Dad wouldn't be able to get upstairs, you see. And then there's looking after him. Taking him to the toilet and bathing him and all that. It would be OK for James to do that, as he's a man, but for me it seemed wrong. I felt that James was just trying to get me to do all the work and sort out all the problems, and change my life, while *his* life would remain absolutely the same. That's not fair. James' excuse was he was working. He could easily have hired a care worker to help look after Dad during the day. He has lots of money. And then he could have taken over when he got back from work. It's clear to me that if he'd really wanted, then he could easily have looked after Dad. Instead, he just blames me ... it's so unfair.

## 3.1 Welcome to Language International

**Mrs Watson:** Welcome everyone! Welcome to Language International. My name is Mrs Watson and I am the Centre Manager. I hope you will all have a wonderful stay here with us. This is Miss Jones, who is our Director of Studies. Miss Jones, would you please say a little about the weekly timetable?

**Miss Jones:** Hello, everyone. As Mrs Watson said, I am the Director of Studies here at Language International. Could you

all now please turn to page five in your folder where you can see the weekly timetable. Now, you see that lessons begin every weekday at nine am. The first class every Monday is grammar practice, followed at nine forty-five by a visit to the language laboratory. There is a break from ten thirty to eleven, and then you have a double lesson of speaking skills. Tuesday morning begins with presentation skills. This is important, as you will each give a presentation at the end of the course to your class and this counts for ten per cent of your final grade. At nine forty-five you'll have a reading skills lesson and after the break – vocabulary development. In the afternoon, starting at one thirty pm, you'll go to the library. In the library lesson you can read, watch a video or practise grammar. On Wednesday morning you have listening skills, and then what we call current affairs – where you'll listen to the news on the radio and discuss what's going on. After the break it's another double lesson of speaking skills. Thursday morning begins with pronunciation, then a special 'Life in Britain' class, where you will learn about British culture. After the break is grammar practice once again. Finally on Friday morning in the first lesson you will practise writing skills, followed by a lesson in the computer room. After the break is the weekly review period, where your teacher will help with any problems you may have. Oh, and don't forget you can study on your own in the library every weekday from three thirty to six pm as well, if you wish!

**Mrs Watson:** Thank you, Miss Jones. Now, I'd like to introduce you to Mr Brown, who is the Social Organiser.

**Mr Brown:** Thank you, Mrs Watson. Hello, everyone. I'm Mr Brown and it's my job to make sure you have some fun while you're here too! Now this afternoon we'll go together on a walking tour of the city and then on Wednesday afternoon we're off to the local sports centre, where you can play volleyball or football, use the gym or go swimming to keep yourselves fit! And on Friday afternoons we have a Film Club – this week's film is *Spiderman*. On Saturday we're going on a day trip to Oxford, leaving here at 8.30 in the morning. Please don't be late or we'll go without you! And finally on Sunday we are off to London, leaving at the same time. If there are any other things you'd like to do while you are here, then just ask me and I'll see if I can help.

## 3.2 A day in the life of ...

**Dr Goodall:** Yes. Here, you here at the front.

**Reporter A:** What is a typical day like for you when you're in Africa, Dr Goodall?

**Dr Goodall:** Well, when I am in Gombe, I get up at quarter to seven. For breakfast I usually have a piece of bread and a cup of coffee. Then I go and find the chimps.

**Reporter A:** What happens when you find the chimps?

**Dr Goodall:** I spend the day following them in the forest. It can be very tiring following the chimps, crawling through the jungle ... but it's always interesting, as I never know where I'm going to go!

**Reporter A:** Do you stop for lunch?

**Dr Goodall:** Oh, I usually don't bother with lunch when I'm out.

**Reporter B:** What's the hardest part of the day?

**Dr Goodall:** I am used to living in the jungle now. That has never been difficult for me, actually. But in the day I normally feel most tired around 3 o'clock.

**Reporter B:** When do you stop following the chimps and go back home?

**Dr Goodall:** When it starts to get dark. The chimps choose a place to rest. The young ones play up in the branches. It's

lovely in the sunset after a hot day. When I know they are settling down, I head for home.

**Reporter B:** How do you spend your evenings?

**Dr Goodall:** The Gornbe evening is magical. It's dark by 7.30 pm. I jump into Lake Tanganyika. The clear, fresh water makes all the tiredness go away. Then I cook something like beans, onions and tomatoes over an open fire.

**Reporter C:** And how about here in the UK? I guess your day must be a bit different!

**Dr Goodall:** Just a bit, yes! In Bournemouth where I have a home breakfast is at nine. Which is great because I can get three hours' work done first. I always have many letters to write. I try to reply to them all, especially ones from children. In the morning and the afternoon I write replies to all the letters. I have tea with my family in the late afternoon, and then go for a walk with my dog. After supper, it's back to work again!

**Crowd of reporters:** Dr Goodall! Dr Goodall!

### 3.3 Time to refresh your soul

**Man:** Good morning.

**Woman:** Hmm? Oh, er, good morning. What time is it?

**Man:** Six o'clock. We missed you at breakfast.

**Woman:** Am I too late already?

**Man:** I am afraid so. Breakfast is in the Great Tent from five to five thirty. Here, have a piece of bread.

**Woman:** Is that it? One piece of bread?

**Man:** Everyone has gone off to swim in the lake now. Do you fancy joining us?

**Woman:** In December? You must be kidding! It's freezing.

**Man:** But the water is pure, and it refreshes our soul.

**Woman:** You said that yesterday, and I still haven't changed my mind. I came here to escape. To forget all my problems for a week, not make myself ill. No way am I going swimming, and that's final. Now, what's the rest of the programme for today?

**Man:** Well, morning prayers start at six thirty. We meet in the Great Tent and chant together.

**Woman:** OK. I need to unwind.

**Man:** We do this for half an hour ... until seven.

**Woman:** How about yoga? Isn't that in the morning as well? I can't wait for that.

**Man:** Yoga class is in the Great Tent from seven to eight. And then we will walk in the wood to achieve inner peace.

**Woman:** Hmm. Now wait a minute, where's that leaflet you gave me? Ah yes, here it is. Yoga finishes at eight ... walking till ten. That's two hours!

**Man:** Yes. It's really invigorating. The walk will cleanse your spirit and refresh your soul.

**Woman:** Hm. It seems a bit long to me. I'm not that keen on walking. Anyway, then from ten to midday it's meditation, right?

**Man:** Yes, we meditate together in the Great Tent.

**Woman:** Great. And after lunch, what's this ...? It says here 'creative skills'.

**Man:** Ah, here you will learn a special dance. We dance among the trees to show our love for nature and the world. The dance will refresh your soul.

**Woman:** I'm not sure I like the sound of that. It's not really me.

**Man:** Oh, you'll take to it in no time. It's from one to two o'clock. After the dancing you will learn how to express yourself through painting, and song as well.

**Woman:** Ah! That sounds more like it. Oh, and when do I get the massage?

**Man:** That's at four o'clock. Then dinner.

**Woman:** Dinner ... yes, here it is. At five o'clock. What do we get?

**Man:** Soup and bread. The soup and bread will ...

**Woman:** Let me guess ... refresh my soul, right?

**Man:** That's right!

**Woman:** Hmm. Then what?

**Man:** Then at five thirty you return to your tent and meditate alone. You remain alone until breakfast the next morning.

**Woman:** I think that'll be the best part! Right. I'll see you at morning prayers in the Great Tent.

**Man:** Yes, I'll see you then.

### 4.1 When can we move in?

**Estate agent:** Well, here we are. Number 5 Highcroft Court. After you.

**Anna: / Carlos:** Thanks.

**Estate agent:** This is the hall, as you can see. There is a big mirror on the wall, and a telephone over there too.

**Anna:** Is the telephone working?

**Estate agent:** Oh yes. You only pay for the calls you make. Now through here to the left ... this is the lounge. There's a television and ...

**Carlos:** Look, Anna. What a big sofa!

**Anna:** It's huge!

**Estate agent:** Oh, yes. It's new, too. And if you go through that door in front of you, that's the dining room ... with a nice big table and six chairs ...

**Carlos:** Great! We can have friends for dinner!

**Estate agent:** And it has two windows so it's very light in here, too. Now, if we go back into the lounge and then left ... on the left here is the bathroom.

**Carlos:** Hmm.

**Anna:** It's a bit small.

**Estate agent:** Yes, but the shower and toilet are both new. And opposite ... just here, we have the kitchen. It's a little bigger.

**Carlos:** Hmm. Is that a washing machine?

**Estate agent:** Yes. And there's a dishwasher too. Over there.

**Anna:** That's useful.

**Estate agent:** And finally, this is the bedroom.

**Anna:** Oh yes! This is lovely. I like the big wardrobe.

**Carlos:** There's a desk here too, so I can study.

**Anna:** You, Carlos ... study?

**Estate agent:** It's very comfortable. Again, there are two big windows here so there's lots of light.

**Anna:** What do you think, Carlos?

**Carlos:** I think it's OK. How much?

**Estate agent:** £550 a month, including bills.

**Carlos:** Hmm. £550. So, when can we move in?

### 4.2 Celebrity house challenge

**Presenter:** ... and welcome back to this week's Celebrity House Challenge! Now this is the moment you have all been waiting for, as once again we go with Tina for a look inside a celebrity's home.



**Tina:** Thank you, David. And welcome to all you viewers out there. Well, here I am in one of the most luxurious homes I have ever been in, and just look at this wonderful lounge. In the middle is a superb leather sofa that can seat no less than six people, and in front there is this marvellous coffee table, made of wood with a glass top. The book on the coffee table is an atlas of the world, so perhaps that's one clue to the identity of our mystery famous person. It seems they are adventurous and enjoy travel. On the wall behind the sofa is a great painting, a fine example of modern art ... This person is clearly very cultured and has excellent taste. And opposite the sofa is the television, and what a television it is; a huge state-of-the-art wide screen TV and there are so many videos and DVDs here, so this person must surely be a movie fan. The floor is polished wood, which gives the whole room an elegant feel. Near the door to the kitchen there are some children's toys on the floor, so this person must have a family. Well, what else can I say here? Oh, there are some beautiful flowers in the window – they add a feminine touch to the room, and together with the ladies' handbag here on the sofa you might think this person is a woman. Oh yes, and one more thing – behind the sofa against the wall there is a very modern desk, with a computer and lots of work-like things, so this person probably needs to use a computer for their work, and they may even work from home ... So David, who lives in a house like this? It's back to you in the studio ...

### 4.3 Time for a change

**Designer:** ... moving on into the lounge now, what were you thinking of here?

**Wife:** Well, it's rather dingy and dark in here so we'd like to have more lighting. Can you give us some ideas?

**Designer:** Hmm. I see what you mean. If we have a large lamp here in the corner, it will help throw some light on the sofa. That'll give a soft warm glow. Very atmospheric.

**Wife:** Oh, that's a good idea, isn't it, darling?

**Husband:** Erm, yes. But what about the walls? Don't you think we should have lights there?

**Designer:** Yes. If we use what we call 'occasional lighting' then again that should help balance things up. Just a few small lamps around the walls, that you can have on to make the room brighter when you need to. Hmm ... the main light here in the centre looks a bit insubstantial.

**Husband:** Yes, and it's too low. I hit my head on it sometimes! I'd prefer something closer to the ceiling.

**Designer:** Certainly ... perhaps a larger 'up light' here, so the light shines up rather than down ...

**Wife:** Oh, that sounds wonderful. I was wondering about changing the blinds, too. I think curtains might be better.

**Designer:** Yes, and you really want a mix of tones here – otherwise everything looks the same. There are too many dark tones, so I'd suggest cream silk-lined curtains to contrast with this beautiful black sofa.

**Husband:** But the carpet's cream. Won't that be a bit too much?

**Designer:** I was coming to the carpet. We need a mixture of textures here so I'd like to suggest we get rid of the carpet and have a wooden floor.

**Wife:** Oh! Now that's an idea!

**Designer:** A wooden floor would bring a natural earthy texture to the room, and if we have some bamboo here in the corner near the television then this would make a very strong impact, I think.

**Husband:** And how much would all this cost?

**Designer:** Well, what I'll do is ...

### 5.1 Treasure hunt

**Woman:** OK! Let's open this and start!

**Man:** Quick! Read the first clue.

**Woman:** 'Go to the clock and turn left. Take the first right and I'm out of sight.' What ...?

**Man:** Come on! There's the clock, straight ahead. Let's go! ...

**Man:** ... OK. Here's the clock. What's next? And turn ...?

**Woman:** '... turn left. Take the first right.' Over there. Come on! ...

**Woman:** ... OK. Here we are. '... and I'm out of sight. What am I?' Hmm.

**Man:** Oh look! Over there, next to the supermarket – there's an optician's. 'Out of sight' must mean 'optician's'. That's the answer for number 1. Quick, write it down.

**Woman:** OK. Number 1 ... Optician's. OK. Clue number 2. 'On the corner, on the left, what do you see? Is it time for tea?' What's on ...?

**Man:** Over there on the corner, on the left ... it's a café! Time for tea!

**Woman:** OK. I'll write Café here. Next ... number 3 'Go back, find the school, turn left and try to look cool.' Hmm.

**Man:** Come on then. Back to the school! ...

**Woman:** ... There's the school again. Straight in front of us. 'Turn left and try to look cool.' OK, so we go left down here ... Ah! Over there! There's a clothes shop. 'Try to look cool.' What do you think?

**Man:** OK. Write it then.

**Woman:** Clothes shop.

**Man:** What's clue number 4?

**Woman:** Let's see ... clue number 4. 'Go to the end and round the bend. On your left, there's a place to send.'

**Man:** I guess we keep going up here, then.

**Woman:** Come on! ...

**Man:** ... OK, so this is the bend. Let me see that. 'On your left there's a place to send.' That must be the post office over there, on the left.

**Woman:** Brilliant! Well done. ... OK, now for the last clue. 'Go through the park and past the station. Here's where to look, if you want information.'

**Man:** 'Through the park.' OK. Up there. Let's go!

**Woman:** OK! And 'past the station' must mean we go past the train station.

**Man:** Right. Keep going! I think we're going to win! ...

**Woman:** ... The last bit says 'Here's where to look, if you want information.' Where's that, then?

**Man:** Hmm. Oh! Of course! It's the library. Over there on the right.

**Woman:** That's it! Number 5 ... Library. That's it!

**Man:** Quick. Let's go back to the school and see if we're the first!

**Woman:** Yeah. Come on! I wonder what the 'treasure' will be?

### 5.2 Traffic trouble

**Chairperson:** Order, order! Welcome, welcome everyone. Welcome to this public information meeting. Now we have many things on today's agenda, but I think it best if we start with the main issue, which I'm sure is why so many of you are here tonight ... the new bypass. Mr Johnson, you are Director of the Stockton City Planning Department. Can I ask you to explain the plan and the reasons for the bypass.

**Mr Johnson:** Yes, madam chair, I ... The City Council feels that a bypass is needed north of Stockton to take traffic away from the city centre. As you all know there are just too many cars and lorries driving through Stockton. Now, I know local residents may not like the idea, but the best place for the bypass is through the Lee Valley. There is simply no alternative. The Lee Valley is close to Stockton, the ground is ideal for road building, and it is the cheapest option we have.

**Chairperson:** Order, order! Thank you, Mr Johnson. Now, may I ask Sarah Wilson, the leader of the 'Save Lee Valley' group, to explain the objections.

**Mrs Wilson:** Thank you, madam chair. We residents of Lee Valley strongly object to plans for the bypass going through our countryside ... The Lee Valley is the most beautiful *unspoilt* area in the region. We mustn't destroy it forever. We must preserve it. What's more, it's an important historical site, too. There are many ancient Roman remains here that the bypass would completely destroy. And finally, madam chair, we residents do not want 20,000 vehicles a day passing our homes. This would cause too much pollution. The plan is totally unacceptable!

**Chairperson:** Order, order! Thank you, Mrs Wilson. Now, are there any questions?

### 5.3 City tour

**Voice:** Welcome to New York City Tours. This is an automated announcement. See all of Manhattan from the comfort of a double-decker bus. There are over forty stops, so you can hop on and hop off all day! Enjoy an interesting and fact-filled recorded narration as you travel through the most famous uptown and downtown neighbourhoods from Times Square and Central Park to Greenwich Village, St Patrick's Cathedral and many more. Come and explore this wonderful city with New York City Tours. Please note, tours are in English only and start every hour from Times Square. \$75 per adult, \$50 for children under sixteen. For just \$20 extra you can also choose an optional harbour cruise to see the Statue of Liberty and Ellis Island. Tickets are valid for 24 hours. Press 1 to book now. Press 2 to hear this message again. Press 3 to ...

### 6.1 But it says here ...

**Travel agent:** Can I help you?

**Mrs Caldwell:** Yes, you can actually. We came back from Bermuda last night. This is the brochure of the holiday you sold us.

**Travel agent:** Oh yes. Did you have a nice time?

**Mr Caldwell:** No, we didn't. My wife and I are both very angry.

**Travel agent:** Oh dear. What was the problem?

**Mrs Caldwell:** Well, to start with we had to pay £20 extra each for airport tax. But it says here in the brochure airport tax is included.

**Travel agent:** Oh yes, so it does.

**Mr Caldwell:** And our room didn't have a sea view. We paid extra for a sea view but all we got was a view of the car park at the back of the hotel.

**Travel agent:** Oh dear. This is very serious. I think we should fill out a complaint form. Now, what are your names?

**Mrs Caldwell:** It's Mr and Mrs Caldwell. That's C-A-L-D-W-E-L-L.

**Travel agent:** OK ... And the holiday was in Bermuda?

**Mrs Caldwell:** Yes. Two weeks, from the tenth to the twenty-fourth of February.

**Travel agent:** Tenth to twenty-fourth of February. And today is the twenty-fifth. OK. Do you have your customer number?

**Mr Caldwell:** It's here on the receipt. DW83247.

**Mrs Caldwell:** Oh yes. OK. Now, you had to pay £20 each for airport tax, and the hotel room had no sea view ...

**Mr Caldwell:** And you can add that the food in the hotel was terrible.

**Mrs Caldwell:** I couldn't eat a thing. We lived on sandwiches, didn't we, darling?

**Mr Caldwell:** Yes. I lost a kilo in weight.

**Travel agent:** Oh ... so ... the food in the hotel was terrible. Oh dear.

**Mrs Caldwell:** Well, what are you going to do about it?

**Travel agent:** I'll send this complaint to our Head Office, and I'll phone you when I get a reply. Can I have your telephone number?

**Mrs Caldwell:** It's Walton 8932443.

**Travel agent:** Walton 8932443. OK. Well, I'm very sorry about this.

**Mr Caldwell:** It was an awful experience. We want our money back.

**Travel agent:** I'll see what I can do. Our apologies once again.

**Mr and Mrs Caldwell:** Goodbye.

...

**Travel agent:** Another one for the bin!

### 6.2 What a journey!

**Man:** And what about you, Tina? Have you got a story about a journey you remember?

**Tina:** Yes, I have actually. There's one journey I'll *never* forget. It was about six years ago ... I was going to Hong Kong, from London. The flight was early in the morning, so the night before I stayed in a hotel near the airport. Well, I was in a holiday mood that night, and so I went to the hotel bar and ordered a drink, you know, to celebrate. And I got talking to some other people. We had a great time and anyway, when I left the bar it was about three in the morning. The flight was at six o'clock, so it wasn't really worth going to sleep. I watched TV for a bit but, well, I fell asleep, didn't I. When I woke up it was after five o'clock. You know you have to get there early to check in, right? So I panicked, grabbed my bags and rushed outside, looking for a taxi. Of course – no taxis anywhere. Luckily, after a few minutes running up and down the street an airport bus came along so I got on that. When I got there it was actually nearly six so I thought, you know, the gate will be closed. I've missed my plane. The whole terminal was empty except for a huge crowd of people at one end and luckily, that was the queue for my flight. It was delayed! Yeah. I was really pleased ... but the delay went from one hour, to four hours to finally nine hours! Nine hours waiting in the airport. I slept on some chairs most of the time. Finally, at around three o'clock, the plane took off. But the worst part was yet to come! After a few hours there was a huge storm and the plane started bouncing around all over the place – I remember feeling it was like being in a washing machine. People were screaming, babies crying, food flying everywhere. I was really scared. And then! The worst thing of all – the oxygen masks dropped down. Suddenly we all were staring at these yellow oxygen masks and the feeling of fear – I just can't describe it. I put my mask on and just sat there in absolute terror, with the plane bouncing all over the place and lightning outside the windows. Anyway, the plane didn't crash, thank God, and we got to Hong Kong OK in the end, but what a journey! I'll never forget it.



## 6.3 The Bloody Tower

**Tour Guide:** Welcome to our tour, Ghosts of the Tower of London, everyone. The Tower has stood on this ground since 1066, when Duke William of Normandy invaded England, and throughout its history it has been used as a prison and place of execution ... which may be why today, some people say this is one of the scariest places on earth. There are many tales of ghosts here. The ghost most people see is Anne Boleyn, the second wife of King Henry VIII. When she didn't give birth to a boy she was beheaded on Tower Green in 1536. A headless female figure in a white dress has often been seen close to where she was executed, near Queen's House. She is also said to haunt the Chapel Royal, where the same headless figure has been seen leading a ghostly procession of Lords and Ladies down the aisle ... towards where her headless body is buried.

The Tower was also the scene of the infamous disappearance of the two princes – Edward, 12, and Richard, 9, who are thought to have been murdered in 1483. When their father, King Edward IV, died, his brother Richard took the boys to the Tower 'for their protection' ... but they disappeared. Richard was later crowned Richard III. According to one story, guards in the late 15th century spotted the shadows of two small figures gliding down the stairs in the White Tower. Nearly two hundred years later, in 1674, workmen found a chest beneath the stairway of the White Tower that contained the skeletons of two young children – recently proved by DNA testing to be the two princes.

Lady Jane Grey was just seventeen when she was executed on the 12th February 1554, after only nine days as queen to Henry VIII. Her ghost is said to appear on the anniversary of her death on the Salt Tower. Other ghostly appearances include the chained and headless body of Sir Walter Raleigh, who has often been seen in the Byward Tower ... and another ghost many people have seen is Henry's fifth wife, Catherine Howard. She ran away from her executioner, and her ghost has been seen running down the Tower's hallway screaming for help. Now, let's go further into the Tower and see if we can find any of these ghosts.

## 7.1 What's cooking?

**TV cook:** Hello and welcome once again to *What's cooking?* – the programme that shows you the quick and easy way to cook tasty meals! Now today I'm going to show you how to make mushroom risotto. This is an easy dish to make. First, heat 25 grams of butter in a saucepan. Then add half a large onion, chopped, and cook for three minutes. And next add 300 grams of sliced mushrooms and continue to cook for two minutes. And now we are ready for the arborio rice – 350 grams. Stir it well. And next you need some liquid – about a litre of vegetable stock, together with 150 millilitres of dry white wine. Add the liquid a little at a time. Keep stirring and gradually add more stock until the rice is cooked.

And here's one I started just before the programme began. Hmm. Smells great already! And finally we are going to turn the heat off, add 40 grams of grated cheese, cover it and let it stand for five minutes.

... OK that's five minutes, so let's take a look at our risotto. And there you are! One perfect mushroom risotto.

And next week I'm going to show you one of my favourite desserts ...

## 7.2 That sounds delicious!

### Part 1

**Waiter:** Table for two, sir?

**Brian:** Yes, please.

**Waiter:** Can I get you any drinks?

**Brian:** Two glasses of water, please. And the menu.

**Waiter:** We have a standard set lunch menu. Here you are.

There are three courses. You can choose one dish for each course.

**Brian/Tracy:** Thank you.

**Waiter:** Here is your water. Have you decided what to order?

**Tracy:** Hmm. It all looks so good! What is the pork satay, exactly?

**Waiter:** It's pieces of pork in a peanut butter sauce ... quite sweet. Very tasty!

**Tracy:** That sounds delicious! I'll have that to start with.

**Waiter:** Very good. One pork satay ... And for you, sir?

**Brian:** Are the spring rolls very spicy?

**Waiter:** Not too spicy, sir, no ... but they come with a sweet chilli sauce.

**Brian:** Hmm. I think I'll have the chicken and coconut soup, thanks.

**Waiter:** Fine. And what would you like for main course, madam?

**Tracy:** What's the difference between the red curry and the green curry?

**Waiter:** The red curry is made from red chillies, so it's a bit hotter. The green curry is milder and more creamy.

**Tracy:** Green prawn curry for me then, thanks.

**Brian:** And the same for me. And for dessert I'll have the fruit salad.

**Tracy:** And I'll have the fried banana, thanks.

**Waiter:** Very good, madam. Thank you.

**Brian/Tracy:** Thank you.

### Part 2

**Brian:** Well, I couldn't eat another thing! That fruit salad was great!

**Tracy:** Yes, it looked really fresh.

**Brian:** How about your fried banana? You haven't eaten much.

**Tracy:** Mm, it's a bit too sweet for my taste.

**Brian:** That's a shame.

**Tracy:** The pork satay was fantastic, though. And the green curry was pretty good too. I enjoyed the meal.

**Brian:** So did I. The best part for me was the soup. I agree the green curry was OK but it wasn't anything special. Anyway, overall it was worth it. I'll be coming here again, that's for sure!

**Tracy:** Me too. Perhaps we should make this a regular thing, Brian ... every Friday?

**Brian:** Hmm. That sounds like a nice idea, Tracy. Why not!

**Waiter:** Was everything all right with your meal?

**Brian/Tracy:** Great, thanks!

**Waiter:** Would you like any coffees or anything?

**Brian:** No, thanks. Just the bill. We must get back to work.

### 7.3 Eat your way to better health

**Presenter:** Radio City ... It's the Big Breakfast Show ... with Mike Martin!

**Mike:** Good morning, America! I'm Mike Martin, and what a lovely morning it is here today with the sun shining and ... doesn't it just feel so good to be alive? Don't you feel great? Well, if you don't, then listen up, because today's topic is how to live a better and healthier life. Joining us here in the studio to start things off we have expert Sonia Tarrington, from the University of California's Nutrition Research Centre. Hi, Sonia, welcome to the programme.

**Sonia:** Hi, Mike. Glad to be here.

**Mike:** Sonia, your job title is Nutritionist. Now, what on earth do you do?

**Sonia:** Well, a nutritionist is basically a food scientist ... that means I examine the effect food has on our bodies.

**Mike:** Hm. So you mean you find out what is in, say, an apple, that makes it a healthy food to eat?

**Sonia:** More or less, Mike. You see, *unhealthy* eating causes all kinds of health problems such as obesity and even heart disease. It's an area the government is very interested in now, as it has to spend millions of dollars every year fighting these problems. That's why programmes like the University of California's Nutrition Research Centre were set up. We hope to show people how to eat themselves to better health.

**Mike:** Eat yourself to better health? That sounds too good to be true. Shouldn't we be dieting or something?

**Sonia:** Not necessarily. You really don't have to go on a diet to eat healthily. You can eat just as much as before, but by choosing the right combination of foods then you'll become healthier.

**Mike:** Great! Can you give poor slobbs like me any details here, Sonia?

**Sonia:** Sure. The best thing you can probably do is add one extra vegetable to your main meal ... oh, and always cook vegetables by stir-frying. It's quick and easy, plus they keep their goodness.

**Mike:** Great advice. And I guess people like me who tend to snack on chocolate and cakes should swap to, say, fruit and health bars instead, right?

**Sonia:** That's right. There's really no trick to it. It's just common sense.

**Mike:** So why do people like you get such huge salaries? Only joking, Sonia. Seriously, though, the message is – keep away from fries and burgers?

**Sonia:** Yes. And red meat. White meat such as chicken or pork is far healthier.

**Mike:** And my mom always said you should grill meat, too. Is that right?

**Sonia:** Yes. Grilling removes more fat. You see ...

**Mike:** And what about fish? My mom always made us eat fish on Fridays. Was she right? I hated fish!

**Sonia:** Your mom was right again, Mike. At least once or twice a week you should eat fish. It's full of goodness, and very easy to digest.

**Mike:** OK then, Sonia. So, are you telling us that lots of fresh fruit, veg, and healthy things like that will make us live longer?

**Sonia:** The statistics suggest yes. You'll live a longer and healthier life. In fact, some research shows that eating more fruit and vegetables can reduce your risk of cancer by as much as 20%.

**Mike:** Amazing! Well, we'll be back with Sonia ... right after the ads.

### 8.1 These are my friends

**Young woman:** Hi. Thanks for coming! It's great to see you.

Come in! ... Now, let me tell you about my friends. Over there ... that's my best friend Susan. Can you see her? She has long black hair ... quite tall and slim. She is wearing jeans and a t-shirt. You'll like her because she's friendly and she can be very funny. We were at school together. We had so many laughs. Then ... over there is Kevin. He's the one wearing the suit. He's serious, but very kind. He's a teacher. I'm sure the kids love him. Next to him, in the shorts, is Sam. He always wears shorts, whatever the weather! He's crazy, but he's interesting, too. Ask him about his visit to India. Oh, and there's Mary, dancing over there ... the one wearing the dress. She's really clever, but she studies all the time. She's so hard-working, you wouldn't believe it. Anyway, how about a drink before I introduce you?

### 8.2 Just shopping

**Kay:** Hi, Sally. Long time no see! What are you doing here?

**Sally:** Oh, hi, Kay. Same as you, I expect ... just shopping.

**Kay:** Great. Is that a new dress?

**Sally:** Yes, it is. I got it yesterday. Do you like it?

**Kay:** Well ... it's very, um ... very short for you, isn't it, Sally?

**Sally:** Short is 'in' this summer. Didn't you know?

**Kay:** Oh, I don't read any of those fashion magazines.

**Sally:** I can tell you don't. Well, this is the latest fashion ... from Milan.

**Kay:** Oh, I know it's popular, I've seen that kind of dress a lot. It seems everyone is wearing it these days. I prefer something more ... individual.

**Sally:** Yes, so I see. What exactly is that you are wearing?

**Kay:** It's a pair of shorts, but it looks like a skirt. See?

**Sally:** Oh, yes! How ... original. Did you make it yourself?

**Kay:** No.

**Sally:** Marvellous. But, I'm just not sure it's quite 'you', Kay.

**Kay:** Oh really, Sally? Well, never mind. Perhaps it's too ... sophisticated for you.

**Sally:** Hmm. No, I don't think it's that. But you're right – I can't see *me* in it somehow. Anyway, must hurry. I've got more shopping to do.

**Kay:** Well, good luck, Sally. Keep reading those magazines!

**Sally:** Thanks, Kay. Perhaps you should buy some too!

### 8.3 The changing face of beauty

**Lecturer:** Now, today's lecture is the fourth in our series of lectures on *The changing face of beauty*. This week I will look at beauty in the modern world. Of course, remember also that I am not just referring to female beauty but concepts of male beauty too.

Certainly, images of beautiful women or men are all around us. You can find them in fashion magazines, on TV, in movies ... We all know what beautiful people look like, even if we are not beautiful ourselves. Yet, even in the modern world, what we see as 'beautiful' is constantly changing. In the 1890s the actress Lillian Russell was called 'the most beautiful woman in the world'. She was 165 pounds/75 kilos. In 1967 the fashion model Twiggy was seen as the perfection of beauty – and she weighed just 91 pounds/41 kilos. A big change in our perception of beauty, in quite a short time.



In the desire to be perfect many people decide to change their appearance through surgery. Cosmetic surgery, which started as long ago as 1910, aims to 'improve' our physical appearance. Then, it was an expensive luxury. Now, it's almost routine. Men who want more hair can have hair transplants, or pec implants for a more masculine chest. Women have facelifts, or tummy tucks to remove fat. The problem is not the size of your stomach or the amount of hair on your head – the problem is that today, more than in any other time in history, we choose to identify ourselves by our appearance. We all want to be beautiful; because we all think beautiful people lead better lives.

Another common way we try to change our appearance is by dieting. Do you sometimes worry about your weight? Many people do. In 1950 diet products were worth \$100m a year. Today, the diet industry is worth over \$50 billion a year.

## 9.1 I'm looking for a ...

**Customer:** Excuse me ... I'm looking for a bag.

**Assistant 1:** Certainly madam. This bag is very popular. It opens at the top here ... like this ... and has a nice pattern around the middle ...

**Customer:** Hmm. Do you have a smaller one?

**Assistant 1:** No, it's only in this size. But it's very easy to carry.

**Customer:** I see. Hmm. I think I'll leave it, thanks.

**Customer:** Excuse me. How much is this radio?

**Assistant 2:** That one? It's £39.99.

**Customer:** Oh dear.

**Assistant 2:** But it's a very good radio. It's a cassette player too, as you can see.

**Customer:** Hmm.

**Assistant 2:** And it's light and portable. Easy to carry.

**Customer:** OK. I need a radio to take to the beach, so I'll have it!

**Customer:** Oh no ... it's raining. Is this umbrella in the sale?

**Assistant 3:** No, only those ones over there – with the straight handle.

**Customer:** How much are they?

**Assistant 3:** £7.50. That's half price!

**Customer:** It's a bit small.

**Assistant 3:** Yes, but it can fit in your bag.

**Customer:** Mm. OK. I'll take this one.

## 9.2 Wow ... that's big!

**Guide:** OK, quiet please! Can everyone hear me? Welcome to the Thames Barrier! As you can see the Barrier goes right across the River Thames. It is 520 metres wide and took eight years to build ... It was completed in 1982.

Can you see those big things that look like hats? They're called piers. There are nine of them. Each pier is 50 metres high from top to bottom. Between them you can see the steel gates. There are ten gates in total. Six of these gates rise up out of the water in order to form a barrier. The four largest of these steel gates are 61 metres wide and weigh 1500 tonnes each. When they are not in use these gates lie flat in concrete sills on the river bed. Down there also are two

service tunnels. When there is a danger of flooding, these six gates are raised to form a barrier between the piers. When raised, each is as high as a five-storey building. The other four gates are smaller, and they are lowered into the water. On the front of each pier are some navigation lights. A red cross means the gate is closed, and a green arrow means it's open. The gates are powered by electricity. The power packs are immediately below the steel roofs ... inside the hats.

The Thames Barrier protects London from flooding. This is necessary because every 100 years the water in the river rises 75 centimetres ... This is due mostly to global warming but also in part because the south of England is sinking slowly. But the rising water level isn't the main threat. The main danger of flooding comes from sudden big waves that come in from far out to sea – these are called tidal surges. So far, the Barrier has protected London against flooding nearly 70 times. 750,000 people living in London are in danger from flooding, so it's very important to them! It wasn't cheap – it cost over £535 million to build. But this is a lot less than it would cost to repair any damage to London if the city was flooded. Now, are there any questions?

## 9.3 But is it Art?

**Tape commentary:** Artist number five: Jackson Pollock.

(beep)

Jackson Pollock was an American painter, born in 1912. He was the most famous of the American Abstract Expressionist painters. Pollock had a very original style of painting. He did not use an easel, but spread his canvases on the floor. Sometimes he worked outside, so he could feel closer to nature. It was essential, he said, to 'walk around it, work from all four sides, and be in the painting'. He often used materials from the surrounding environment actually in his paintings. He mixed sand and broken glass into some paintings. He sometimes added cigarettes, nails, buttons, coins ... whatever was nearby that seemed appropriate.

(beep)

Jackson Pollock didn't paint in the 'normal' way. Rather, he let the paint dribble from the brush and fall onto the canvas. He would often use a stick and flick, splash, dab and drip the paint onto the canvas. In fact, Pollock's paintings are often called 'drip paintings', although dripping was only one part of the process. Sometimes Pollock simply put a hole in the bottom of the paint can and let the paint flow onto the canvas from there. He scratched and smeared them with his hands, and named them with numbers. He used cans of ordinary house paint rather than oil paint.

(beep)

Pollock had an intense and energetic style. His shocking new technique demonstrated physical movement in his work known as 'action painting'. Each painting was more like a performance. He would almost dance around the painting, flicking and splashing paint. He had no predetermined format in mind when he began painting. He just let the paint lead the way, apparently at random. This spontaneous approach has led some people to think 'My five-year-old child could do that.' Some critics agreed – saying his work lacks technique and is simply chaotic rather than artistic. However, others said he had a unique style that simply cannot be copied. Pollock himself insisted, 'There is no accident. The painting has a life of its own. I try to let it come through.'

(beep)

Here we can see one of his most famous drip paintings, Number 1, also called Lavender Mist, painted in 1950. Three metres long, the canvas is alive with lines and shapes that never let the eye rest. We are kept constantly searching. It has a fresh, active feel. Although now this style of Abstract Expressionism is out of fashion, Pollock had a great effect on the history of modern art.

## 10.1 He's not really my type

### Part 1

**Sarah:** Here we go, then! Go on, Judith, put your name in!

**Judith:** Right! Surname ... Black. First name ... Judith. Sex?

**Sarah:** Duh. Female.

**Judith:** Occupation ... student.

**Sarah:** Children?

**Judith:** No! You know that. Now ... username ... hmm ...

**Sarah:** How about Lovely Lady?

**Judith:** Oh yes! That's good. Lovelylady. All one word. OK ...

**Sarah:** OK. Next bit. Let's see ...

**Judith:** I am looking for a ... man ... 20–24 ... for romance!

**Sarah:** Ah, now ... 'leisure interests'. What do you think?

**Judith:** Hmm. Pop music, pubs and travel.

**Sarah:** What about countryside? You like walking, don't you?

**Judith:** Oh yeah. Countryside.

**Sarah:** Anything else?

**Judith:** No. That's enough. Now, I think I am ...

**Sarah:** I'll tell you what you are! Kind ...

**Judith:** OK.

**Sarah:** Fashionable!

**Judith:** Thanks!

**Sarah:** And ... umm ... interesting!

**Judith:** Thanks very much! And I think I'm a bit shy, too.

**Sarah:** You! No way. You can't say that!

**Judith:** Only joking! Now. Let's search and see who we find.

### Part 2

**Judith:** This is hopeless, Sarah. They are all so ugly!

**Sarah:** Wait! What about him? Number 44.

**Judith:** James Hill ... attractive, friendly, sports, blah blah – trip around Europe! Hm. Well, he is good-looking, I suppose.

**Sarah:** Sure is! And fun, too!

**Judith:** He's tall, which is nice. And what about his job ... ? Manager, hm.

**Sarah:** That's OK. I bet he's rich!

**Judith:** But I think he's not very serious. I mean, a trip round Europe! And I don't like his hair. Who's the next one? ... Ah ... Simon.

**Sarah:** Hm. He isn't very attractive.

**Judith:** No. And he seems a bit too serious if anything. Marriage and all that. But he's a teacher and so am I, so that's good. And I love dogs. He has two!

**Sarah:** He likes the countryside, same as you ... and I think he looks quite kind.

**Judith:** Yes. Hm. OK. So maybe ...

**Sarah:** Go on then. E-mail him!

**Judith:** What, now?

## 10.2 It's not such a bad custom

**Presenter:** Thank you, Kevin Edwards, for that short speech.

Now, next we have Indira Komandur.

**Indira:** My talk is about arranged marriage. I am seventeen. My parents are already starting to look for a husband for me. In a few years I shall marry a man that they choose. Now, you are probably thinking 'That's terrible! How awful!' But I don't think so, and I am going to explain why. Most people confuse *arranged* marriage with *forced* marriage. A forced marriage is one where you have no choice. However, when my parents choose a husband for me, if I don't like him, I can tell them and they will find me another. I have a choice. It's just that my parents do the looking for me! I think that's a good idea. After all, they know who I am. They know me better than I know myself, and I trust them to find a good man who will make me happy. They would not choose a bad man for me to marry, would they? In Britain, though, people just hope to find their marriage partner at work, or in a pub or at a party. This means it must be hard to meet the right person, I think. Perhaps that's why I see so many unhappy relationships and failed marriages. I would much rather trust my parents to find a husband for me, than rely on luck. I think my marriage will have a very good chance of success. So, when I say I am looking forward to my arranged marriage, ask yourself – is it really such a crazy idea?

## 10.3 A friend in need

**Sophie:** Hello?

**Elaine:** Hi, Sophie. It's Elaine. How are you?

**Sophie:** Elaine! Hi. I'm fine. I'm just preparing Tom's milk. He's hungry!

**Elaine:** How is he?

**Sophie:** Oh, he's fine. You know – growing all the time.

**Elaine:** And Philippe? Is he OK too?

**Sophie:** Yes, Philippe's fine. He's out at work just now. So, anyway, what's up?

**Elaine:** I've got some news!

**Sophie:** Oh yes? What?

**Elaine:** I've left my job!

**Sophie:** Oh! Really? So suddenly ...

**Elaine:** Yeah, well, I had a row with the boss and he wouldn't change his mind ... so I decided to quit, there and then!

**Sophie:** Wow! ... How do you feel about it?

**Elaine:** Relieved! It's a real weight off my mind. I wasn't enjoying it at all.

**Sophie:** Good for you. So ... what will you do now?

**Elaine:** That's what I'm phoning you about, actually. I'm coming to Paris!

**Sophie:** Oh Elaine, that's great!

**Elaine:** Yes. I'm leaving next week. Actually, I have a favour to ask.

**Sophie:** Yes?

**Elaine:** Is it all right if I stay with you for a while? I don't have anywhere to stay and a hotel would be so expensive.

**Sophie:** Er ... well, it's just ... you know ... we only have one bedroom here.

**Elaine:** That's OK. I can sleep on the couch.

**Sophie:** But little Tom ... he doesn't sleep much. We're awake most of the night right now.



**Elaine:** That's OK. Maybe I can even help out? I can look after him if you like.

**Sophie:** Hmm.

**Elaine:** Oh, go on Sophie. It wouldn't be for long ... just until I find a job and then I can get somewhere to live on my own.

**Sophie:** It may not be that easy to find a job here, you know, Elaine. There's a lot of unemployment now.

**Elaine:** Oh, I'm sure I'll find something. Go on ... it'll be fun!

**Sophie:** Well, I'll have to ask Philippe ...

**Elaine:** Oh great! Thanks so much Sophie. You don't know how much this means to me.

**Sophie:** But ...

**Elaine:** Listen, I have to go now, but I'll call you before I leave.

**Sophie:** Erm ...

**Elaine:** Thanks so much, Sophie. See you at the airport! Bye.

## 11.1 Welcome to Abbey Health Club

**Jackie:** Hi! I'm Jackie. Welcome to Abbey Health Club!

**Man:** Thanks.

**Jackie:** If you follow me I'll give you a quick tour. Through there is the swimming pool.

**Man:** Oh, yes. It looks good.

**Jackie:** The pool's open all the time except for Thursday afternoons, when it's closed for cleaning.

**Man:** I see.

**Jackie:** You can take classes in the pool if you like. We have 'Swim for fitness' classes on Mondays, Wednesdays and Fridays at two pm. And 'Water aerobics' on Tuesdays and Thursdays in the morning, at ten. All classes are an hour.

**Man:** OK. And where is the gym?

**Jackie:** It's just up here.

**Man:** Wow. It's big.

**Jackie:** You can come here and exercise any time. There are lots of fitness classes. We've got aerobics, cycling, running ... lots of things.

**Man:** How about yoga? Is there a yoga class?

**Jackie:** Sure. We have 'Yoga for beginners' on Mondays and Thursdays at nine thirty, and 'Intermediate yoga' at eleven thirty on Tuesdays and Fridays.

**Man:** Great. Oh ... and is there are a car park?

**Jackie:** Yes, but you have to pay ... about one pound for an hour, I think. We're open from six in the morning to ten at night Monday to Friday, and on Saturday and Sunday from eight am to nine pm. So ... do you want to join?

**Man:** Er ... how much is it?

**Jackie:** Well, there's a joining fee of £70 and then you can choose the type of membership you want. When do you think you'll be coming?

**Man:** Evenings and weekends, I guess.

**Jackie:** Well, that's Gold membership, so it'll be £50 a month.

**Man:** I see. Well, thank you for your time.

**Jackie:** Thank you! See you soon, maybe!

**Man:** Yes ... maybe.

## 11.2 Believe it or not

**Woman:** Now, I'm going to tell you a story and I swear every word of it is true. Three years ago I started to feel very sick. I had terrible headaches, I felt tired all the time, and all my

body ached. In the end I went to hospital and had some tests. Well, when they told me the news ... I couldn't believe it. They said I had a rare bone disease, and there was nothing they could do. They said that within just a few months I would be in a wheelchair – for the rest of my life.

Well, I decided I wouldn't give up without a fight. I've always been interested in alternative medicine, so when a friend told me about stories he'd heard of a kind of witchdoctor in Indonesia who could work miracles – I decided to take a chance. I sold my house, said goodbye to my friends and flew to Indonesia.

When I got to Jakarta I took a train and then two buses up into the mountains to this tiny village in the middle of nowhere. When I arrived I asked people, 'Yayang? Yang?' That's the name of the witchdoctor my friend told me about. Then a small boy – he must have been seven or eight – took my hand and led me out of the village and further up into the mountains. For two days we walked. I was in terrible pain the whole time ... but I was determined to go on. Eventually we reached a small hut and I could see a strange man standing outside. He was short, and covered in mud or something like that. He smiled and took me into his hut. I didn't say anything – he just seemed to know why I was there.

Well ... in the hut it was really dark but I could see lots of bowls all around, each full of some kind of herb or plant or something. He told me to lie down and he put his hands on my head and started to sing. All of a sudden I felt a great energy come into me. He did this for maybe half an hour and then he gave me something to drink. I don't know what it was. It was a thick brown liquid and it smelled awful, but I still drank it.

Well, to cut a long story short, I stayed there for a week. Every day the witchdoctor did the same thing, and I drank the same liquid. After a week the boy came back. I felt so good I almost ran back to Jakarta. When I got home I went back to the same hospital and had the same tests, and guess what? The disease had *completely gone*. There was no sign of anything. They couldn't believe it. Like I say, that was three years ago and here I am, still strong and healthy. Amazing.

## 11.3 How healthy are you?

**Friend:** Hey, Bob, there's a Health and Fitness quiz in this magazine. Do you fancy having a go?

**Bob:** No, there's a programme on TV I want to watch.

**Friend:** Oh, go on. It won't take long.

**Bob:** No.

**Friend:** Question 1. Do you eat at least five portions of fruit or vegetables every day?

**Bob:** Yes.

**Friend:** You big liar! I'll put Rarely for that. Question 2. Do you smoke?

**Bob:** Smoke? Pretty much all the time.

**Friend:** Yes, ... you're like a chimney. Question 3. Do you exercise at least three times a week? That's easy. Never! Question 4. Do you take time to relax each day?

**Bob:** The chance would be a fine thing!

**Friend:** I'll put Rarely. Question 5. Do you eat fast food?

**Bob:** I can't stand that rubbish.

**Friend:** OK. Never. Do you eat something healthy for breakfast?  
**Bob:** Well, I always have cereal and toast.  
**Friend:** OK. Question 7. Do you sleep seven to eight hours a night?  
**Bob:** Oh yes. Always. I've got to get my beauty sleep.  
**Friend:** Shame it's not working.  
**Bob:** Ha ha.  
**Friend:** Question 8. Do you drink at least a litre of water a day?  
**Bob:** A litre? No way. Unless I've had a curry!  
**Friend:** I'll put Rarely. OK. Last few questions now. Do you enjoy your hobbies and have a good social life?  
**Bob:** No hobbies really, but I go out three or four times a week, so ....  
**Friend:** Hm. I'll put Sometimes for that. Next question. Do you feel stressed?  
**Bob:** Stressed? All the time.  
**Friend:** OK! Now, let's see what your score is ...

## 12.1 Eye on the world

**Anna:** And welcome once again to *People Today*. Now it's time for our *Eye on the World* section, with Mark Perkins. Mark?

**Mark:** Thanks, Anna. Yes, in tonight's *Eye on the World* we go to Japan. Now, everyone knows people in Japan work long, hard hours, but just what do people do in their free time? Well, we did a survey of leisure activities in Japan, and here is the top ten. In first place is eating out. As you can see, eating out is by far the most popular free-time activity. In second place comes ... wait for it ... driving. Yes, it appears Japanese people like nothing more than driving around cities and into the countryside in their free time. It may seem strange to you and me, but there you are! Next, in third place, is travel within Japan ... to all those lovely temples and gardens, I guess. Fourth is, guess what, Anna?

**Anna:** I have no idea!

**Mark:** Karaoke, of course. Lots of people enjoy singing along with their favourite songs. Then in fifth place we have watching DVDs and videos, followed by listening to music. But just look what we have here in seventh place – trips to museums and zoos. Then way down in eighth place comes going to bars, and after that gardening. I guess not so many people in Japan have gardens. And finally in tenth place we have playing the lottery. And who wouldn't want to win lots of money? Back to you, Anna.

**Anna:** Thanks, Mark. Now, let's go to see ...

## 12.2 You collect what?

**Presenter:** And now with the time just coming up to one thirty here on Radio 4 it's time for 'You collect what?'

**Sandra:** Welcome! Welcome listeners to another exciting programme of 'You collect what?' I'm Sandra Marshall and this is the show where each week we ask a collector to talk about their unusual collection, but first you have to guess what it is! Today's collector of strange and wonderful things is Jennifer Wilson. Now, Jennifer, can you tell us a little about your collection?

**Jennifer:** Yes, I keep them all over my house, I have over one thousand altogether, and ...

**Sandra:** Over one thousand! How big are they?

**Jennifer:** Oh, they're fairly small, and they fold away easily so I keep most of them in cupboards.

**Sandra:** And what do these mysterious things look like?

**Jennifer:** Well, they are very colourful and beautiful to look at. They come in many different shapes. Some are in the shape of animals, or people, or cartoon characters like Mickey Mouse.

**Sandra:** Are they different sizes too?

**Jennifer:** No, they're all the same size.

**Sandra:** Hm. And can you give us a clue about what they are used for?

**Jennifer:** Well, you put them over something else. Something very normal, and boring ... to make it look more interesting.

**Sandra:** Oh, yes? Er ... is whatever you put these things over ... something useful, perhaps something you'd use every day?

**Jennifer:** Yes, especially if you're sad or have a cold.

**Sandra:** Hmm. Well, thank you, Jennifer Wilson. Now, listeners, it's over to you ...

## 12.3 A night at the movies

### Part 1

**Voiceover 1:** They thought it couldn't be done ... They said he went too far ... but then they didn't know *Jack Wilson*. Tom Druze stars in ... *To Hell and Back* ... with Peter Johnson and Mary Winters. Tom Druze plays Jack Wilson, a CIA agent who finds his latest mission going terribly wrong ... Soon, the hunter becomes the hunted as Jack Wilson tries to clear his name. Peter Johnson stars as his corrupt partner, Kevin Riley ... Mary Winters as the long-lost love he finds on the way ... Directed by Richard Green, and produced by Sally Freeman, this movie will keep you guessing until the very last moment. Described by Empire magazine as 'The most action-packed movie in years' – *To Hell and Back*. Starts next week at cinemas around the country. Check local press for details.

### Part 2

**Voiceover 2:** Sandra Hicks was just an ordinary girl ... with an extraordinary gift. She could speak to animals! And then one day, things changed. She met Brad! At first, things didn't go well. But soon Sandra, her animals and Brad all managed to get along together. From the writer of *Silly Season* and *The Crazy Gang* comes another Gary Field classic – *Animal magic!* The most hilarious motion picture event of the year! You'll laugh till you cry! At cinemas all round the country starting November 8th. Get ready to laugh!

## 13.1 It's OK, I guess

**James:** Do you mind if I sit here?

**Lucy:** No, not at all. Go ahead.

**James:** I'm James. Nice to meet you.

**Lucy:** Hi, I'm Lucy.

**James:** Er ... What class are you doing?

**Lucy:** Advanced woodwork.



**James:** Oh, that sounds good. Do you like it?  
**Lucy:** It's OK, I guess.  
**James:** Only OK?  
**Lucy:** It's a bit too hard for me, actually. I can't really understand what to do half the time!  
**James:** Oh dear! Why don't you change to an easier class? I think there's a beginners' woodwork class, isn't there?  
**Lucy:** Yes, but I like the teacher ... Mr Benson. He says I just have to be more patient, so I'll try. How about you?  
**James:** I'm doing Yoga.  
**Lucy:** Nice. I bet that's fun.  
**James:** I love it. It's really relaxing. The teacher's from India. Mrs Nara, maybe you've seen her? She wears Indian clothes.  
**Lucy:** Hm. I think I remember reading something about a Mrs Nara ... in ...  
**James:** Oh, look at the time. I'd better go. My class starts at seven.  
**Lucy:** Quick! You don't want to be late.  
**James:** Isn't yours starting too?  
**Lucy:** No. Mine's at seven thirty.  
**James:** Lucky you!  
**Lucy:** OK James. See you later maybe?  
**James:** Yeah, see you later ... Lucy.

## 13.2 My first day at school

**Woman:** Oh yes, I remember my first day at school – infant school, that is. I remember feeling very proud when my mother walked with me through the main gate. There was so much noise and so many children that I got quite scared! Anyway, my mum took me to see the teacher, Mrs Gossage was her name – very nice teacher – and I remember feeling very nervous watching my mother leaving, but Mrs Gossage looked after me and she sat me down with the other pupils in a big circle. Soon we started playing games so I got very excited. I think it was after lunch that I met Emily, who later became my best friend. She was in another class, but all the new students were brought together to meet each other and ... anyway, this was when I met Emily. I was so relieved to have a friend! Oh yes, and in the afternoon we went swimming, but I couldn't swim so I became very upset and started to cry. In fact, I wouldn't stop crying so Mrs Gossage phoned my mother and she came to collect me early. I remember feeling very confused when I saw my mum! So much had happened! We went and had an ice cream and then I felt calm again. But what a day! I'll never forget it.

## 13.3 No more school!

### Part 1

**Mother:** Well, in Simon's final year at primary school Charles and I visited the local secondary schools to find a good one for him, and well, ... let's just say we were less than impressed.  
**Father:** Terrible! They were absolutely dreadful. I mean, in St James' there were forty-two pupils in a class ... and in Nuffield College the teachers we saw knew less than the kids they were supposed to teach!  
**Mother:** And what about Halliwell Community College?  
**Father:** Oh! Don't remind me!  
**Mother:** It was so rough! There was no discipline, and the children seemed to be uncontrolled.

**Father:** Shocking. That's why we decided to teach Simon at home.  
**Mother:** Yes. Before I married I was a teacher, so I'm qualified, and when we found out what was involved it seemed the obvious thing to do.  
**Father:** Yes. The Home Education Advisory Service were absolutely wonderful! They gave us all the help we needed.  
**Mother:** We decide what Simon learns, how and when. He still takes all the normal exams, though ...  
**Father:** ... and his results are very good now.  
**Mother:** And he used to be so unhappy at school! He was always saying he didn't want to go.  
**Father:** It's the best thing we could possibly have done, as parents. You feel very proud when you see your son become more confident, mature, responsible and ...  
**Mother:** We're already thinking about sending him to Cambridge to study!

### Part 2

**Simon:** When my parents took me out of school and told me they were going to teach me at home I thought they were mad. I mean, all my friends were there. But that's a year ago, now, and it feels like such a long time. I love home schooling now. Other kids have to get up early and go to school – sometimes it takes them over an hour just to get there! But me, I don't have to travel to school. I can stay in bed! All I have to do is go downstairs! And there's no stupid uniform to wear, either. And better food for lunch! I think I enjoy studying more because my mum knows what I like and how I learn best. My grades are better, anyway, so something must be working! I see more of my parents than I would if I was at school, so I think I'm closer to them – especially my mum – than other kids who go to school all day. When other kids ask me 'What school do you go to?' and I say 'I don't go to school' they think I am sad, and like, deprived or something. Some think my parents must be religious nuts, or like really controlling. But they're not. Thousands of children are taught at home in this country. No one realises that. Anyway, I think I'm really lucky, and I know my parents want the best for me.

## 14.1 Welcome to the Happy Chicken!

**Kevin:** Come in! ... Hello, yes ... take a seat. Now, you are ...?  
**Tom:** Tom ... Tom Baker.  
**Kevin:** Tom Baker. OK. My name is Kevin Bird, Tom, and I'm going to interview you today.  
**Tom:** Hi!  
**Kevin:** Now then, how old are you, Tom?  
**Tom:** Nineteen.  
**Kevin:** OK. And what job are you applying for?  
**Tom:** Waiter. Just a normal waiter.  
**Kevin:** OK. Now we have two shifts, that's seven to three or three to eleven in the evening. Do you have any preference?  
**Tom:** No, I don't mind. But I can only work Saturday and Sunday.  
**Kevin:** That's OK, Tom. Saturday and Sunday are our busiest days! Are you available from next Saturday?  
**Tom:** Sure! That's the eighteenth, right?  
**Kevin:** Yes, Saturday the eighteenth. Great. But first can you tell me if you have any experience? Our standards are pretty high here at the Happy Chicken.  
**Tom:** Well, last summer I worked for MacDonald's ... for three months.

**Kevin:** Right. How about as a waiter, though?

**Tom:** Oh, I worked over New Year in a local restaurant near my parents' home.

**Kevin:** Oh yes? And did you enjoy it?

**Tom:** Sure, it was OK. I speak Spanish and there were lots of Spanish tourists, so I got good tips!

**Kevin:** Great! So you speak Spanish. Excellent. Well, there are still some other candidates so can you just give me your phone number and I'll be in touch?

**Tom:** Yes. It's 559304.

**Kevin:** 559304. OK! Oh! When is the best time to contact you?

**Tom:** Evenings, between five and eight, I think.

**Kevin:** Fine. Well, thanks very much for coming, Tom. See you again!

**Tom:** Thank you, Mr Bird.

**Kevin:** Call me Kevin!

**Tom:** Oh, thanks. Bye then.

## 14.2 I hate my job!

**Friend:** Hi, Barry! How's things?

**Barry:** Oh, not so good.

**Friend:** How come? What's the matter?

**Barry:** I hate my new job! It really gets me down.

**Friend:** Too bad.

**Barry:** Yeah. Every morning I have to get up at six o'clock. Six o'clock! That's a real bad start to the day. I used to get up at ten ... or later!

**Friend:** Hmm.

**Barry:** And there's no bus at that time so I have to cycle five miles to get to work. It's cold and rainy every day.

**Friend:** Yes, the weather's pretty bad at the moment.

**Barry:** And when I get to work I have to make the boss a cup of coffee. I mean, can't he get his own coffee? I feel like a servant.

**Friend:** Hmm.

**Barry:** And when I start work it's the same thing all the time ... just answering the phone to hear people complain and complain.

**Friend:** Oh, right. You're in Customer Services, aren't you?

**Barry:** Yeah. Customer *disservices*, more like. The things those sales people tell them! Really. Listening to all these customers moaning over the phone ... I tell you, it makes me depressed.

**Friend:** So I see. Well, at least you get a free lunch.

**Barry:** You mean *used to*. Now we have to pay. That's another problem. It costs me around a fiver just to eat ... and that's more than I get paid for an hour's work! I'm losing money!

**Friend:** Well, at least you finish work early.

**Barry:** Yeah, but when I get home around four I'm too tired to do anything. My social life is zero right now.

**Friend:** Why don't you quit then?

**Barry:** Quit? Are you mad? It's the best job I've had!

## 14.3 It really works!

**Interviewer:** Well, I'm standing on the shop floor here at Grundy Electronics, one of Manchester's most advanced electrical component manufacturers, and I'm here because, well, the managers here have come up with a rather novel way to boost productivity. I'm joined by John Faircastle, who is Head of Human Resources. John, can you tell the viewers

exactly what this extraordinary plan is?

**John F:** Of course. Well, we recently hired a Feng Shui expert to come to the factory and basically re-design everything, from the Managing Director's office to the factory floor, where we are now.

**Interviewer:** Wow! Can you explain to viewers what a Feng Shui expert is ... or does?

**John F:** Well, Feng Shui is the ancient art of balancing different energies and forces to make a more harmonious environment. We believe that by positioning certain things in certain ways using Feng Shui we can create positive working conditions.

**Interviewer:** Sounds confusing.

**John F:** Not really. It simply means balancing the five essential elements of Water, Wood, Fire, Earth and Metal.

**Interviewer:** So how does that work in a place like this, John?

**John F:** Well, Water helps with relaxation and fights stress, so we placed water dispensers throughout the building, and outside you may have noticed the pond we installed in the centre of the car park?

**Interviewer:** With the fountain in?

**John F:** That's right. Then there's Wood. Wood helps with creativity and flexibility. So we put all wooden furniture in the offices, and wooden flooring too.

**Interviewer:** Right. But what about Fire? You can't have fire in an office, can you? That'd be dangerous!

**John F:** Well, the fire element is good for originality and enthusiasm. The colour red represents the fire element, so we have red walls everywhere, and all the pictures have red picture frames, too.

**Interviewer:** I see. And Earth? What's that good for?

**John F:** The Earth element helps organisation and stability. We use bricks to channel this energy – so that's why you see so many brick walls. Plus of course the earth-coloured tiles in the bathrooms.

**Interviewer:** OK. That's clever. There's one more element to balance, isn't there – what's that again?

**John F:** Metal. Metal helps strength and determination. We have metal filing cabinets, and metal blinds in every office.

**Interviewer:** Wow! And have any of these changes made a difference?

**John F:** Well, in the three months since the changes were made we have lost 20% fewer days through sickness.

**Interviewer:** So your employees are healthier!

**John F:** That seems to be the case. Certainly, they come to work more often!

**Interviewer:** So there you have it! Proof if any were needed that the 5000-year-old art of Feng Shui is alive and well ... here in Manchester! Now, back to the studio ...

## 15.1 It's terrible!

**Friend:** Hi, Brian. What are you doing?

**Brian:** I'm just trying to work out how much I spend a month.

**Friend:** Oh! That's why you look so sad!

**Brian:** It's terrible! I spend about thirty pounds a month just on books.

**Friend:** Oof! That's a lot.

**Brian:** And my rent is fifty pounds a week, so that's another two hundred a month.

**Friend:** Yeah, rent's a killer.



**Brian:** Then there's food. About thirty pounds a week on that, so that's one hundred and twenty ... just to eat ... every month!

**Friend:** Yes, but what about going out and stuff? That costs me a fortune!

**Brian:** Me too. I think about one hundred and fifty pounds a month ... and another fifty on eating out.

**Friend:** Oh! Guess what. I heard the bus fares are going up!

**Brian:** Great. It already costs me seven pounds a week just to get to college and back. That's twenty-eight pounds on transport ... already.

**Friend:** What's that in the bag?

**Brian:** CDs. I bought two this morning in town.

**Friend:** So don't complain to me about having no money then!

**Brian:** Hey! I like music! Anyway, I only buy about two a month so it doesn't cost more than, say, twenty pounds.

**Friend:** Hmm. Still ...

**Brian:** It's not easy making ends meet, you know. Look at these jeans. Look! I need a new pair.

**Friend:** So buy some.

**Brian:** I've already spent fifty pounds on clothes this month. That's my limit.

**Friend:** Well, my parents sent me some money this morning, so I'm off shopping! I need a new dress.

**Brian:** Parents, eh! Now, there's an idea!

## 15.2 Sell, sell, sell!

**Lecturer:** OK, people! Let's do this thing! Now, turn the page ... go on, turn the page. What do we have here? I'll tell you what we have here ... the most important part of this whole talk, that's what we have here. If you only take one thing from today, let it be this. Read the top. Read it! What does it say? It says SELL YOUR WAY TO SUCCESS. That's right. It's all about selling. You know the product, but can you sell it? Can you sell it? Well, let's learn how. Step one. Get their attention! Get their attention. Vital. And how do you do that? As soon as they open the door, smile. Give a big smile. Always smile. I want to see you people smiling. Come on! Smile. Good. That's rule one. Rule two! Get straight to the point. Say who you are and what you have for them. *Hi. I'm Brad Winner and I've got something special for you today!*

Now, quick, move on. Step two. Get their interest. Start by saying you're doing a survey and you want their opinion – that makes them feel valued. Ask them a couple of questions, then show them the product. Show them the product as soon as you can. When they see it, the link is made. Finally, tell them it's free, if they let you demonstrate it. That's right. Say it's theirs to keep, whatever, but get inside so you can demonstrate it.

Step three. Come on people, keep up! Step three. Get their desire. Their desire. Make them want it. Tell them about the advantages of the product, why it's the best thing in their sad little lives (*laughter*) and then, here's the key, give it to them. Give it to them so they can hold it. Bang! Another link is made. You see? Now, Step four, the most important part – get their money. Money people. That's what this is all about! How do you get their money? Easy. Trick one – go for their sympathy. Tell them you're working your way through college, or it's your first day. Something. Anything. But get their sympathy. Trick two. Make them feel guilty. Say that their kid deserves this. Every good parent would want one. Trick three. Give them a free offer. Buy one get a second free. A free offer! How can they refuse? Use as many tricks as you like but be sure of one thing ... never leave without a sale.

That's our golden rule, people. Never leave without a sale. Now, over the page. Go on, turn the page.

## 15.3 What a waste!

**Rodney:** Don't buy that, Jane. It's a waste of money.

**Jane:** Don't talk to me about wasting money, Rodney. You're an expert at it.

**Rodney:** No, I'm not. I've no idea what you mean.

**Jane:** How about that barbecue you bought ... last summer?

**Rodney:** I thought it would be nice to have parties in the garden.

**Jane:** We've only used it once. You spent over three hundred pounds on it ...

**Rodney:** Well, it's too complicated. Anyway, you can't talk! What about those boots of yours? The ones you got on holiday last Christmas? You said you needed them for going out, but I've never seen you in them once.

**Jane:** They don't fit me.

**Rodney:** Well it was a bit stupid to buy them then ... just because you fancied the shop assistant.

**Jane:** I did not 'fancy' him, actually, Rodney. He was just being helpful, that's all.

**Rodney:** Sure. How much did they cost?

**Jane:** About two hundred pounds.

**Rodney:** Ha! Ha!

**Jane:** That's still less than your stupid barbecue.

**Rodney:** Oh shut up, Jane! You're boring.

**Kate:** Simon ... where are those sunglasses of yours?

**Simon:** I gave them to Mark.

**Kate:** But ... you only got them in July! I've never even seen you wear them. How much were they?

**Simon:** Fifty quid.

**Kate:** No, they weren't! They were more like a hundred and fifty. Why did you buy them if you were never going to wear them?

**Simon:** I thought they'd make me look cool, but you said they made me look like a fly.

**Kate:** Well they did. What a waste! You look like a fly anyway.

**Simon:** Thanks. At least I'm not the one who spent a fortune on a computer I never used.

**Kate:** What? Oh, stop going on about that, will you? I thought I needed it for work.

**Simon:** Right. You got it in February and all you did was play a game on it and then sell it in April for a loss.

**Kate:** Oh, give it a rest.

**Simon:** You paid about a thousand pounds, didn't you? And sold it for six hundred. After just two months!

**Kate:** Well, work gave me one so I didn't need it.

**Simon:** Pity you didn't check first, isn't it, Kate?

**Kate:** Right, that's it. I'm sick of your criticism, Simon. We're finished!

## 16.1 Never again!

**Man:** Well, in 1999 I lived in Portugal and one day I saw this computer in a second-hand shop, so because I didn't have a computer, and this was very cheap, I bought it! There was no box, but I didn't think it was important. Anyway, when it was time to leave Portugal and return to Britain, I packed all my

bags but of course, there was no box for this computer. Yeah, I didn't know what to do. Then in the local market I saw lots of wooden boxes ... you know, for fruit and vegetables and things. So I picked one up, thinking 'This is perfect!' Well, no, you see, because suddenly a very angry man came up and started shouting at me. He owned the boxes and told me I had to pay. Well, I paid of course, and that was that. Well, when I got to the airport I was a bit worried. I thought that maybe I had too much luggage. Sure enough, at check-in they told me that I had too much luggage and I had to pay extra for the computer. Yeah ... they told me to take it to the Excess baggage section, in another part of the airport. When I got there, they weighed it and told me I was 15 kilos overweight, and that I had to pay £40 a kilo. That was *six hundred pounds*. I became very angry, of course, and we had a discussion. Eventually, I paid £280 – which was more than I paid for the computer itself. And when I collected my bags at Heathrow airport, the computer and the box were all broken!

## 16.2 I was really scared!

**Martin:** OK! That's the end of the class. Don't forget your homework for tomorrow!

**Student A:** Wow, I liked that ghost story! Do you think it's true?

**Student B:** Oh, no, I don't think so. It's just in a book.

**Student A:** Let's ask him. Do you believe in ghosts, Martin?

**Martin:** Oh, er ..., Well ... I did have a strange experience once.

**Student A:** Really?

**Martin:** Yes ... about seven years ago ... a friend of mine and I were sitting in my grandmother's lounge, talking.

**Students A B:** Oh yes?

**Martin:** My grandmother has a big, old house near London ... and, anyway, she was in the garden and my friend and I were in the lounge and suddenly we heard a noise upstairs. It wasn't a big noise. We thought maybe a mouse or something. Anyway, we went upstairs and ... it seemed to be coming from my grandmother's bedroom.

**Students A/B:** Did you go in?

**Martin:** Yes, we went inside and well, it was amazing really. All the furniture in my grandmother's bedroom was on the left side of the room, and the carpet was neatly rolled up on the other side of the room.

**Students A/B:** Oh!

**Martin:** And this furniture is really heavy – a very heavy wardrobe, chest of drawers, bed – these things would take four men to lift. It was really scary!

**Students A/B:** Wow!

**Martin:** And all we heard was a tiny noise ... for no more than around a minute. My grandmother said it happened once before, too. The really scary thing is ... she didn't seem to mind!

## 16.3 A time I was happy

**Speaker 1:** Oh yes ... it was in late July 2002. I had just left college and I felt fantastic. I was young, healthy, I had the whole world at my feet. No more exams! I swore I'd never take another exam. I was making plans to go abroad, see some of the world. I felt so free! I used to meet my friends from college in the evenings and we'd talk about all our plans.

**Speaker 2:** Umm ... about two years ago. That was when I set up my own pizza delivery company. I was really optimistic and felt sure that things were going to go great. I had

contracts with three big pizza restaurants, and had just employed six delivery staff. I was so proud.

**Speaker 3:** The best day of my life was on September 1st, 2000. It was around eight thirty at night. I was in a restaurant with Maria, my girlfriend at the time, and I had just asked her to marry me. She said Yes! I felt so relieved. We ordered champagne, and I was absolutely elated ...

**Speaker 4:** Oh, yes. That's easy. Three months ago. My beautiful baby Jason was born then. He has the most marvellous blue eyes, and blond hair. I was exhausted ... My husband was with me, and he filmed everything on our camcorder. It was an unforgettable experience, and I remember feeling very ... different. I was a mother now!

**Speaker 5:** For me, it was probably on holiday last year in Brazil. I went to the Rio Carnival. It was absolutely amazing. There were tens of thousands of people, all just having a good time. I was so excited. The music played all day and night. I did the samba until my feet ached so much I could hardly stand up. I was so tired by the end! What an amazing party, I mean, just out of this world.

## 17.1 That's fast!

**Presenter:** And now with the time just coming up to three o'clock here on Radio 4 it's *Science Today*!

**Clive W:** Hello, and welcome to *Science Today*! My name is Clive Wilson. For today's programme I have come to the South Australian desert to find out about an exciting new type of engine – the scramjet. Just yesterday, the scientists here successfully sent a rocket 200 miles up into the air. Now, maybe you think that's not so special, but this rocket had a special engine – what's called a scramjet engine – that breathes air. During this test it travelled at *seven times the speed of sound*. Now, that's fast! That means that a journey from London to Sydney, for example, which now takes twenty hours could take just two hours! To help us understand the science behind all this, here is Dr Simon Green, the Chief Scientist. Dr Green, tell us more.

**Dr Green:** Yes, well, er this engine works by using the oxygen in the air to burn the fuel. But it can only do this at very high speeds. You see, when ...

## 17.2 Next stop ... Mars?

**Chairperson:** Thank you, ladies and gentlemen. Welcome to the Space Society.

To live the 21st century is to live in an age where communication and technology seem to rule our world. And almost inevitably we find ourselves thinking about human settlement of other planets. Tonight the topic of our debate is *The colonisation of other planets*. Here with us we have Dr Timothy Brown and Dr Sandra Wilkins. Dr Brown, may I ask you to speak first?

**Dr Brown:** Thank you. Let me start by making one thing clear; colonisation of other planets is certain, it's only a matter of time ... oh, and of course money. To build a spaceship capable of carrying hundreds of people is not cheap ... However, once built, all a spaceship needs is enough fuel, food, water and oxygen, and colonisation becomes a reality. I see three steps to colonisation. First, we need to know how to live in space, and, thanks to the International Space Station, this step is already achieved. The next logical step is to establish a colony on the Moon, and then, step three, on Mars, our nearest planet. Imagine how much we can discover



about a planet by living there. Imagine also, if we set up powerful telescopes on the Moon or Mars, how much more we can learn about the universe. It is mankind's destiny to colonise other planets. We must not fail in this challenge.

**Chairperson:** Thank you, thank you, Dr Brown. And now, may I ask Dr Sandra Wilkins to speak.

**Dr Wilkins:** Thank you. And thank you to Dr Brown for that interesting speech. I am glad the good doctor referred to money. Just think for a moment how much money colonisation of the Moon or Mars, or any other planet, would take. Billions and billions and billions of dollars ... to put a handful of people on a dead planet. The fact is colonisation is just too expensive. People may *talk* of huge resources of copper, diamonds and other precious minerals on other planets. But no one *knows* they are there. We should spend the money on *this* planet, on feeding people and protecting Earth's environment, rather than make foolish and costly trips into space.

**Chairperson:** Many thanks, Dr Wilkins. And now, are there any questions from the audience? Yes, the lady over there ...

## 17.3 The car of the future

**Woman:** Thank you for coming, everyone. As you know, it is our job here at Future Design Technologies to predict market trends before they happen. This forward thinking allows us to advise our clients so they can be first on the market! Now, today's presentation will show how we see the development of the motor car, in the short to medium term, and that is why we have invited all of you here today.

Let's start with power. It's clear that petrol-driven engines have no future. Already there are many AFVs (for those of you who don't know, that means Alternative Fuel Vehicles) on the market, powered by anything from propane to solar power to natural gas. In fact, as long ago as the 1930s vehicles were running on natural gas. Some independent thinkers have even produced cars that run on vegetable oil! But, as we all know, of all these alternative fuel vehicles the most practical are EVs, or Electric Vehicles. Sure, in the past EVs had their problems; namely, a limited driving range and very few recharging points, which limited their use. Now, however, recent developments in EV technology mean they can match conventional petrol engines in terms of performance and safety. Let's not forget that EVs are cleaner – they are in fact zero emissions vehicles. Plus, importantly, the power source is rechargeable so this does not involve using any valuable resources. Now, the really exciting thing is this ... the *fuel cell*. Looks like a skateboard, doesn't it? Really, it's just a battery, but it's contained in the vehicle chassis. The area where the engine would normally be is free, so you have far more space! The design options for the vehicle interior are huge ... Moving on to communications, very soon cars will have their own navigation system. They will be linked to GPS satellites, so they'll do all the driving for you. What controls remain for the occupants will be audio-based. So, for example, you'll just have to say 'a bit warmer' and the air-conditioning will adjust automatically. You'll also be able to receive e-mail, music, and movies all via an Internet link. So, just tap in the destination you want, sit back, sleep, watch a movie, whatever! All that extra space where the engine was can be like a lounge; all the chairs can face each other.

**Voice from audience:** What about car crashes?!

**Woman:** Aha! Lasers and radar sensors will track nearby cars so you'll never crash. It'll be perfectly safe. Now, that's the end of the introduction.

## 18.1 It's about time

**Wife:** Hey, John. Get the post will you?

**Husband:** OK.

**Wife:** Anything interesting?

**Husband:** A few bills and ... oh ... a leaflet on recycling.

**Wife:** Oh really? It's about time we started recycling. What does it say?

**Husband:** Recycling information ... As part of the city's campaign to protect the environment, we are introducing a recycling scheme. Please use the black bin for all recyclable waste.

**Wife:** Oh, they must mean that bin we got a couple of weeks ago. I wondered what it was for.

**Husband:** It says here the collection for North Park is on Mondays.

**Wife:** How about Mum?

**Husband:** Let's look ... south ... south ... ah! South Park is on Thursdays. They say we have to put it outside by seven o'clock in the morning.

**Wife:** Mm. So what do we put in it?

**Husband:** It says here 'Newspapers, magazines, junk mail, white paper, cans and aerosols.' Pretty much everything, I think. Oh, hang on. 'No cardboard, milk cartons, plastic bags or paint cans.' Oh, and glass is different. Glass is on Tuesdays. No broken glass, it says ...

**Wife:** Well, what do we do with broken glass then?

**Husband:** I guess we have to take it to a recycling centre ourselves.

**Wife:** Oh! Why can't they collect it?

**Husband:** Maybe it's dangerous. Anyway, it says there are forty recycling centres here.

**Wife:** I've never seen one. Where are they all?

**Husband:** Well, there's a number here to call and ask. Oh-one-six-two-three, nine-eight-seven-four-two-six. I might give them a ring and ask.

**Wife:** Yes, good idea. Ask them if there's anywhere to recycle old husbands, too, will you?

**Husband:** Ha, ha. Very funny.

## 18.2 Stop, thief!

### Part 1

**Manolo:** Please, please, can you help me? Someone just stole my camera!

**Police clerk:** Now then, sir, calm down. Where did this happen?

**Manolo:** In the city centre, outside MacDonald's.

**Police clerk:** Would you like to report this to the Crime Management Unit, sir?

**Manolo:** What's that?

**Police clerk:** That's a special unit we have here that deals with this type of thing. They'll take some more details from you and give you a crime reference number ... for your insurance.

**Manolo:** Oh, yes. Let's do that then.

### Part 2

**PC Peel:** This way please, sir. Now, I'm constable Martin Peel. I just need a few details from you and then we can give you your crime reference number, OK?



**Manolo:** Yes, fine.

**PC Peel:** So, your name is ...?

**Manolo:** Manolo Gonzalez ... from Spain.

**PC Peel:** Er, that's M A N O L O, then G O N ...?

**Manolo:** Z A L E Z.

**PC Peel:** OK, Manolo, and where are you staying here in London?

**Manolo:** I am a student. I'm staying with a host family. They are Mr and Mrs Hilton. The address is 23 Brookfield Close ...

**PC Peel:** Hold on! 23 Brookfield Close ... yes?

**Manolo:** ... London ... E12 5TR.

**PC Peel:** 5TR ... OK. Now, you had a camera stolen.

**Manolo:** Yes. It was a digital camera. A Pentax DF Super.

**PC Peel:** Colour?

**Manolo:** Black.

**PC Peel:** And how much was it worth?

**Manolo:** I only bought it last month. It cost 380 euros.

**PC Peel:** Right. Now you say it was stolen in the city centre, outside MacDonald's in Hope Avenue ... What time was this, sir?

**Manolo:** About two thirty?

**PC Peel:** And did you get a look at whoever stole it?

**Manolo:** It was a young man, maybe around eighteen, with short dark hair and glasses. He was wearing jeans and a green t-shirt.

**PC Peel:** And were there any witnesses?

**Manolo:** Lots of people were there but ... Oh! the ice cream seller. He was standing on the corner.

**PC Peel:** OK. An ice cream seller. Now, I'm going to give you a crime reference number, so write it down. It's E-F-O one seven six three eight. Got it?

**Manolo:** Yes.

**PC Peel:** OK. Well, Mr Gonzalez. That's all we can do for now. We'll contact you if we have any news.

**Manolo:** OK then. Thank you very much.

### 18.3 To give or not to give

**Diane:** Oh ... I'm sick of shopping now. These bags are too heavy!

**Charles:** Yeah. Let's go home ... Oh no, here we go again ...

**Beggar:** Can you spare any change, sir? For the homeless.

**Charles:** No, I'm sorry.

**Diane:** Wait a minute. Here you are.

**Beggar:** Thanks, luv. Have a nice day.

**Charles:** You mustn't give those people any money, Diane.

**Diane:** Why not? I think we should help people who can't help themselves. It can't be easy living on the streets.

**Charles:** If they're homeless, it's because they want to be. There are plenty of hostels and places they can stay.

**Diane:** Hmm. What would *you* think if you had no money and saw people like us with loads of shopping bags walking past all day, ignoring you? How would *you* feel?

**Charles:** They get plenty of money off the government ...

**Diane:** Oh, really?

**Charles:** Yes. They spend the money they get from begging on drugs and alcohol. That's the only reason they ask for more ... and mugs like you give it to them!

**Diane:** I don't think it's that simple, Charles. Many beggars have mental problems, like depression. And anyway, living that kind of life no wonder they start drinking and taking drugs.

**Charles:** He was only, what, mid-twenties? Perfectly fit. He could get a job today if he wanted. When I was his age I had a job. I was working for my money, not begging for it. But people like him, they could easily get a job if they wanted one; the fact is, they know they can have a perfectly cushy life thanks to the government and people like you.

**Diane:** Cushy? I wouldn't call that kind of life cushy. Whatever the reason for it, people who beg on the streets have a hard life. Anyway, I don't like talking about this kind of thing. Let's just forget it.



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