Access to English is a classroom resource for teaching intermediate level students currently living or studying in Australia. It consists of a video and photocopiable worksheets, and is intended to supplement English language teaching by providing practice in listening, reading and speaking.

The video consists of real-life transactions in everyday Australian life around the themes of:

- buying goods
- using services
- exchanging information
- accessing health and education.

The ready-to-use photocopiable worksheets are based on the scenes from the video. The worksheets are self-contained and provide students with practice in listening, reading and speaking skills. They also provide activities based on the language features of the video scenes.

Other features include:

- a video transcript
- teachers' notes and a map of activities enabling easy navigation
- cultural and language notes.

All worksheets are reproducible for classroom use.

Level: Intermediate, ASLPR 1 to 1+, and CSWE II and III
ACCESS TO ENGLISH
Photocopiable worksheets
Catherine du Peloux Menagé and Kristine Brown
ACCESS TO ENGLISH

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ACCESS TO ENGLISH
Notes for teachers

Introduction
Access to English consists of a video and photocopiable worksheet book. It is a supplementary classroom resource for students at the intermediate level (ASLPR 1 to 1+). It would be most suited to students in the second phase of CSWE II or the first phase of CSWE III. The focus of the video is on common transactional exchanges which would be of practical use to students living or studying in Australia.

Access to English gives students practice in listening and reading skills as well as extensive speaking practice and language work based on the language features of each video scene. Linked writing activities are suggested in the possible extension activities section of these notes.

CSWE II
Competency 6 Can negotiate an oral transaction to obtain information
Competency 7 Can negotiate an oral transaction for goods and services
Competency 10 Can read a short information text

CSWE III – Community access
Competency 5 Can obtain information through a telephone enquiry
Competency 6 Can negotiate a complex/problematic spoken exchange
Competency 9 Can read an information text

The video is divided into five themes:
1 Buying goods – in a supermarket and in a department store (four segments)
2 Using services – using the telephone and using public transport (five segments)
3 Exchanging information – at the chemist (three segments)
4 Accessing health – dental surgery, community health centre and hospital (three segments)
5 Accessing education – talking to the school principal (three segments)

Access to English focuses mainly on transactional conversations — that is, conversations which have a practical goal: either to obtain information or to obtain goods and services. However, as in many transactional conversations, parts of the conversations are more interpersonal in nature — that is, to establish a relationship, to be polite and friendly or simply to ‘oil the social wheels’. Some of the transactions have a humorous element and/or an unexpected twist at the end.

The worksheets also include one written text per segment, usually an information text of some kind – for example, a notice, a label or a brochure.

The worksheet book contains:

• teachers’ notes
• a set of photocopiable worksheets about each video segment
• the video transcripts
• answers.

Photocopiable worksheets
Within each segment, the activities follow the pattern below, although in one or two cases there is a variation on this pattern:

• Before you watch
• Listening
• Language
• Reading
• Speaking.

In addition, all segments include at least one boxed section containing language or cultural notes.

Icons
Icons used in the worksheets are:

When you see this icon, watch the video.

When you see this icon, read the specified text.

Before you watch
Before viewing the video, students should look at the photograph on the first worksheet of each segment and work on predicting the content using the title of the segment, the photograph and the three questions that recur in every segment:
• Who are the people?
• Where are they?
• What are they doing?

Students should then watch the video once, or at least part of it, to confirm, adapt or reject their predictions. They should then watch the video again before doing the listening activities. They should watch as many times as you feel is appropriate. Some dialogues are more difficult than others, especially in the Health and Education themes, and students may need numerous listenings in these cases.

Listening
Listening activities vary according to the nature of the scene and level of difficulty of the dialogues. They generally focus on understanding the gist of the conversation or extracting specific information.

Activity types include:
• completing a chart with information from the dialogue
• identifying the order in which events occur or information is given
• sequencing parts of the dialogue
• selecting what is talked about from a list
• true/false questions
• summary cloze.

There may also be class discussion of questions about the scene and dialogue.

As the scenes are sometimes humorous, there is the potential for further exploration of these elements. There is also potential for discussing the visual aspects of the video, body language of characters and other visual features that have not been highlighted in the activities.

Language
The language activities vary depending on the nature and the level of difficulty of the scene, but always relate to the language used in the dialogue. The activities focus on grammar, vocabulary or discourse features.

There are a few activities that focus on pronunciation or intonation, but in general the material is not well suited to practical pronunciation activities without additional resources. However, there are many features of the scenes that you could use for pronunciation activities, modelling them yourself or making recorded materials for students to listen to.
Examples of language activities are:

- cloze exercises to focus on particular language features
- vocabulary matching, categorisation or brainstorming
- guessing meanings of vocabulary items in context
- grammar practice (e.g., tense, question forms)
- practice of particular sentence patterns.

Where an extended explanation of the language point is needed before an activity, this is provided in a boxed language note before the activity instructions.

Not every language feature of the scenes has been developed into an activity or a language point. You will be able to find other language features on which you can focus if you feel your students would find them useful.

**Reading**

This section contains authentic or semi-authentic reading texts thematically related to the segments. In general, the texts go beyond the language of the dialogue. Often, they reflect some of the sociocultural points raised in and by the scene. There are activities following each reading text, but there is usually also considerable potential for you to exploit the reading texts in other ways.

As a general rule, activities practise the following skills:

- understanding main ideas and supporting details
- deducing meanings of words from context
- understanding organisation of ideas
- reading for detail
- understanding complex sentences.

The cultural notes are mini reading texts in themselves and could be exploited further.

No writing activities are provided in the worksheets, but possible writing tasks are suggested below under ‘Possible extension activities’. These flow thematically from the topics in each segment but would all need written models and some practice before students could attempt them.

**Speaking**

This section contains communicative speaking activities related to the scenes. These activities give students an opportunity either to practise similar exchanges or to discuss topics and issues arising from the video segment.

Tasks that ask students to practise exchanges similar to those in the video scenes include:

- role-play
- discourse chains
- skeletal dialogues
- practice of question/answer pairs or offer/acceptance pairs.

In the discussion activities, there is usually no direction about whether to hold the discussion as a class, in groups or in pairs. It is left to your discretion to decide the most appropriate form for your class.

**Cultural notes**

Because the video scenes deal with real-life transactions in everyday Australian life, they are rich with cultural topics and issues. As such, they provide useful starting points for discussion and cross-cultural comparison. At least one sociocultural aspect of each video scene is presented in the cultural notes boxes, but you are likely to find other points to discuss.

**Language notes**

Boxed language notes contain information about an interesting and/or useful language feature that occurs in the video segment, but that is not dealt with in an activity. You may want to devise activities that practise or further focus on these language points.
**Map of the book**

The map of the book that follows highlights the topics covered, the listening and speaking focus and activities, the type of reading text included, and the language and cultural points explained.

<table>
<thead>
<tr>
<th>Theme</th>
<th>Topic</th>
<th>Listening and speaking</th>
<th>Reading</th>
<th>Language points</th>
<th>Cultural points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Buying goods</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>At the supermarket 1 &amp; 2</strong></td>
<td>a problem with money and a price check</td>
<td>understanding a simple service encounter discussing food and shopping habits</td>
<td>information text on supermarket shopping</td>
<td>tag questions idioms related to money</td>
<td>abbreviating names</td>
</tr>
<tr>
<td></td>
<td>problems at the checkout</td>
<td>negotiating a problematic service encounter discussing queuing and shopping customs in Australia and other countries</td>
<td>information text on supermarket etiquette</td>
<td>using pronouns to refer to things in immediate context phrasal verbs with go and come</td>
<td>queuing</td>
</tr>
<tr>
<td><strong>In a department store 1 &amp; 2</strong></td>
<td>lay-by and exchanges</td>
<td>understanding simple instructions negotiating a problematic service encounter discussing lay-by and exchanges and common store practices</td>
<td>explanation of lay-by conditions</td>
<td>using <em>if</em> for polite requests questions expressed in statement form using the form: <em>To do X, you need to do Y</em> ... departments and department store products</td>
<td>lay-by exchanging goods</td>
</tr>
<tr>
<td><strong>In a department store 3</strong></td>
<td>buying clothes a humorous situation</td>
<td>understanding a service encounter (including some humour) discussing department store likes, dislikes and experiences, in Australia and other countries</td>
<td>clothing labels</td>
<td>singular and plural forms for clothing giving positive or negative feedback using the form: <em>which means</em> ... encounters with sales staff: <em>Are you right, sir?</em> focus stress</td>
<td></td>
</tr>
<tr>
<td>Theme</td>
<td>Topic</td>
<td>Listening and speaking</td>
<td>Reading</td>
<td>Language points</td>
<td>Cultural points</td>
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<td>----------------------------------------------------------------------------------------</td>
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<tr>
<td>Using services</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>At home using the phone 1</td>
<td>opening a new account with a gas company</td>
<td>using the telephone to make an appointment talking about emotions recounting experiences with service people</td>
<td>information text about paying bills</td>
<td>using <em>I see</em> to mean <em>I understand</em> using modals to be polite using the form: <em>I need X (verb) +ed</em></td>
<td>use of first names by service staff</td>
</tr>
<tr>
<td>At home using the phone 2</td>
<td>reporting a gas leak</td>
<td>reporting a problem asking for, giving and following simple instructions</td>
<td>information text about contacting a gas company</td>
<td>parts of common household appliances polite instructions using <em>if</em> giving details about a problem</td>
<td></td>
</tr>
<tr>
<td>At home using the phone 3</td>
<td>a visit from the telephone repair man</td>
<td>understanding a problematic service encounter (including some humour) discussing methods of communication explaining a problem talking about hobbies</td>
<td>newspaper article</td>
<td>adverbs describing regularity and irregularity using the form: <em>sort of like ...</em> using the form: <em>it goes ...</em> technical terms idioms</td>
<td></td>
</tr>
<tr>
<td>Using public transport 1</td>
<td>being stopped for travelling without a ticket</td>
<td>understanding a problematic exchange (including some humour) making excuses discussing experiences with travelling and fines</td>
<td>signs and notices</td>
<td>asking for repetition <em>where’d, how’d, when’d, why’d</em> signalling a change of tone or topic, eg <em>but seriously ...</em></td>
<td>fines and penalties</td>
</tr>
<tr>
<td>Using public transport 2</td>
<td>exchanging a ticket</td>
<td>understanding a problematic exchange (including some humour) being polite when asking for information and giving replies discussing humour in Australia and other countries</td>
<td>information text about Australian humour</td>
<td>idioms about the weather idioms about joking humorous similes</td>
<td>Australian idioms Australian humour</td>
</tr>
</tbody>
</table>

Notes for teachers

Access to English
### 3 Exchanging information

<table>
<thead>
<tr>
<th>Theme</th>
<th>Topic</th>
<th>Listening and speaking</th>
<th>Reading</th>
<th>Language points</th>
<th>Cultural points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>At the chemist 1</strong></td>
<td>getting a prescription filled</td>
<td>negotiating a simple service encounter using stress for emphasis discussing medical and dental care in Australia and other countries</td>
<td>information text about health care cards</td>
<td>using <em>do</em> for emphasis using the form: <em>Do I need/have to ...?</em> entitlement and other formal terms using <em>should</em> for obligation and expectation</td>
<td>politeness in service encounters</td>
</tr>
<tr>
<td><strong>At the chemist 2</strong></td>
<td>getting advice about a medical product</td>
<td>negotiating a complex service encounter asking for and giving advice discussing alternative medicine</td>
<td>medical labels</td>
<td>verb tenses – present, simple past, present perfect illnesses and medical specialists</td>
<td>information about pharmacies</td>
</tr>
<tr>
<td><strong>At the chemist 3</strong></td>
<td>a misunderstanding about prescription and non-prescription drugs</td>
<td>negotiating a complex service encounter completing a survey about health and fitness and discussing results</td>
<td>self-help information text about back pain</td>
<td>articles and pronouns related nouns, verbs and adjectives</td>
<td>prescriptions and ‘over-the-counter’ medicines</td>
</tr>
</tbody>
</table>

### 4 Accessing health

<table>
<thead>
<tr>
<th>Theme</th>
<th>Topic</th>
<th>Listening and speaking</th>
<th>Reading</th>
<th>Language points</th>
<th>Cultural points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Phoning the dentist’s surgery 1</strong></td>
<td>making an appointment with the dentist</td>
<td>making an appointment on the telephone</td>
<td>information text about dental services</td>
<td>rising and falling intonation when asking questions</td>
<td>medical centres</td>
</tr>
<tr>
<td><strong>At the community health centre 2</strong></td>
<td>visiting a community health centre about a problem</td>
<td>negotiating a problematic exchange interpreting body language talking about cultural norms for talking to others about problems talking about body language in Australia and other countries</td>
<td>talking about problems – minimising the problem (eg <em>That’s all really</em>) and encouraging someone to talk (eg <em>It’s all right</em>) types of problems, feelings, people who can help and things you can do</td>
<td>cultural norms for talking to others about problems</td>
<td></td>
</tr>
<tr>
<td>Theme</td>
<td>Topic</td>
<td>Listening and speaking</td>
<td>Reading</td>
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<tr>
<td>4 Accessing health (continued)</td>
<td>At the hospital 3</td>
<td>receiving a diagnosis about a relative</td>
<td>understanding a problematic exchange</td>
<td>information text about Alzheimer’s disease</td>
<td>expressing an alternative opinion using <em>may</em> and <em>will</em> softening the message</td>
</tr>
<tr>
<td>5 Accessing education</td>
<td>At the school 1 (enrolling a child)</td>
<td>meeting the principal to enrol a child at school</td>
<td>understanding a complex information exchange negotiating an enrolment interview discussing schools in Australia and other countries</td>
<td>information text – extract from a school newsletter about school activities</td>
<td>phrasal verbs <em>come up, come down</em> school activities signalling the end of an interview</td>
</tr>
<tr>
<td></td>
<td>At the school 2 (discussing a problem)</td>
<td>meeting the principal to discuss a bullying problem</td>
<td>understanding a problematic exchange describing a problem discussing racism and discrimination</td>
<td>information text – school handout about bullying</td>
<td>reported speech problems at school feelings using the form: <em>What makes you think …?</em></td>
</tr>
<tr>
<td></td>
<td>At the school 3 (interview with the principal)</td>
<td>meeting the principal to discuss a problem about non-attendance</td>
<td>understanding a problematic exchange discussing schools in Australia and other countries</td>
<td>information text – extract from a school newsletter about school attendance rules</td>
<td>verb tenses <em>requirements</em> and other formal/legal language related nouns and verbs using the form: <em>I wouldn’t have ... if ...</em></td>
</tr>
</tbody>
</table>
Possible extension activities
There is considerable scope for developing further activities based on the content of the dialogues. Some ideas for each segment follow:

Theme 1: Buying goods

At the supermarket 1 & 2
- more abbreviated forms, eg compo, ute
- writing a letter to a friend describing shopping habits in Australia

At the supermarket 3
- consumer rights and issues
- vocabulary related to food ‘going off’, eg mouldy, stale
- more phrasal verbs, eg with do, put
- reading or writing instructions about how to store food properly

In a department store 1 & 2
- consumer rights (students could look up information on the Internet)
- writing a letter of complaint about unsatisfactory goods or services

In a department store 3
- cultural attitudes towards ‘telling white lies’ to a friend about how something looks
- asking questions about products when shopping
- writing a guide to local shops for newcomers to the area

Theme 2: Using services

At home using the phone 1
- discussing cultural norms related to appointments with service people
- writing a letter to a gas company or other utility asking for extra time to pay a bill

At home using the phone 2
- describing domestic accidents and incidents, and discussing appropriate action
- writing a letter of complaint to a landlord about a problem with a flat or a house
- filling in forms

At home using the phone 3
- revising adverbs of frequency
- reading other newspaper articles about local events
- writing about hobbies

Using public transport 1
- further conversational strategies for clarification
- reading signs and notices related to public transport
- unpacking language of official notices into more conversational and concrete language
- writing a formal letter appealing against a transport or parking fine

Using public transport 2
- reading signs and advertisements about travel
- discussing cultural differences in humour
Theme 3: Exchanging information

At the chemist 1
- reading other texts relating to chemist and medical services
- reading chemist shop signs and notices

At the chemist 2
- reading information texts about different types of alternative therapists
- reading other medical labels

At the chemist 3
- writing self-help information text about common medical problems
- reading inserts in medicine packaging about side-effects of the product
- strategies to clarify information

Theme 4: Accessing health

Phoning the dentist’s surgery 1
- opening and closing strategies in phone conversations
- vocabulary about dental health
- filling in forms

At the community health centre 2
- language to give advice
- reading information brochures about community health centres and similar services
- writing to a friend about a personal problem

At the hospital 3
- more modals
- looking up information on the Internet about Alzheimer’s or other health problems

Theme 5: Accessing education

At the school 1 (enrolling a child)
- more phrasal verbs, eg with get, take, help
- reading information texts about school enrolment and other procedures
- strategies to close formal conversations
- writing a letter to a school enquiring about enrolment

At the school 2 (discussing a problem)
- writing a letter to the school about a problem
- reading texts on racial and other discrimination

At the school 3 (interview with the principal)
- reading extracts from school newsletters and other school notes
- writing an absence note for a child
The theme is "BUYING GOODS" at the supermarket 1 & 2.

**Before you watch**

Look at the picture. Think and talk about these questions:
- Who are the people?
- Where are they?
- What are they doing?

**Listening**

1. **Watch the video of the first scene and tick the correct answer.**

   a) The customer is buying:
   - bread and milk
   - a toothbrush and toothpaste

   b) They cost:
   - under $5
   - over $5

   c) The customer gives the cashier a:
   - $50 note
   - $100 note

   d) The cashier has:
   - change
   - no change

   e) The customer finds a:
   - $20 note
   - $10 note

2. **Watch the video of the second scene and tick the correct answer.**

   a) The cashier:
   - knows the price of the item
   - does not know the price of the item

   b) The customer is buying:
   - lychees
   - mangoes

   c) The cashier asks for:
   - the price of the item
   - another item

   d) The cashier is upset because:
   - she's tired
   - prices aren't marked on the items

   e) The price of the lychees is:
   - over $2
   - under $2

3. **Watch the video again. Discuss these questions with another student:**

   a) What is the problem in the first scene?
   b) What is the problem in the second scene?

**Cultural note – Abbreviated names**

Australians like to abbreviate people’s names. **Bev**, in scene 2, is short for **Beverley**.

There may be more than one abbreviation for a name. Here are some more examples:
- Christine – Chris, Chrissie
- Michael – Mike, Mick, Mickey
- Katherine – Kathy, Kath, Kate, Kitty
- Daniel – Dan, Danny.

Can you think of any more abbreviated names?
Language

Tag questions
In the second scene, the cashier says to the customer:

You don't know the price on that, do you, love?

instead of:

Do you know the price on that?

The cashier uses a negative tag question. She makes a negative statement and then adds a positive question ‘tag’. She expects the answer to be No, but hopes it might be Yes.

Tag questions are often used to make a question or command ‘softer’ or more polite. For example, if you are in a supermarket queue behind someone with a full trolley and you have only one item, you could say:

You couldn’t let me go first, could you?

4 Make these questions into negative tag questions. One has been done for you.

a) Do you have a bigger box of cornflakes?
   You don’t have a bigger box of cornflakes, do you?

b) Have you got any change?

c) Do you sell parmesan cheese?

 d) Are there any 12-packs of fruit juice?

 e) Do you have any goat’s milk?

 f) Have you got any raspberry yoghurt?

Idioms
In the first scene, the cashier says to the customer:

What did you do, win Lotto?

She says this because the customer wants to pay for his small purchases with a $100 note.

Win Lotto is an idiom. We mostly use idioms in informal situations.

5 The idioms in Column A are about money. Match each idiom with its meaning in Column B. One has been done for you.

Column A
not worth a brass razoo
live on the smell of an oily rag
charge like a wounded bull
what do you do for a crust?
shout
broke

Column B
how do you earn your living?
charge very high prices
not worth much
buy a round of drinks in a pub
have no money left
live on very little money
Reading

Read this extract from a guide to shopping in Australia.

Supermarket shopping in Australia

When you visit a supermarket in Australia for the first time, there are some things that will seem unusual. Europeans may be surprised by the fact that staff at the checkouts stand up. It must be hard on their feet! In most European countries they sit down.

Staff in Australian supermarkets are often friendly and chatty. They often have conversations with customers. They may make jokes and sometimes call customers ‘love’ or ‘darl’ (short for darling) even though they don’t know them.

If you can’t carry heavy bags or have other shopping to do, most supermarkets will deliver your shopping to your home, usually for a small fee. Many supermarkets also offer to take your shopping to the car park for pick up. This service is usually free.

Some supermarkets now offer banking services. Most take credit cards as well as EFTPOS cards. Few people pay by cheque. Many people pay for their shopping and take cash out at the same time, instead of going to a bank or cash machine.

Have you ever seen a supermarket trolley at the bottom or the top of a flight of stairs? Trolleys are often taken out of supermarkets and then abandoned in strange places. This can be dangerous to the public. It is also expensive for the supermarkets. In some places, customers have to pay to take a trolley. The money is refunded when they return it. Some supermarkets offer rewards to members of the public who call in and report abandoned trolleys.

6 Complete the text below using words from the extract above.

In Australian supermarkets, staff at the checkouts usually ____________ ____________.
Supermarket staff are often ____________ and ____________. They sometimes make jokes with _________ and call them _________ and _________. If you can’t carry heavy bags, the supermarket will _________ your shopping for a small _________. In most Australian supermarkets, customers can pay with _________ _________ and ________ as well as cash. Abandoned supermarket ________ are _________ to the public and _________ for the supermarkets. Some supermarkets offer _________ to people who phone in to report _________ trolleys.
Speaking

7 Here are ten products that you can buy in most supermarkets in Australia. You can also buy them in other shops. Talk to a partner and write down a list of shops where you can buy these products.

- Fruit and vegetables
- Meat
- Fish
- Stationery
- Cleaning products
- Cigarettes
- Toothpaste
- Flowers
- Toys
- Magazines

8 Where can you buy these things in your country of origin? Write down where you can buy them and then talk to a partner from a different country. Find out where they usually buy these things in their country.

- Stamps
- Aspirin
- Meat
- Alcohol
- Newspapers
- Clothes

9 Discuss these questions about shopping for food in different countries with other students.

In your country of origin:
- Do most people buy their food in a supermarket?
- Do shopkeepers ask ‘How are you?’
- Do shopkeepers tell jokes?
- Do most people shop for food every day or once a week?
- Do women or men usually do the shopping?

In Australia:
- Where do you buy most of your food?
- What do you like about food shopping in Australia?
- What don’t you like about food shopping in Australia?
- Have you ever bought food on the Internet?
- Do you prefer supermarket shopping to buying food in small shops. Why? Why not?
BUYING GOODS
At the supermarket 3

Before you watch
Look at the picture. Think and talk about these questions:
• Who are the people?
• Where are they?
• What are they doing?

Listening
1 Watch the video. Fill in the gaps in the dialogue below with the words from the box.

<table>
<thead>
<tr>
<th>brand</th>
<th>twin pack</th>
<th>flavour</th>
<th>fridge</th>
<th>packet</th>
<th>yoghurt</th>
</tr>
</thead>
</table>

Sales assistant: G'day.
Customer 1: Hello.
Sales assistant: Oh, you can't buy a single one of these, love.
Customer 1: Pardon?
Sales assistant: You can't buy a single ______________ of this one, love – it comes in twos.
Customer 1: I just want one.
Sales assistant: Yeah, I know, but see, it says 'to be sold as a ______________ ______________ only'. If you want one, you'll have to get another ______________ or go and get another ______________. OK?
Customer 1: OK.
Sales assistant: Oh, can you put that in the ______________ for me? I can't leave it here – it'll go off. Next.
Customer 2: How are you?
Sales assistant: Good.
Customer 1: I was here before. I just went back to change the ______________.
Customer 2: I'm sorry, mate, I'm here now. You'll just have to wait.

2 Discuss these questions with another student.
   a) The first customer has two problems. What are they?
   b) Have you ever had problems like this when shopping in Australian supermarkets?
Language

Using pronouns to refer to things in the immediate context
The customer and the sales assistant are talking about the yoghurt. However, we only hear the word yoghurt at the end. They use pronouns such as it, this, that or this one to refer to the noun yoghurt. They can see the thing they are talking about (it is in the immediate context) and so do not need to refer to it by name.

3 Circle the words in the dialogue below that refer to yoghurt. One has been done for you.

Sales assistant: Oh, you can’t buy a single one of these, love.
Customer: Pardon?
Sales assistant: You can’t buy a single packet of this one, love – it comes in twos.
Customer: I just want one.
Sales assistant: Yeah, I know, but see, it says ‘to be sold as a twin pack only’. If you want one, you’ll have to get another flavour or go and get another brand. OK?
Customer: OK.
Sales assistant: Oh, can you put that in the fridge for me? I can’t leave it here – it’ll go off.

4 Fill in the gaps in the text below with the words from the box.

Customer: You don’t have a big packet of Omo washing powder, do you?
Sales assistant: Yes we do. _______’s on the shelf behind you.
Customer: I can’t see _______.
Sales assistant: _______’s just there. No, no, not that ________, the packet just behind it. Yes, _______ one.
Customer: No, _______’s not it. I want the bigger size.

Phrasal verbs

The sales assistant says: I can’t leave it here – it’ll go off.
Go off means the yoghurt will go bad and will be dangerous to eat.
Verbs such as do, go and come are often used with prepositions or adverbs. They become phrasal verbs. Phrasal verbs have a different meaning to the base verb.

5 Phrasal verbs with go. Match the verb with its meaning. One has been done for you.

go in for disagree with or oppose something or someone
go after do something regularly or often
go against continue with something
go through with pursue a goal or aim
go on endure

6 Phrasal verbs with come. Match the verb with its meaning. One has been done for you.

come up with happen
come through regain consciousness
come round to survive or get over something
come about think up or imagine
come to be persuaded about something after a time
Reading

Read this extract from a guide to shopping in Australia.

Supermarket manners
In Australia, queuing is taken quite seriously. There are unwritten rules about queuing and if you break one of these rules, other people can get annoyed. Going to the top of a queue rather than to the end is known as queue jumping. It is definitely breaking the rules. If you do this, people will often tell you that you should go to the end of the queue. If you are in a great hurry, you can always ask politely whether you can go first. People will often let you, but remember to say thank you!

In supermarkets, at specialty counters such as deli, fish or meat counters, there is often a ticket system. You need to take a numbered ticket and then wait for your number to come up. Don’t forget to take a ticket or you can wait forever!

The biggest queues are at the checkouts. These days, there are different kinds of checkouts – ‘cash only’ and ‘8 items or less’ are the main ones. You will get angry looks if you try to pay by credit card in a ‘cash only’ counter. In an ‘8 items’ checkout you can have a few more than just 8 items. You really shouldn’t have as many as 25 items though!

Reserving your place in the queue with your trolley is not the right thing to do, but if you’ve forgotten something you can ask the person in front to keep an eye on your trolley. If you’re not sure what the queuing ‘rules’ are in a situation, look around and try to work them out. And one last thing, there’s a law of queuing which says that whichever queue you choose, the other queues always move faster!

7 Read the statements below about the passage you have just read and tick True or False.

a) There are official rules in Australia about queuing.

b) People don’t mind if you break a rule about queuing.

c) Queue jumping is fine if you’re in a hurry.

d) You have to queue a lot in supermarkets.

e) You often need a ticket to be served at the deli counter in a supermarket.

f) If you only have a credit card, you should not go to a ‘cash only’ checkout.

g) It’s not okay to have 10 items at an ‘8 items or less’ checkout.

h) If you remember something you need when you’re at the checkout, you can ask someone to mind your trolley.

i) It’s usually possible to work out the queuing ‘rules’ by looking at other people around you.
Speaking

8 Work with a student from a different country. Discuss the questions below. Then change partners and discuss the questions again.

In your country of origin …

Queuing
- When do people queue?
- Do people have to queue more than once when they are buying something?
- In government offices, do people have to take a number when they are queuing?
- Do people get upset if someone jumps the queue?

Buying and paying
- Do people bargain when buying something?
- Do shops prefer customers to pay cash?
- Do customers ever get a discount when they pay cash?

9 Work with a partner. Take turns at being the cashier and the customer in these situations.
The information you need is below.

Situations
a) The customer wants to buy an item with a reduced price sticker. The reduced price is no longer valid. It was a special price which ended two days ago.

b) A customer wants to buy a small bottle of ‘Floreal’ hair conditioner. The small bottle is not for sale. It comes free if the customer buys a bottle of ‘Floreal’ shampoo.

Cashier Customer
Greeting Greeting
State problem Ask for repetition
Rephrase problem Show lack of understanding
Rephrase again; offer alternative Show understanding; accept alternative
Close Close

BUYING GOODS
In a department store 1 & 2

Before you watch
Look at the picture. Think and talk about these questions:
• Who are the people?
• Where are they?
• What are they doing?

Listening
1 Watch the video of the first scene. Complete the text below with the correct words from the box.

sales assistant on lay-by upstairs pick up counter escalators payment

A husband and wife went into a department store to _____________ _____________ the wife’s skirt. She had bought it _____________ _____________. They went up to the counter where the woman had made the first _____________. The sales assistant told them to go _____________ to the lay-by _____________ to pick it up. The woman was surprised that it was a different counter. The _____________ _____________ told them that lay-by items had to be picked up from the lay-by counter. She told them to use the _____________ to get there.

2 Watch the video of the second scene. Complete the text below with the correct words from the box.

directions white size small branch receipt exchange

A woman went to a department store to _____________ a shirt. She showed the assistant her _____________. The shirt was too _____________ for her husband. She asked for a _____________ 42 but it was only available in ______________. Another _____________ of the department store had the shirt in blue. The customer decided to go to the other branch. She asked the assistant for _____________.

Language
3 List A is a selection of products that can be purchased in a department store.
List B is a range of departments within a store. Match the product and the department. One has been done for you.

A
sheets and towels
nightdress
lipstick
belt
diary
doll
toaster
chocolates
woman’s coat
dinner plates
saucepans

B
fashion accessories
stationery
small electrical goods
kitchenware
china and glass
lingerie
cosmetics
manchester
confectionery
women’s fashions
toys

Photocopiable worksheets
Language

Polite requests with *if*
We sometimes start a sentence with *if* as a polite way of asking someone to do something. For example:

*If you’d like to go to the lay-by counter* means *Go to the lay-by counter.*

*If you just go out onto the main road* means *Just go out onto the main road.*

4 The sales assistant in scene 1 says: *To pick up a lay-by, you need to go to the lay-by counter.* Use this pattern to make new sentences.

a) Exchange a skirt/exchanges counter

b) Pay a bill/accounts department

c) Try on trousers/fitting room

d) Buy a boy’s jacket/boyswear department

e) Purchase a gift voucher/cashier’s office

f) Exchange an item/keep docket

5 Read the dialogues below. Add question marks at the end of the questions. Underline the statements that are really questions. Practise saying the dialogues with another student.

a) **Customer:** Hello, I’d like to return something. Can I do it here.

   **Sales assistant:** Yes, what is it you would like to return.

   **Customer:** It’s this mixer bowl. It doesn’t fit my machine.

   **Sales assistant:** It’s too small.

   **Customer:** No, it’s too big.

   **Sales assistant:** You want to exchange it for a smaller one.

b) **Sales assistant:** How do the shoes fit, madam.

   **Customer:** They’re great. I’ll take them. You sell pantyhose in this department.

   **Sales assistant:** No, downstairs. We only sell shoe polish here. Neutral or blue.

   **Customer:** Neutral, please.

   **Sales assistant:** Okay. There’s nothing else.

   **Customer:** No, that’s fine.
Reading

Read the text below from a lay-by docket.

**Jones&Co**

**Lay-by policy for Jones and Co Stores**

Jones and Co encourage customers to purchase on lay-by. It allows you to decide on what you want early in the season when we have the widest selection of styles, colours and sizes.

The information below gives details of our lay-by policy. Please read this carefully.

- The first payment on a lay-by must be made immediately and must be at least 10% of the total value of the lay-by.
- The total lay-by period is six weeks. If you need to extend this, please contact us.
- Instalments are due at least fortnightly. If you are having problems paying, please contact us.
- If a lay-by is cancelled, you have the right to a full refund minus a cancellation fee. This amount is shown on your lay-by docket. It is usually 20% of the cost of the lay-by items.
- If you fail to pay for the lay-by, Jones and Co will advise you that the lay-by will be cancelled within seven days unless payment is received. If you do not pay in that time, the lay-by will be cancelled and your money returned to you minus the cancellation fee.
- The customer is required to advise the store of any change of address.

*We thank you for shopping at Jones&Co*

---

6 Read the following statements and tick True or False.

- a) If you buy goods on lay-by, you must pay some money immediately.  [ ] True  [ ] False
- b) The lay-by period is always six weeks and can never be longer.  [ ] True  [ ] False
- c) You must pay some money to the store every two weeks.  [ ] True  [ ] False
- d) You can cancel a lay-by if you want to.  [ ] True  [ ] False
- e) If you cancel a lay-by, you get all your money back.  [ ] True  [ ] False
- f) If you don't pay on time, the store immediately cancels the lay-by and you lose all your money.  [ ] True  [ ] False
- g) You must tell the store if you change your address.  [ ] True  [ ] False
Speaking

7 Work with a partner. Take turns to be the sales assistant and the customer in the situations below. Make up as many details as you can. Work out your own solutions.


Sales assistant: The other book is in stock. But you aren’t supposed to exchange books without the receipt.

b) Customer: You want to exchange a size 12 blue shirt. You want a red shirt instead. Give a reason.

Sales assistant: You check whether the customer has the receipt.

Customer: You show the receipt.

Sales assistant: You check stock. There is no size 12 left in red, only in white and green.

8 Discuss these questions with other students.

a) Have you ever used lay-by? Do people use lay-by in your country of origin?

b) Do you usually keep receipts when you buy items such as clothing?

c) Have you ever tried to exchange something you have bought? What happened?

d) Have you ever tried to get a refund from a shop? What happened?

e) Are some stores better than others about exchanging goods?
BUYING GOODS
In a department store 3

Before you watch
Look at the picture. Think and talk about these questions:
• Who are the people?
• Where are they?
• What are they doing?

Listening
1 Watch the video. What was the sequence of events? Number the sentences below from 1 to 7. The first one has been done for you.

A sales assistant asks a customer if he needs help.
The customer explains the jacket is for his son, not for himself.
The sales assistant finds a jacket for the customer.
The customer tries it on.
The customer says that he is looking for a jacket.
It suits the customer well.
The sales assistant is a little annoyed.

Language
Singular and plural forms for clothing
The sales assistant said: Why don’t you give it a try?
It means the jacket.
However, for some clothes, such as trousers, we use plural forms – eg they, these, those, them.

2 Fill in the gaps in the following sentences. Use a singular or plural form.

a) Could I try ___________________ on? (jeans)
b) I’d like to see ___________________ in a size 12, please. (coat)
c) Do you have ___________________ in navy? (a pair of shoes)
d) I’d like to try ___________________ on. (shorts)
e) Do you stock ___________________ in leather? (gloves)
f) Can I see ___________________ in green? (a scarf)
g) Do you think ___________________ would be too dark for me? (a suit)
h) Do you have ___________________ with a black frame? (sunglasses)
i) Have you got ___________________ without the flower? (hat)
j) Do you have ___________________ in a size 14? (trousers)
Language

Talking about clothes
The customer and the sales assistant talk about the jacket. The sales assistant says to the customer: \textit{It suits you}.
There are many ways to give someone positive or negative feedback about how they look in clothes.

3 Look at the phrases in the box below. Some of them are positive and some are negative. Write the positive phrases in the left-hand column and the negative ones in the right-hand column.

<table>
<thead>
<tr>
<th>Positive</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>It suits you</td>
<td>It's too big</td>
</tr>
<tr>
<td>It looks great</td>
<td>It looks good on you</td>
</tr>
<tr>
<td>It fits well</td>
<td>It doesn't really work</td>
</tr>
<tr>
<td>It's perfect</td>
<td>It's not really you</td>
</tr>
<tr>
<td>It's definitely you</td>
<td>It's the right colour for you</td>
</tr>
<tr>
<td>It's too small</td>
<td>It's just right</td>
</tr>
</tbody>
</table>

4 When the assistant describes the jacket, she says:
\textit{It's a Stafford Ellinson, which means it's a very good brand.} 
\textit{It's 70\% wool and 30\% polyester, which means it holds its shape very well.}

Follow the pattern. Match each description with an advantage. One has been done for you.

<table>
<thead>
<tr>
<th>Description</th>
<th>Advantage</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) This one's lined, which means</td>
<td>it looks very fashionable.</td>
</tr>
<tr>
<td>b) It's wool, which means</td>
<td>it's a bit warmer than the others.</td>
</tr>
<tr>
<td>c) It's the latest style, which means</td>
<td>it's cool.</td>
</tr>
<tr>
<td>d) It's cotton, which means</td>
<td>it won't show the dirt.</td>
</tr>
<tr>
<td>e) It's washable, which means</td>
<td>your son will be able to wear it next year.</td>
</tr>
<tr>
<td>f) It's denim, which means</td>
<td>it's very warm.</td>
</tr>
<tr>
<td>g) It's imported, which means</td>
<td>it won't be unfashionable next year.</td>
</tr>
<tr>
<td>h) It's a little bit big, which means</td>
<td>it's very strong.</td>
</tr>
<tr>
<td>i) It's a dark colour, which means</td>
<td>you save on dry-cleaning bills.</td>
</tr>
<tr>
<td>j) It's a classic style, which means</td>
<td>it's a bit more expensive.</td>
</tr>
</tbody>
</table>
Language note – *Are you right, sir?*

When the sales assistant sees the customer, she asks *Are you right, sir?* This means *Are you all right?* She wants to know if he needs any help. Sales assistants in Australia might also say:

Do you need any help? Are you happy just browsing?
Are you looking for something in particular? Are you just looking around?
Can I help you at all? Are you having a look around?
Let me know if I can help you.

If you are happy looking around, it is OK to tell the assistant this. You could say:

*I’m fine thanks.*

*No thanks. I’m just looking.*

**Reading**

5 Look at the clothing labels below and answer the questions that follow.

**Garment A**
97% wool  
2% nylon  
1% lycra  
Lining 100% polyester  
Dry clean only  
Warm iron only

**Garment B**
85% cotton  
15% polyester  
Machine wash  
Cold wash with like colours only  
Bleach when needed  
Tumble dry low heat  
Remove promptly  
Drip dry, light iron

**Garment C**
55% polyester  
36% wool  
9% nylon  
Warm handwash or gentle machine wash on wool cycle  
Do not soak, bleach, wring or tumble dry  
Lay flat to dry  
Dry-cleanable  
Warm iron

**Garment D**
Pure linen  
Handwash  
Drip dry  
Warm iron

**Garment E**
80% cotton  
10% polyester  
10% lycra  
Machine wash warm  
Wash dark colours separately  
Light iron

a) Which garments can be dry-cleaned?

b) Which garments must only be dry-cleaned?

c) Which garments must only be handwashed?

d) Can all the garments be ironed?

e) Can all the machine-washable garments be washed at the same temperature?

f) Which garments can be bleached?
Speaking

Focus stress
When the sales assistant says, *Oh, it's for your son*, she stresses the word *son*. This is because she means *for your son, not for you*. This kind of stress is called **focus stress**. Focus stress can change the meaning of a sentence. For example, if the sales assistant had said, *It's for your son*, she would mean **not for my son or not for his or her son**.

6  a) Look at the four sentences in Column A. The focus stress is shown by the word in bold. The possible meanings are given in Column B. Match Columns A and B. Say the sentences out loud.

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>We drove to Melbourne</em></td>
<td>not Adelaide or any other city</td>
</tr>
<tr>
<td><em>We drove to Melbourne</em></td>
<td>we didn’t fly or go by train</td>
</tr>
<tr>
<td><em>We drove to Melbourne</em></td>
<td>they didn’t</td>
</tr>
<tr>
<td><em>We drove to Melbourne</em></td>
<td>not from Melbourne</td>
</tr>
</tbody>
</table>

b) Look at the sentences below. Discuss the different meanings with a partner. Practise saying the sentences.

- **I love you**
- **I love you**
- **I love you**

<table>
<thead>
<tr>
<th>I love you</th>
<th>I've lost my wallet</th>
</tr>
</thead>
<tbody>
<tr>
<td>I love you</td>
<td>I've <em>lost</em> my wallet</td>
</tr>
<tr>
<td>I love you</td>
<td>I've lost my <em>wallet</em></td>
</tr>
</tbody>
</table>

7 Discuss these questions with other students.

- What do you like about shopping in department stores in Australia?
- What don’t you like about shopping in department stores in Australia?
- What is different about department stores in your country of origin?
- Have you had any unusual, difficult or funny experiences in department stores? Tell the other students.
USING SERVICES
At home using the phone 1

Before you watch
Look at the picture. Think and talk about these questions:
• Who are the people?
• Where are they?
• What are they doing?

Listening
1 Watch the video and then complete the form below. Use today’s date.

2 Read the following statements and tick True or False.
a) Mr Khoury has a problem with his gas supply. [ ] True [ ] False
b) Mr Khoury wants the gas connected the next day. [ ] True [ ] False
c) Mr Khoury is unemployed. [ ] True [ ] False
d) Mr Khoury arranges an exact time. [ ] True [ ] False
e) Mr Khoury’s wife can’t speak English very well. [ ] True [ ] False
f) Mr Khoury’s brother will be there when the gas is connected. [ ] True [ ] False

Language note – I see … you see
When Mr Khoury is trying to explain the problem to the customer service person, he says:
You see.
When the customer service person finally understands the problem, he says:
I see.
In English, see is often used to mean understand.
Language

3 The customer tells the customer service person what he needs to have done. He says: *I need the gas connected*. Use the same pattern with the examples below.

- Carpets/clean
- Phone/connect
- Gutters/clean
- Grass/cut
- Trees/prune
- Rubbish/collect
- Carpets/fit
- Fridge/deliver

Cultural note – Using first names

In Australia, when you phone a business, the receptionist will often say good morning/afternoon, give the company name, and then his or her first name. In the video, the Natural Gas Company customer service person says:

*Good morning. The Natural Gas Company. Marcus speaking.*

Does this happen in your country of origin? Do receptionists give their names? If so, do they give their first names or surnames?

Using modals to be polite

In the video, the customer service person says:

*And would you have their phone number, Mr Khoury? ... You’d like the gas connected ...? That would be no problem at all ...*

Mr Khoury says:

*Well, tomorrow if I could, please ... Well, my brother could be here ...*

*Would* and *could* make their requests and statements more polite.

4 Change these sentences. Make them more polite. Use *could* or *would*.

One has been done for you.

a) I’m busy at the moment. Answer the phone for me.

*Would you answer the phone for me? I’m busy at the moment.*

b) Come back tomorrow.

c) I want the fridge delivered tomorrow.

d) Put it down there.

e) Phone back later.
5 Read the following statements and tick True or False.

a) You must pay the bill by the due date.  
   ☐ True  ☐ False

b) There is always a penalty fee for late payment.  
   ☐ True  ☐ False

c) Payments can be made by cheque, credit card and cash.  
   ☐ True  ☐ False

d) There are two ways of paying by credit card.  
   ☐ True  ☐ False

e) You can pay using Bpay provided your bank offers this service.  
   ☐ True  ☐ False

f) You cannot yet pay on the Internet.  
   ☐ True  ☐ False

g) You can pay by telephone  
   ☐ True  ☐ False
Speaking

6  Tick the words that describe what Mr Khoury felt when Marcus told him he couldn’t make a specific appointment time.

- frustrated
- annoyed
- angry
- upset
- worried
- furious
- cross
- surprised
- taken aback
- astounded

How would you feel in Mr Khoury’s situation?

7  Find the words in the list (Exercise 6) that are associated with being surprised, angry and upset. Write them below. Add other words that you know. Compare your answers with those of another student.

SURPRISED

ANGRY

UPSET

8  Discuss these questions with other students.

- Have you ever made an appointment for someone to call at your house to deliver or fix something?
- Did you arrange a specific time?
- What happened?
- Did they come at the right time?
USING SERVICES
At home using the phone 2

Before you watch
Look at the picture. Think and talk about these questions:
• Who are the people?
• Where are they?
• What are they doing?

Listening
1 Watch the video and then complete the form below. Use today’s date and the current time.

Natural Gas Company

DATE OF CALL: ____________________________ TIME OF CALL: ____________________________
NAME OF CUSTOMER: _______________________
ADDRESS: ________________________________
TELEPHONE: ______________________________
PROBLEM: _________________________________

ACTION TAKEN: 1 Told customer __________________________
                __________________________
                2 Arranged __________________________
                __________________________

2 Watch the video again. Look at the four plans of Mr Khoury’s house below. Tick the plan that shows the correct position of the gas meter and the correct direction in which to turn the lever to isolate the leak.

☐ Plan A
☐ Plan B
☐ Plan C
☐ Plan D
Language

3 Match the words from the dialogue with their meanings. One has been done for you.

- **lever**: device that controls the flow of liquid or air from a pipe
- **isolate**: find
- **meter**: bar or handle used to control equipment or machinery
- **tap**: device that measures how much of something is used, eg gas, electricity, water
- **locate**: liquid or gas escaping from a container
- **leak**: cut off or keep separate from other areas

4 Work with a partner. Follow the same pattern with the examples below. Imagine that the electricity has gone off in your house. Use the information below to describe the situation to the electricity company. First, give the basic information, then add more details.

   a) No electricity in house/lights out.
   b) Cooking dinner/heard a bang/lights went out suddenly.
   c) About 6.30/cooking dinner/heaters on/children in shower/smell of burning/heard bang/lights went out/no electricity.

5 Follow the same pattern to tell people what to do in the examples below.

   a) **There is a water leak.**
      - Look under sink/find tap.
      - Turn tap left/cut off water.

   b) **The fuses have blown and you have no electricity.**
      - Go out of house/see meter on left.
      - Pull switch up/turn off electricity.
Language

6. It can be difficult to describe the parts of common household appliances. Work with a partner. Label the diagrams using the words in each box. Use a dictionary if you need to.

### Label a)
- *element*
- *plug*
- *socket*
- *on/off switch*

```
[Diagram of a kettle]
```

### Label b)
- *drum*
- *agitator*
- *pump*
- *drive belt*
- *water pipes*
- *program switches*
- *lid*

```
[Diagram of a washing machine]
```

### Label c)
- *dust bag*
- *motor*
- *fan*
- *filter*
- *brush*
- *hose*

```
[Diagram of a vacuum cleaner]
```
Reading
Read this information from the back of a gas bill.

Natural Gas Company

HOW TO CONTACT US: 25 Railway Road, Dipton 3030
www.naturalgas.com
CUSTOMER SERVICE: (Victoria) 13 12 12
Changing address, account enquiries, energy conservation, extension of time to pay
EMERGENCY: 13 13 13
Emergency assistance 24 hours
OTHER: (Australia) 13 13 11
Business customers and all other enquiries
LETTERS: PO Box 344, Dipton 3030 (Correspondence only. Do not send cheques to this address)

7 Answer the following questions.

a) You can’t pay your gas bill. Which number do you ring?

b) You have a gas leak. Which number do you ring?

c) You want to pay by cheque. To which address do you send the cheque?

d) You think there is something wrong with your bill. Which number do you ring?

e) You want to find out whether your house is well insulated. Which number do you ring?

f) You want to find out whether there are special rates for companies. Which number do you ring?

Speaking
8 Work with a partner. Take turns at being the customer and the customer service person in the situations below. Make up the information. Invent as much detail as you can.

a) Customer: Your electricity has been off for one hour. Your neighbours still have electricity. Call the electricity company and ask what you should do.

   Customer service: Get the customer’s name and address. Burning smell/smoke? Check fuses/fuse blown. Tell them a service man will come.

b) Customer: Water is pouring out of the ground in front of your house. Call the Water Board and ask what you should do.

   Customer service: Get the customer’s name and address. Water in the house? Turn off the water supply. Tell them a service man will come.
USING SERVICES
At home using the phone 3

Before you watch
Look at the picture. Think and talk about these questions:
• Who are the people?
• Where are they?
• What are they doing?

Listening
1 Watch the video. Read the following statements and tick True or False.
   a) The technician has come to repair the telephone. True False
   b) The customer's phone does not work at all. True False
   c) The technician looks at the telephone handset first. True False
   d) The technician cleans out the connection. True False
   e) The customer has more than one phone. True False
   f) The customer's hobby is collecting phones. True False
   g) The customer has all the phones connected on one phone line. True False
   h) Only four phones should be connected to one line. True False
   i) The customer decides to have four telephone numbers. True False
   j) The customer works out a solution to the problem. True False

Language note – Talking about technical problems

Sort of like …
When Mr Khoury describes the problem with his phone, he is not very precise. He says:

Well, the ring on the phone doesn’t seem to be working properly.

Well, it’s sort of like …

This is because it is hard to describe the problem exactly and because he doesn’t know exactly what the problem is.

Other words we use when we are not sure are:

kind of …, it looks as if …, it seems …, it’s …ish (for example, it’s got brownish lines).

It goes …
Mr Khoury says: Well, it’s sort of like it’ll go … brrr … brrr …

He means that the phone will make a particular sound.

We often use the verb to go to describe a sound or an image. For example:

The TV isn’t working. It goes all fuzzy and then it goes blank.

There’s something wrong with my car. The engine goes ‘bang bang bang’ when I turn it on.
Language

2 The technician wrote a report of his visit to Mr Khoury. Use the words below to complete his report.

<table>
<thead>
<tr>
<th>fluff</th>
<th>cleaned out</th>
<th>intermittently</th>
<th>cause</th>
</tr>
</thead>
<tbody>
<tr>
<td>connections</td>
<td>line</td>
<td>connect</td>
<td>phones</td>
</tr>
</tbody>
</table>

![Image](image.png)

DATE: 21 June – 4.30pm

CUSTOMER’S NAME: Mr Khoury

ADDRESS: 6 Banksia St, Botany

PROBLEM: Phone rings ______________

ACTION TAKEN: ______________ connection. Removed some ______________.

Identified ______________ of problem. Customer has twelve ______________
on one ______________, Advised customer maximum number of

______________ per line is four. Customer does not want four lines.

He will ______________ only four phones at a time.

Describing regularity and irregularity

Mr Khoury says that his phone rings intermittently. He means that sometimes the phone rings, and then it stops, and then it rings again, in an irregular pattern.

There are many adverbs that describe how regularly or irregularly things happen. For example: constantly, randomly etc.

3 The adverbs in the box below describe how regularly or irregularly things happen.

Divide them into two groups: words meaning regularly and words meaning irregularly.

Work with a partner. Use a dictionary if you need to.

<table>
<thead>
<tr>
<th>constantly</th>
<th>occasionally</th>
<th>usually</th>
<th>erratically</th>
</tr>
</thead>
<tbody>
<tr>
<td>spasmodically</td>
<td>periodically</td>
<td>variably</td>
<td>randomly</td>
</tr>
<tr>
<td>routinely</td>
<td>steadily</td>
<td>in fits and starts</td>
<td>every now and then</td>
</tr>
</tbody>
</table>

Regularly

________________________

________________________

________________________

________________________

Irregularly

________________________

________________________

________________________

________________________
**Reading**

Read this newspaper article.

### Give me a ring sometime!

When Yousef Khoury had a problem with his phone, he got Telstra in. It didn’t take them long to work out what was going on. Yousef collects phones. He has picked up all sorts of weird and wonderful phones in his travels, from a Coke bottle phone to Disney characters.

‘I think they’re fun,’ says Yousef. ‘I just can’t help myself. I saw one last week that looks like a lobster. I can’t wait to get it.’

But it can be an expensive hobby. You can only have four phones connected on one line. The Telstra technician told Yousef he’d have to have four phone lines if he wanted all his phones to ring. Alarm bells went off for Yousef! He didn’t want to pay an arm and a leg to use his phones. So he decided to rotate them. He keeps the really special ones for the weekend. That way he can have his cake and eat it too!

Perhaps he’ll pick up another fun phone at the Collectibles Fair this weekend. It’s the biggest antique fair in Victoria, but it’s not just for the big end of town. There are bargains for all ages and wallets! Be there on Saturday or Sunday, from 9 to 4. Bring the kids too. There’ll be face painting and entertainment for them while you look for your heart’s desire in the 350 stalls. Don’t miss it. You might find something that will ring bells for you!

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**The Botany Mail**

10 May

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**4 Work with other students. Discuss the following questions.**

a) Why do you think the title of the article is ‘Give me a ring sometime’?

b) Find all the idioms to do with telephones in the article. Why does the writer use these?

c) What are the two purposes of this article?

**5 Match up the phrases with their meanings. One has been done for you.**

| Have his cake and eat it too | I’m very excited and impatient |
| Work out what was going on | He arranged for Telstra to come to his house |
| I just can’t help myself | Solve; find out what the problem was |
| Alarm bells rang | Find |
| I can’t wait | People who have a lot of money; big businesses |
| Pay an arm and a leg | He became very worried |
| Pick up | I can’t control my actions |
| Your heart’s desire | Pay a lot of money |
| The big end of town | Something you really want |
| He got Telstra in | Get both things he wants even though they are contradictory |
Speaking

6 Work with a partner. Imagine you have problems with equipment at home.
You ring a service line for help. Using the pictures below, describe the problems.
Give as much detail as you can. One has been done for you.

<table>
<thead>
<tr>
<th>Problem</th>
<th>Problem</th>
</tr>
</thead>
<tbody>
<tr>
<td>The TV isn’t working properly.</td>
<td>There are wavy lines on the screen and the sound doesn’t work.</td>
</tr>
</tbody>
</table>

7 Work with a partner. The telephone is one means of communication. What are some other ways we can get in touch with people when we can’t be with them?

8 Mr Khoury’s hobby is collecting toy phones. Work with other students and talk about these questions.
- What are your hobbies?
- Have you ever collected anything unusual?
Before you watch

Look at the picture. Think and talk about these questions:

- Who are the people?
- Where are they?
- What are they doing?

Listening

1 Watch the video. Read the following statements, then tick the correct answer.

- a) The passenger has no ticket
- b) The passenger has no ticket because the ticket office was shut and the machine wasn’t working
- c) The ticket collector wants to know which country the passenger comes from
- d) The ticket collector gives the passenger a fine
- e) The ticket collector makes a joke about the cost of a ticket to China

Language note – Asking for repetition

When you don’t understand what someone says, there are different ways to ask the person to repeat it. In the video, the ticket collector says: Beg yours?

Other expressions we can use are:

- I beg your pardon?
- Pardon?
- Sorry?
- Sorry, I didn’t catch that.
- Sorry, what did you say?
- Excuse me?
- Sorry, could you say that again please?
- Sorry, could you repeat that please?
- What’s that?
- What’s that?

Language note – But seriously ...

In the video, the ticket collector jokes about the cost of the fare that the young woman must pay and then says:

… but seriously, what station did you come from?

This signals that the joke is finished and he wants to talk seriously again.
Language

**Where’d ... how’d ... when’d ... why’d**

The ticket collector says: **Where’d you come from?**
This means: **Where did you come from?**

*Where’d* is the contracted form of *Where did*.
He is really asking: **Which station did you come from?**
The passenger hears: **Where d’you come from?**
This means: **Where do you come from?**

*Do you* sounds like *d’you* because we do not stress the vowel sound in *do*.
The passenger thinks the ticket collector is asking **Which country do you come from?**
In speech, *where’d* you sounds much like *where do you*.

This is the reason for the misunderstanding in the conversation.
It is also easy to misunderstand *how’d* ... *why’d* ... *when’d* ...
We can usually work out what the other person means from the context. For example:
*What you are talking about; what’s going on; who you are talking to; where you are.*

NOTE: *I’d* can also mean *would*. For example:
*If I had the money, I’d take an overseas holiday.*

2 Work with a partner. Practise saying these questions using the contracted forms.

- How did you get here today?
- When did you come to Australia?
- How did you like Australia when you first arrived?
- When did you start learning English?
- Where did you go last night?
- When did you last see a film?

**Cultural note – Fines and penalties**

Fines or penalties are given for breaking minor laws and regulations. For example, if you park in a *no parking* area, break the speed limit, drop litter in an *no litter* area, or travel without a ticket on public transport.

If fines are not paid by the due date, you may be taken to court. If you don’t think you should pay the fine, you can appeal against it.

3 Match the signs with the captions.

<table>
<thead>
<tr>
<th>Sign A</th>
<th>Sign B</th>
<th>Sign C</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="No Smoking Sign" /></td>
<td><img src="image" alt="No Food Sign" /></td>
<td><img src="image" alt="No Dogs Sign" /></td>
</tr>
</tbody>
</table>

a) No smoking
b) No food
c) No dogs
Reading

Read the two notices below.

PASSENGERS ARE ADVISED THAT IT IS AN OFFENCE TO TRAVEL WITHOUT A VALID TICKET. A TICKET MUST BE PURCHASED BEFORE TRAVEL. INSPECTORS ARE AUTHORISED TO CHECK TICKETS AND FINES OF $99 WILL BE PAYABLE IF ANY PASSENGER DOES NOT SHOW A VALID TICKET. FINES CAN BE ISSUED ON THE SPOT.

STOP!

Not buying a ticket could cost you a lot more than the ticket price. Don’t buy $99 worth of trouble. BUY A TICKET!

4 Discuss these questions with other students.
   a) What are the two notices warning you about?
   b) What are the differences between the two notices?
   c) What do you think these words mean? Use your dictionary if you need to.

   offence
   purchased
   payable
   valid
   authorised
   issued
Speaking

5 Look at the category headings below. List the things that you can be fined for in each of the categories. Compare your list with a partner’s list.

Library books/videos

eg You lose your library books

__________________________________________  ___________________________________________

__________________________________________  ___________________________________________

__________________________________________  ___________________________________________

Public transport

__________________________________________  ___________________________________________

__________________________________________  ___________________________________________

Animals

__________________________________________  ___________________________________________

__________________________________________  ___________________________________________

__________________________________________  ___________________________________________

Rubbish

__________________________________________  ___________________________________________

__________________________________________  ___________________________________________

__________________________________________  ___________________________________________

Cars

__________________________________________  ___________________________________________

__________________________________________  ___________________________________________

__________________________________________  ___________________________________________

Alcohol

__________________________________________  ___________________________________________

__________________________________________  ___________________________________________

__________________________________________  ___________________________________________

6 Work with a partner. Take turns to make excuses for the offences below. You can make up funny or silly excuses like the example if you want to.

Offence: You don’t have a bus or train ticket.

Excuse: A dog jumped up and ate my ticket.

Offence: You parked in a no parking area.

Excuse: __________________________________________

Offence: You were caught driving 10km over the speed limit.

Excuse: __________________________________________

Offence: Your library books are three months overdue.

Excuse: __________________________________________

Offence: You dropped some litter on the ground instead of putting it in the rubbish bin.

Excuse: __________________________________________

7 Discuss these questions with other students.

• Have you ever had to pay a fine?
• Did you know that you were breaking the law?
• Did you pay the fine or appeal against it?
USING SERVICES
Using public transport 2

Before you watch
Look at the picture. Think and talk about these questions:
• Who are the people?
• Where are they?
• What are they doing?

Listening
1 Watch the video. Read the following statements. Number them from 1 to 8.
The first and last sentences have been done for you.
A man asks a woman if this is the place to buy tickets to the Red Centre.
The woman asks if she can change a ticket.
The woman doesn’t understand the ticket seller’s joke.
The ticket seller jokes that the ticket can’t be changed today.
The ticket seller tells the woman that it was a joke and gives her a new ticket.
The ticket seller talks about the weather.
The woman replies that she doesn’t know.
The woman thanks the ticket seller and leaves.

Language
2 You could fry an egg means that the weather is very hot. Here are some more idioms to do with the weather. Group the idioms under the headings. One has been done for you.

<table>
<thead>
<tr>
<th>sheeting down</th>
<th>raining cats and dogs</th>
<th>a real stinker</th>
<th>really muggy</th>
<th>Eskimo weather</th>
</tr>
</thead>
<tbody>
<tr>
<td>(b)</td>
<td>(a)</td>
<td>(c)</td>
<td>(d)</td>
<td>(e)</td>
</tr>
</tbody>
</table>

raining very heavily

very hot/humid

very cold

windy

sheeting down

raining cats and dogs

a real stinker

really muggy

Eskimo weather

bucketing down

nippy

pelting down

sticky

a good day for hanging out the washing
Cultural note – Having a joke
In the video, the ticket seller makes a joke about when you can change tickets. The young woman doesn’t understand because it doesn’t sound like a joke.
Some Australians joke like this even when they don’t know you.

Reading
Read this text from a guide book about Australia.

Australian humour
It’s an unbelievably hot day. You are inside a nice airconditioned bank in a small Australian town changing money. The cashier says: It’s a bit warm out there. You look at her, thinking that if it got any hotter, you wouldn’t be able to move ever again.
This is an example of one of the main types of Australian humour: understatement. It is a way of making something seem less bad (or less good) than it really is.
As well as using understatement, Australians are masters of sarcasm. This is another way of making things seem less bad than they are by joking about them. Faced with a disaster, you might hear someone say, Oh that’s just great or That’s made my day.
It can also be an indirect way to criticise someone. If you put your suitcase or backpack on the seat next to you in a bus or a train, you might find someone saying: Sure you’ve got enough space there?
Doing this without causing offence takes years of practice. Don’t try this yourself. If it goes wrong, you can sound very rude and get yourself into trouble!

3 Discuss these questions with other students.
• Have you heard people make these sorts of humorous comments?
• Have you ever misunderstood someone using this sort of humour?

4 Match these humorous statements with their meanings. One has been done for you.
How’s the diet going? You meet a friend pushing a packed supermarket trolley.
Sure you’ve got enough there? It’s pouring with rain and you are soaked.
Enjoy your swim? You have been shopping and arrive home with a lot of bags from expensive shops.
Why don’t you go out and do a bit of shopping? You have been painting and arrive at a friend’s in your paint-stained clothes.
You really shouldn’t have dressed for dinner. You have piled your plate high with food.
Speaking

5 Crack a joke is an idiom that means make a joke. Here are some other idioms to do with jokes and humour. Work with a partner and discuss what they mean.

- pull someone's leg
- take the mickey
- have someone on
- wind someone up
- stir

6 Australians sometimes use humorous ‘similes’. Similes are expressions that compare two things. They begin with like a.

Match the similes in the left-hand column with their meanings in the right-hand column. One has been done for you.

<table>
<thead>
<tr>
<th>Simile</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>look like a drowned rat</td>
<td>look terribly messy</td>
</tr>
<tr>
<td>run like a rat up a drain pipe</td>
<td>escape quickly from trouble</td>
</tr>
<tr>
<td>charge like a wounded bull</td>
<td>be soaking wet</td>
</tr>
<tr>
<td>look like a dog’s breakfast</td>
<td>feel totally out of place</td>
</tr>
<tr>
<td>go down like a lead balloon</td>
<td>look very surprised</td>
</tr>
<tr>
<td>feel like a lily on a dustbin</td>
<td>charge very high prices</td>
</tr>
<tr>
<td>look like a stunned mullet</td>
<td>be a complete failure</td>
</tr>
</tbody>
</table>

7 When the man asks the woman for information, he speaks politely. He says:

Excuse me. Is this ...

When she doesn’t know the answer, the woman answers politely too:

I really don’t know. Sorry.

Sometimes people also explain why they can’t help.

Work with a partner. Take turns to ask and answer questions based on the situations below. Pretend you are asking a stranger. Give a reason why you can’t help.

Situation 1: You want to know the way to Cross Street.

Situation 2: You need some change for the parking meter.

Situation 3: You want to know whether you need to change trains to get to the city.

Situation 4: You are looking for curry powder in the supermarket.

Situation 5: You are looking for the ladies’ toilet in a department store.

8 Work with a partner. Discuss the questions below.

- Do you find it difficult to understand Australian humour ... in conversations ... in television shows ... in newspaper cartoons?
- Have you ever misunderstood a joke and thought the person was serious when they were only ‘pulling your leg’?
- In your country of origin, do people make the same sorts of jokes as in Australia? How are they different?
EXCHANGING INFORMATION
At the chemist 1

Before you watch
Look at the picture. Think and talk about these questions:
• Who are the people?
• Where are they?
• What are they doing?

Listening
1 Watch the video. Number the sentences below from 1 to 10. The first and last sentences have been done for you.

Customer: Excuse me.
Sales assistant: Oh yes, we do need that. Thank you. Right.
Well, this should take about 15 minutes.
Customer: Ah, do I have to wait?
Sales assistant: Yes, can I help you?
Customer: Do you need my health care card?
Customer: Could I have this, please?
Sales assistant: No, no. You can go away and do something else and come back later if you like.
Sales assistant: Oh yes, certainly.
Customer: All right. I'll be back. Thank you.
Sales assistant: All right. See you then.

Language

Using do for emphasis
In the video, the sales assistant says: Oh yes, we do need that.
She uses do to emphasise the verb. This makes the message stronger.

2 Read the situations and then write the sentence using do. One has been done for you.

a) Jack is writing a shopping list. He thinks he's run out of rice. His friend checks in the cupboard. There is none left.
His friend says: Yes, we do need some rice.

b) Maria can't remember if she needs to pay a credit card bill today or next week.
Her husband checks the bill and finds out that it must be paid today.
Her husband says: ___________________________________________________________________

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Using do for emphasis
In the video, the sales assistant says: Oh yes, we do need that.
She uses do to emphasise the verb. This makes the message stronger.
3 Practise forming questions with *Do I need to ...?* and *Do I have to ...?* for each of the examples below. The first one has been done for you.

a) You are buying an electric toothbrush from a chemist.
   batteries?
   *Do I need to buy batteries? Do I have to buy batteries?*
   toothpaste?

b) Your friend is ill in bed. You are going to collect a prescription from the chemist.
   your signature?
   your Medicare card?

c) You are collecting a prescription. You check how to take the tablets.
   with food?
   in water?

d) You didn’t hear what your teacher said.
   do homework/Friday?
   bring grammar book/tomorrow?

e) You are arranging a job interview.
   references?
   certificates?
**Reading**

Read this brochure about health care cards.

---

### Health care card

**What is a health care card?**

A health care card is different from a Medicare card. It is a card that entitles some people to medicines at a reduced cost. It also entitles you to some other concessions. These vary from State to State. They may include other health care costs such as ambulance, dental care and eye care. They may also include public transport costs, water rates and energy bills.

**Who can have a health care card?**

You may be eligible for a health care card if you are unemployed and/or claiming a government benefit such as:
- sickness allowance
- widow allowance
- partner allowance

You may also be eligible if you are a low-income earner – that is, if you earn below certain income limits set by the Government.

A health care card should be sent to you when you claim one of the benefits listed above. Low-income earners need to apply for a card.

For more information, visit your nearest Centrelink Customer Service Centre, the Centrelink website at: [www.centrelink.gov.au](http://www.centrelink.gov.au) or the Australian Federal, State and Territory Government websites.

---

4 **Write the answers to the following questions.**

   a) What are three possible benefits of having a health care card?

   b) Are benefits the same in all States?

   c) Do people need to apply for a health care card?

---

5 **Match the words and their meaning. One has been done for you.**

<table>
<thead>
<tr>
<th>claiming</th>
<th>change, be different</th>
</tr>
</thead>
<tbody>
<tr>
<td>reduced</td>
<td>the money on which you live</td>
</tr>
<tr>
<td>concessions</td>
<td>asking for, as a right</td>
</tr>
<tr>
<td>vary</td>
<td>gives the right to</td>
</tr>
<tr>
<td>eligible</td>
<td>lower</td>
</tr>
<tr>
<td>entitles</td>
<td>meeting requirements for something</td>
</tr>
<tr>
<td>income</td>
<td>reduced prices or fares</td>
</tr>
</tbody>
</table>
Language

Different uses of should
We often use should to mean that it is a good idea to do something. For example:

- You should stay at home if you are sick.
- You should clean up the kitchen before you go to bed.
- You should work harder.

We also use should to talk about what we expect to happen. For example, in the video, the sales assistant says:

- Well, this should take about 15 minutes.

6 Look at the sentences below. Tick those sentences where should means something is expected to happen.

a) The plane should be in at 5pm but it might be late. □
b) I should finish my homework before watching TV. □
c) Dinner shouldn’t be long now. It’s nearly cooked. □
d) You should cook dinner tonight. It’s your turn. □
e) In Australia, you should vote at elections. □
f) I should hear about that job tomorrow. □

Speaking

Using stress for emphasis
In the video, the sales assistant says:

- Oh yes, we do need that.

She stresses the word do for emphasis.

We also stress other words in verb groups for emphasis. For example:

- can Mum says I can have an ice-cream.
- have I have paid my bill.
- was I was on time.

7 Which verb would you stress in each of the following sentences? Underline the verb. Then practise saying the sentences.

a) I did have my card in my wallet this morning.
b) Yes, Mum says I can have an ice-cream.
c) But I did show it to you yesterday.
d) No, you didn’t pay for it when you came in.
e) Yes, she did collect the prescription.

8 Go back to Exercise 2. Practise saying the sentences you wrote, placing the emphasis on do.

9 Discuss these questions with other students.

- Do you have government medical care in your country of origin?
- Do you have government dental care in your country of origin?
- Is there any government help in your country for low-income earners or unemployed people to buy medicines?
- If there isn’t, what can people do when they cannot afford medicines?
EXCHANGING INFORMATION
At the chemist 2

Before you watch
Look at the picture. Think and talk about these questions:
• Who are the people?
• Where are they?
• What are they doing?

Listening
1 Watch the video. Read the statements below and tick True or False.

a) The customer's daughter is ill. □ True □ False

b) The customer wants to buy some tablets which her husband took when he was ill. □ True □ False

c) The child is five years old. □ True □ False

d) The sales assistant checks with the chemist. □ True □ False

e) The chemist thinks the medicine is fine for the customer's child. □ True □ False

f) The sales assistant tells the customer about a different medical product. □ True □ False

g) The customer buys the product that the sales assistant suggests. □ True □ False

Cultural note – Pharmacies
In Australia, pharmacies or chemist shops provide medicines and sell other products such as make-up and hair products. These shops must have a trained pharmacist who is allowed to dispense medicines. They also employ shop assistants. These assistants don’t know about all the medicines in the shop but can ask the pharmacist for advice. Pharmacists can be very helpful with suggestions for medicines for simple medical problems, but they cannot give medical advice.
Language

2 There are many different tenses of verbs in the video. Watch the video again, then write the correct tense of the verb in brackets into the text below.

Customer: My son _______ (have) a sore throat, and when my husband _______ (have) a sore throat, the chemist _______ (give) him this. Now, can I _______ (give) him this?

Sales assistant: Look, I’_______ (be) not sure about this. I’_______ (have) to go and ask the chemist. All right? I’_______ be back in a moment.

Sales assistant: Look, I _______ (have) a chat with the chemist and he _______ (think) that this would be too strong for your little boy, but he _______ (suggest) that that would be better for him.

Sales assistant: Well, if you’_______ (be) worried about your son, the chemist _______ (suggest) you should _______ (see) a doctor. But, in the meantime, he _______ (think) that would be the best thing.

3 If your general practitioner (GP) thinks your problem is quite serious, he or she will refer you to a specialist. Specialists are medical experts in one illness (such as cancer) or one part of the body (such as the eye).

Match the name of the specialist with the medical condition. Use your dictionary if you need to. One has been done for you.

- heart disease — ophthalmologist
- skin problems — cardiologist
- broken bones — respiratory specialist
- depression — orthopaedic surgeon
- difficulties with eyesight — gastroenterologist
- digestive problems — paediatrician
- a child’s illness — ear, nose and throat (ENT) specialist
- brain tumour — dermatologist
- breathing problems — neurologist
- severe ear problems — psychiatrist
Reading
Read this medicine label from the back of a medicine container.

Pharmacy Medicine
FEVERILL
50 tablets
KEEP OUT OF REACH OF CHILDREN
This preparation provides fast, effective temporary relief of pain associated with:
Headache; Colds and influenza; Arthritis;
Backache; Muscular pain.

Directions for use
Take with water every 4 hours as necessary.
Adults and children over 12: 1–2 tablets
(maximum 8 tablets in 24 hours).
Children 7–12 years: ½–1 tablet
(maximum 4 tablets in 24 hours).
Use FEVERILL JUNIOR for children under 7.
IF SYMPTOMS PERSIST CONSULT YOUR DOCTOR
FEVERILL is a preparation for the relief of temporary and minor conditions only. Use
strictly as directed. Prolonged use without medical supervision could be harmful. Use
only if foil seal over tablet is intact.
Store below 30 degrees C.

4 Answer the questions. Tick the correct answer.
a) Does the label say that FEVERILL should be used for the following health problems?
   Flu Yes No
   Pneumonia Yes No
   Back pain Yes No
   Vomiting Yes No
   Burns Yes No
   Indigestion Yes No
b) Should FEVERILL be given to a child of three? Yes No
   If not, what should be given instead? __________________________________________________
c) Should adults take four tablets at a time? Yes No
d) Do you think people should take FEVERILL for more than two weeks? Yes No
e) If FEVERILL does not make you feel better, do the instructions tell you to:
   go to your doctor? Yes No
   go to hospital? Yes No

5 Match the words below with their meanings. One has been done for you.

preparation — go on for a long time
effective — signs of illness
relief — medicine
symptoms — works well
persist — less pain
Speaking

6 Work with a partner. Take turns to give advice in the following situations. Does your partner agree with the advice you give?

Use this form of language: I think you should ..., I suggest you ...

Situations

• You have a bad headache.
• You have spilled boiling water on your leg.
• Your five-year-old has swallowed some medicine that is for adults only.
• You have cut your hand badly and it won’t stop bleeding.
• A colleague at work has a temperature.
• Your baby has severe vomiting and diarrhoea.
• Your elderly neighbour has flu.
• Your brother, who is 50, complains of pains in the chest.

Here are some suggestions to help you:

• Take painkillers.
• Call the Poisons Information Unit.
• Go to hospital immediately.
• See a GP.
• Run it under cold water.

7 Work with a partner. Discuss the questions below.

• When you are ill, do you always go to a medical practitioner?
• Do you ever go to an alternative health practitioner? For example a naturopath or acupuncturist.
• What do you think about alternative health practice?
• Do you have any remedies for common illness? For example, special foods or plants from the garden.
EXCHANGING INFORMATION
At the chemist 3

Before you watch
Look at the picture. Think and talk about these questions:
• Who are the people?
• Where are they?
• What are they doing?

Listening
1 Watch the video. Read the statements below and tick True or False.

- The customer asks for Morpha syrup. True False
- The assistant can’t give him the medical product without a prescription. True False
- The customer has pain in the upper back. True False
- The assistant offers the customer other painkillers. True False
- At first the customer doesn’t understand why he can’t have the Morpha. True False

2 Watch the video again. Complete the text below using the sentences in the box.

<table>
<thead>
<tr>
<th>I have this lower back pain.</th>
<th>I’d like some Morpha tablets.</th>
<th>OK. I’ll try it.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Look, I don’t mind how expensive they are.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Customer: Oh, excuse me.
Sales assistant: Oh, are you right there, sir?
Customer: __________________________________________________________________________
Sales assistant: Morpha tablets. I’m sorry, sir, but ... um, I can’t give you those tablets without a prescription.
Customer: But, you see, I’ve used them before and I know that they work.

Sales assistant: Umm. Well, could I offer you an alternative like Panadeine? Or Mersyndol is very good for back pain.
Customer: __________________________________________________________________________
Sales assistant: It’s not a question of the cost, sir. It’s actually against the law to give you those tablets across the counter. Ah, the Mersyndol is very good for back pain.
Customer: __________________________________________________________________________
Sales assistant: All right, then. Would you like to come this way?

Cultural note – Prescriptions and ‘over-the-counter’ medicines
In Australia, pharmacies or chemists sell medicines ‘on prescription’ from a doctor. ‘On prescription’ means the doctor has written down the name of the drug you need on a special form. It is against the law for a pharmacist or chemist to give someone a prescription-only medicine if they have no prescription.

Chemists also sell some medicines that do not need a prescription or script. These are called ‘over-the-counter’ medicines. Many over-the-counter medicines can only be purchased in a chemist, not in a supermarket or other shop.
Language

3 Put the pronouns or articles into the text below.

<table>
<thead>
<tr>
<th>the</th>
<th>those</th>
<th>it</th>
<th>the</th>
<th>them</th>
<th>an</th>
<th>this</th>
<th>those</th>
<th>they</th>
<th>the</th>
<th>they</th>
<th>the</th>
</tr>
</thead>
</table>

**Customer:** I'd like some Morpha tablets.

**Sales assistant:** Morpha tablets. I'm sorry, sir, but ... um, I can't give you __________ tablets without a prescription.

**Customer:** But, you see, I've used __________ before and I know that __________ work. I have __________ lower back pain.

**Sales assistant:** Umm. Well, could I offer you __________ alternative like Panadeine? Or Mersyndol is very good for back pain.

**Customer:** Look, I don't mind how expensive __________ are.

**Sales assistant:** It's not a question of __________ cost, sir. It's actually against __________ law to give you __________ tablets across __________ counter. Ah, __________ Mersyndol is very good for back pain.

**Customer:** OK. I'll try __________.

4 Many English words are related to each other. They have the same stem or base. Knowing how words relate can help to extend your vocabulary.

Complete the table. Use your dictionary if you need to. The first one has been done for you.

<table>
<thead>
<tr>
<th>Verb</th>
<th>Noun</th>
<th>Adjective</th>
</tr>
</thead>
<tbody>
<tr>
<td>relax</td>
<td>relaxation</td>
<td>relaxing</td>
</tr>
<tr>
<td>health</td>
<td></td>
<td></td>
</tr>
<tr>
<td>expense</td>
<td></td>
<td></td>
</tr>
<tr>
<td>weight</td>
<td></td>
<td></td>
</tr>
<tr>
<td>prescribe</td>
<td></td>
<td></td>
</tr>
<tr>
<td>treat</td>
<td></td>
<td></td>
</tr>
<tr>
<td>consult</td>
<td></td>
<td></td>
</tr>
<tr>
<td>reduce</td>
<td>risk</td>
<td></td>
</tr>
<tr>
<td>pregnancy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>employ</td>
<td>ill</td>
<td></td>
</tr>
<tr>
<td>advice</td>
<td>trained</td>
<td></td>
</tr>
<tr>
<td>pain</td>
<td>relief</td>
<td></td>
</tr>
<tr>
<td>help</td>
<td>broken</td>
<td></td>
</tr>
<tr>
<td></td>
<td>danger</td>
<td></td>
</tr>
</tbody>
</table>
Back pain
Back trouble is one of most common reasons why people see a doctor. Most back pain is caused by minor strains and improves quite rapidly. However, even mild back pain is a warning to take greater care to avoid serious problems.

People who may be more at risk of damaging their backs by pulling, lifting or bending include:

• pregnant women or mothers of young children
• people whose work involves heavy lifting and bending
• people whose work involves sitting at a desk for long periods of time
• unfit people or those who rarely take any exercise
• people who are substantially overweight
• people who have poor mobility, who may be bedridden or are having difficulty moving.

Here are some simple treatments for minor back pain:

• To reduce inflammation, apply an ice pack for 20 minutes. Do not use heat on the first day or so for strains, sprains, or when areas are hot or swollen.
• If your muscles are in spasm, wrap a hot water bottle in a towel and apply it to the area.
• Make sure that you are comfortable when sitting or lying down.
• You need a firm mattress. You should lie with a flat back and pillows under your knees.
• Avoid activities that hurt, such as lifting, standing or sitting for long periods, driving and bending. Do only necessary jobs.
• Take painkillers if you need, after seeing a doctor.
• See a trained and experienced practitioner for stretching, manipulation or exercise.

Tick the topics that are covered in the self-help text.

people at risk
the names of useful drugs to take
specialists who can help
treatments
things to avoid
the bones and muscles in the back and how they work

Find the following words or expressions in the text that mean:

a) in danger of (line 4)
b) in bad physical condition (line 9)
c) very (line 10)
d) ability to move about (line 11)
e) unable to get out of bed (line 11)
f) not serious (line 12)
g) pain and swelling (line 13)
h) put or place on (line 13)
i) painful muscle contractions (line 15)
j) not soft (line 18)
k) someone who practises a profession (line 22)
Speaking

7. Look at this questionnaire. Answer the questionnaire and then add up your score.

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Do you eat some fresh fruit every day?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b) Do you eat some vegetables every day?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c) Do you eat some wholegrain foods (such as wholemeal bread, rolled oats, brown rice) every day?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d) Do you limit the amount of fat (butter, milk, oils, fried foods) you eat?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e) Do you limit the amount of sugar you eat?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>f) Do you usually drink water when you feel thirsty?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>g) Do you weigh about the right amount for your height?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>h) Do you do much physical activity in a normal day (eg do you walk to work, walk up and down stairs instead of getting the lift etc)?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>i) Do you do regular exercise that causes you to breathe harder and sweat?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>j) Do you do this exercise for a minimum of twenty minutes at least twice a week?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>k) Do you practise a relaxation technique (eg yoga, meditation) regularly?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>l) Do you get at least eight hours of sleep each night?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>m) Do you smoke?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>n) Do you drink alcohol?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Now check your score.

Give yourself one point for every ‘Yes’ answer except questions:

m) Do you smoke? and
n) Do you drink alcohol?

If you smoke, deduct two points.

Deduct one point if you drink alcohol.

Score

11–12 Excellent. You are doing all the right things. Keep it up.
9–10 Good. You are doing the most important things for good health.
6–8 Fair. Think about what you could do to improve your lifestyle. It’s not as much as you think!
3–5 Poor. Better start making changes before your health is affected.
Less than 3 Terrible! Be kinder to yourself! Take action now!

8. Work with a partner.

• Discuss how you scored in each item in the questionnaire.
• Talk about your attitude to health, fitness and exercise.
LISTEING

1 Watch the video and listen to the conversation. Tick the correct box.

a) Yousef is calling to make
   a doctor’s appointment  [ ]
   a dental appointment  [ ]

b) Yousef wants an appointment
   two days later  [ ]
   the next day  [ ]

c) Yousef wants an appointment
   in the morning  [ ]
   in the afternoon  [ ]

d) Yousef gives the receptionist
   his address  [ ]
   his telephone number  [ ]

e) Yousef has been to the dentist’s surgery
   several times  [ ]
   never  [ ]

2 Here are some questions and answers from the video. In the left-hand column are
   questions asked by the receptionist. In the right-hand column are answers from Yousef.
   Match the questions and the answers. One has been done for you.

<table>
<thead>
<tr>
<th>Receptionist</th>
<th>Patient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good afternoon. Medical and Dental. Can I help you?</td>
<td>No.</td>
</tr>
<tr>
<td>Morning or afternoon suit you best?</td>
<td>Yousef Khoury.</td>
</tr>
<tr>
<td>And what was your name, please?</td>
<td>I’d like to make an appointment to see the dentist, please.</td>
</tr>
<tr>
<td>When would you like to come in and see him?</td>
<td>Tomorrow afternoon.</td>
</tr>
<tr>
<td>And have you been here before?</td>
<td>Tomorrow.</td>
</tr>
</tbody>
</table>

Cultural note – Medical centres

In Australia, dentists and doctors usually work in separate practices. Sometimes they may
work in big medical centres which offer many different health related services.
Language

Questions and intonation

When people ask questions, they use either a rising or a falling tone.

The falling tone is used:
• with wh questions
• with questions that give a choice.

The rising tone is used:
• with yes/no questions
• when the speaker doesn’t know what answer to expect.

Watch the video again and listen to the rising and falling tones in the conversation between Yousef and the receptionist.

3 Watch the video again. Mark a rising tone or a falling tone on the questions below.
One has been done for you.

Good afternoon. Medical and Dental. Can I help you?

When would you like to come in and see him?

Morning or afternoon suit you best?

What sort of time is most convenient for you?

Could you spell that for me?

And have you been here before?

4 Work with a partner. Say the sentences below, then mark a rising or a falling tone.

Good morning. How may I help you?

Do you know where the file is?

What did you say?

Is that toast with honey or strawberry jam?

Can you start tomorrow?

When can you come in?
Reading

5 Read the leaflet below about dental services in Australia. Then read the statements that follow and tick True or False.

Dental services in Australia

In Australia, there is no national dental service. Dental care is available through private dentists who must be registered with the Dental Board in their State or Territory. Their fees vary and are not refunded by Medicare. Private health funds may pay for dental services depending on your level of cover.

Some public dental services are available for people who have health care cards – for example, people who are unemployed or on a pension. These services deal mainly with dental emergencies and are free of charge. There may be a long waiting period for these free services.

The Child Dental Service runs dental assessment programs through schools and provides dental services in clinics. In New South Wales, for example, all primary school children will be assessed by a dentist from the Child Dental Service at school at least three times: in Kindergarten, Year 3 and Year 6. If children need treatment, they are referred to the closest School Dental Clinic, where treatment is provided free of charge. All children under 18 can use these clinics.

a) Medicare covers dental services. True False
b) Dentists all charge the same fees. True False
c) All health funds cover dental care. True False
d) People with health care cards are entitled to free dental care. True False
e) Dentists visit all primary schools in New South Wales. True False
f) Treatment in school dental clinics is free. True False

Speaking

6 When you visit a dentist for the first time, they will ask you about your dental history.

Read the questions below which come from a dental clinic questionnaire. Work with a partner. Talk about the questions and make sure you understand them. Then discuss why the dentist is asking these questions.

Dental history

How long has it been since your last dental examination? ☐ Years ☐ Months
Do your gums bleed when you brush your teeth? ☐ Yes ☐ No
Is any part of your mouth sensitive to temperature or pressure? ☐ Yes ☐ No
If YES, which parts?

Do you know that dental decay is essentially a childhood disease and that most dental work for adults is to replace broken fillings? ☐ Yes ☐ No
Have you had orthodontic treatment? ☐ Yes ☐ No
Where did you find out about this clinic?
### Speaking

7 Work with a partner. Take turns at being the receptionist and the patient in the situations below. Add as much information of your own as you can.

<table>
<thead>
<tr>
<th>a) Receptionist</th>
<th>Patient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asks which day.</td>
<td>Answers Saturday.</td>
</tr>
<tr>
<td>Doctor not working on Saturday.</td>
<td>Asks for later today.</td>
</tr>
<tr>
<td>Asks patient to choose another day.</td>
<td></td>
</tr>
<tr>
<td>Offers a time.</td>
<td>Answers yes.</td>
</tr>
<tr>
<td>Asks for name.</td>
<td>Gives name.</td>
</tr>
<tr>
<td>Checks if patient has been there before.</td>
<td>Says he/she has.</td>
</tr>
<tr>
<td>Ends conversation.</td>
<td>Ends conversation.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>b) Receptionist</th>
<th>Patient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Greeting.</td>
<td>Greeting. Wants appointment with Dr Wall.</td>
</tr>
<tr>
<td>Dr Wall not working Thursday morning.</td>
<td>Shows disappointment. Asks what he/she can do.</td>
</tr>
<tr>
<td>Suggests patient could see another doctor.</td>
<td></td>
</tr>
<tr>
<td>Doctor has two free appointment times on Thursday.</td>
<td>Patient cannot come. Asks about other days.</td>
</tr>
<tr>
<td>Dr Wall available on Friday morning; offers time.</td>
<td>Answers yes.</td>
</tr>
<tr>
<td>Asks for name.</td>
<td>Gives name.</td>
</tr>
<tr>
<td>Checks if patient has been there before.</td>
<td>Says he/she has.</td>
</tr>
<tr>
<td>Ends conversation.</td>
<td>Ends conversation.</td>
</tr>
</tbody>
</table>

8 Work with a partner. Discuss these questions.

- What is your worst experience of going to a doctor?
- Who is responsible for providing dental services in your home country?
ACCESSING HEALTH

At the community health centre 2

Before you watch
Look at the picture. Think and talk about these questions:
• Who are the people?
• Where are they?
• What are they doing?

Listening

1 Watch the video and listen to the conversation. Then read the statements below and tick the correct answer.

a) Ching Lee is worried about her husband having problems with her baby
b) Ching Lee feels comfortable about talking to the nursing sister uncomfortable about talking to the nursing sister
c) The nursing sister is helpful unhelpful
d) Ching Lee has two children three children
e) Ching Lee lives with her husband on her own
f) Ching Lee’s baby is not feeding well and is ill wakes up a lot and is always hungry

2 Body language refers to facial expressions, hand gestures and body movement. It tells us a lot about how people are feeling. Watch the video again, then discuss these questions with other students.

a) How is Ching Lee feeling when she walks into the Community Health Centre? How do you know?
b) What is Ching Lee’s friend feeling during the talk with the nursing sister?
c) What sort of person do you think the nursing sister is? How do you know?
d) How is Ching Lee feeling before she starts to tell the nursing sister about her problems? And after she starts to talk? How do you know?
Language

Talking about problems
Ching Lee is not sure if she wants to talk to the nursing sister about her problem. She uses words that make her problem seem small and unimportant. For example:

I just came to bring my baby boy in ...
That's all, really.
Not really problems. You know, just ...

Her friend and the nurse want her to talk about the problem. They use words that try to encourage her. For example:

Well, there's a bit more to it than that.
It's all right.
You can tell the sister.
She's here to help.
... it's normal ...
A lot of mothers come to us ...
... it's not your fault ...

3 Work with a partner. In the dialogue below, Kim's friend has taken her to visit the doctor. Kim has been feeling depressed and is having health problems. Underline the words that Kim uses to make the problems seem small and unimportant. Then circle the words that the doctor and Kim's friend use to encourage Kim. One has been done for you.

Doctor: So, how can I help you today? What's the problem?
Kim: Oh, nothing important, really. I just keep getting headaches, that's all.
Doctor: Oh, I see. Does this happen often?
Kim: Not really. Only every now and then. It's not that bad, just sometimes ...
Friend: Well, it's a bit more complicated than that, isn't it, Kim? You've been having a hard time since you lost your job.
Kim: Not a very hard time. I mean, it's not as bad as some people ...
Friend: Look, it's okay, Kim. The doctor is here to help. You can talk to her, you know.
Doctor: A lot of people have difficulties when they lose their job, and it can affect their health. It's not unusual, and you shouldn't feel guilty about it.
Kim: Yes, I suppose you're right.
Doctor: So, tell me about ...
Language

4 A good way to learn and remember new words is to learn them in groups. The exercise below focuses on words we use to talk about problems. Look at each of the circles and try to add words that relate to the heading. One has been done for you in each circle.

Types of problems

Medical

Feelings

Embarrassed

People who can help

Nursing sister

Things you can do

Talk to a friend
Speaking

Cultural note – Talking about problems
In Australia, when people want help with problems, they sometimes talk to people who are not members of their family. These might be friends or they might be professionals, e.g. a doctor or a counsellor.

It is common for Australians to go and see a professional for different kinds of problems, such as financial, personal and health problems.

This may be different from what happens in other countries.

5 Who would you talk to in the problem situations below? Fill in the chart and then talk to other students about what happens in their countries.

<table>
<thead>
<tr>
<th></th>
<th>Friend</th>
<th>Counsellor</th>
<th>Member of the family</th>
<th>Doctor</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>You are having difficulties with a neighbour.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>You are feeling upset about crime in your area.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>You are worried about the health of a friend.</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>You think someone you know is taking drugs.</td>
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</tbody>
</table>

6 Body language differs from culture to culture. Work with a partner. How would you express the following feelings ... in Australia ... in your culture?

- I don’t know
- crazy
- surprised
- tired
- keep a secret

Can you think of any other body language in your culture that is not found in Australia?
Before you watch
Look at the picture. Think and talk about these questions:
• Who are the people?
• Where are they?
• What are they doing?

Reading
1 Before you watch the video, read the text below.

Alzheimer’s disease
Alzheimer’s disease attacks and kills brain cells. This leads to a condition called dementia – loss of memory, confusion and sometimes changes in personality. At the moment there is no cure for Alzheimer’s disease.

The first symptom is usually forgetting recent events, appointments, names and so on. This develops into severe loss of short-term and long-term memory. The person’s ability to think and speak may also be affected. As the disorder worsens, the person may become confused about who they are or where they live. Their ability to control their movements may be affected. Eventually, they may become totally unable to look after themselves.

Alzheimer’s disease usually develops after the age of 65. About 5–6% of older people are affected by this disease. In the early stages of the disease, sufferers can be cared for by their families. As the disease develops, many Alzheimer’s sufferers are put into nursing homes where they can have 24-hour-a-day care.

2 Discuss these questions with other students:
• Have you heard of Alzheimer’s disease before?
• Do you think many people in your country of origin have this disease?
• Who looks after them?
• In your country of origin, do elderly people go into nursing homes if they cannot look after themselves?

3 Use the information in the boxed text above to complete the chart below.

**Definition of Alzheimer’s disease**
Alzheimer’s is a disease of the ______________
Percentage of people affected: _______________ Typical age: _______________

Three symptoms of dementia are:
• _______________
• _______________
• _______________

Care needed: _______________

_________
Listening

4 Watch the video scene right through once or twice. Now watch the scene again and discuss the answers to the questions below with other students.

a) Where are Mr and Mrs Wu?
b) Who are Mr and Mrs Wu talking to?
c) What problem does Mr and Mrs Wu's mother have?
d) Have Mr and Mrs Wu heard of Alzheimer's disease?
e) What symptoms of Alzheimer's disease make it dangerous for people to live alone?
f) Why is getting a nurse not a good solution?
g) What alternative solution is suggested?
h) What do Mr and Mrs Wu think about the idea suggested to them?
i) What are Mr and Mrs Wu advised to do?

Softening the message
The hospital administrator says:

I'm just wondering whether the staff have made you aware of the problems we've been having with her confusion?

She really means:

Have the staff told you she has the symptoms of Alzheimer's disease?

When people have to give bad news, they sometimes don’t say exactly what they mean at the beginning. Sometimes they give a little bit of bad news at a time. Sometimes they make the news sound better than it is. They use gentle language, with words like may, might and perhaps.

5 Watch the video scene again and listen to how the hospital administrator softens the message to Mr and Mrs Wu. Then match what she says with what she probably means.

What she says | What she probably means
--- | ---
The doctors seem to think she may have a condition called Alzheimer's disease. | It will almost definitely get to the stage where she will hurt herself and cannot be left alone. You must think about it and realise there is probably no alternative.
It can be very serious. | It is very serious and has no cure.
It may get to the stage where she's a danger to herself. | The doctors have diagnosed Alzheimer's disease.
It's very important that you start thinking about it. |
Language

Expressing an alternative opinion
The hospital administrator says:

That’s certainly an option ... I can understand that ...

She acknowledges what Mr and Mrs Wu have said. Then she gives them her own opinion and suggests alternatives. She uses the word but ...

That’s certainly an option ... but it could be very expensive.

I can understand that ... but ... with your cooperation ... we could find ...

She wants to persuade Mr and Mrs Wu to think about nursing homes, but she does not want to argue with them. She shows that she understand their opinion.

Other phrases used to express an alternative opinion are:
• That’s possible, but ...
• That’s certainly a possibility, but ...
• We could do that, but ...
• Well, that may be fine, but ...
• I see what you mean, but ...
• I appreciate your view, but ...

May
The hospital administrator says:

It may get to the stage ..., She may do things like ...

She uses may instead of will for two reasons:
• she cannot be completely definite about what will happen
• she does not want to sound definite because it would probably upset Mr and Mrs Wu.

6 Use may or will to complete these sentences.
a) We ____________ all die one day.
b) This medication ____________ definitely have side effects.
c) This is a new treatment. We’re not sure about, but it ____________ help.
d) Depending on how quickly he recovers, he ____________ be ready to go home next week.
e) After such a serious operation, he ____________ be in the intensive care ward for at least one day. He ____________ be in for longer.
f) If the wound does not heal properly, he ____________ always have a scar.
Speaking

Giving an opinion
When you are giving your opinion in a conversation, you usually:

- introduce your opinion
  - I (don’t) think that …
  - I believe that …
  - I’m (not) sure that …
  - I feel …
- give reasons for your opinion
  - in my experience …
  - for example …
  - for instance …
  - for one thing …
  - one reason is …
- link the reasons
  - first … second …
  - and another thing is …
  - what’s more …
  - and also …
- perhaps finish by repeating or summarising your opinion.

7 Below is one person’s opinion about children using the Internet for homework.
Number the sentences in an order that makes sense.

I reckon all kids think the same. For example, I read an account the other day about a website which gave a lot of wrong information. I’m sure that happens a lot.

I don’t think kids at school ought to use the Internet so much to do their homework.

My ten-year-old worries me because he always wants to look things up on the Internet. He thinks that because something’s on the Net, it must be true.

I reckon kids should be taught not to trust everything they read on the Net, but to think about it first. Then the Internet would be really useful!

I suppose this sort of thing happens with books too, but at least you know where a book comes from and you can check the author’s background.

8 People don’t always agree about whether elderly people should go into nursing homes.
Mr and Mrs Wu think it is wrong. The administrator thinks it is sometimes necessary.
List points for and against the following statement:
Old people should never have to go into nursing homes.

<table>
<thead>
<tr>
<th>For</th>
<th>Against</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

Discuss the topic with other students. Give your overall opinion and your reasons.
ACCESSING EDUCATION
At the school 1
(enrolling a child)

Before you watch
Look at the picture. Think and talk about these questions:
• Who are the people?
• Where are they?
• What are they doing?

Listening
1 Watch the video, then fill in the form below. Some details have already been filled in.

BANKSIDE PRIMARY SCHOOL
ENROLMENT FORM

Surname:

Name:

Date of birth: 2 June 1993
Current age:

Address: 2/43 Stockwell Street, Ridebank
Telephone: 9885 2376

Previous school: Stanwell Primary
Previous grade:

Travel to school: [ ] Bus [ ] Car [ ] Train [ ] Walk
Bus pass: [ ] Yes [ ] No
Parent skills:

2 Tick the topics that are mentioned by the school principal.

[ ] homework
[ ] bus pass
[ ] parent-teacher nights
[ ] the canteen
[ ] school hours
[ ] art and craft activities
[ ] examinations
[ ] school uniform
[ ] before and after school care
[ ] the second-hand clothing pool

Language note – Come up … Come down …
The principal says: The parents come up … She means they come to the school. We often add the words up or down after the word come.

Up’ and ‘down’ suggest a direction (eg come up = come north; come down = come south) or they suggest physical movement (eg up = up a hill; down = down a hill).

NOTE: To come up with means to suggest a solution to a problem.
3 Watch the video again. The principal often asks questions by using a statement. Add question marks at the end of the questions. Underline the statements that are really questions.

So, Mrs Wong, you want to enrol Samantha in our school
She's eight years old. Is that right
And what year was she in her last school
And she got on well at that last school
How will Samantha be getting to school, Mrs Wong
Well, do you know about the bus pass
You know that she's required to wear a uniform to school
And you know the school hours
Have you thought of being involved in any of the school activities
Do you know about the canteen
Is there any sort of activity you're particularly good at

4 Match these phrasal verbs from the dialogue with their meanings. (Look back to page 16 for more information on phrasal verbs)

get on arrange; organise
fix up accompany someone somewhere
take round make progress
help out do something well
be good at assist

Language note – Ending an interview
The principal says: Um... well, I think that's about it... if there's no more questions.
She is politely signalling that the interview is coming to an end.
Some other expressions for doing this are:
• If there's nothing else ...
• Well, if there are no more questions ...
• Unless there's anything else you want to ask ...
• I think that's more or less it now.
• I think we've covered everything now.

5 Complete the sentences below using the correct form of the words in the box.

require enrol activity involve volunteer

a) I've always been __________ with the canteen at the children's school.
b) Have you __________ the children for soccer yet?
c) To get a bus pass, she __________ proof of her name and address.
d) There are a lot of after-school __________.
e) The school clothing pool is run by __________.
Reading

Read this extract from a school newsletter.

Edwards Street School
Newsletter

Canteen roster – Term 3

Many thanks to all the mothers (and the three fathers!) who have volunteered to help us this term. The canteen roster for next term is attached. If you can’t make any of the dates given, it’s up to you to arrange a swap with someone else. If you have an emergency on the day, ring Jo Fisher on 8976 5467.

We still need a few more people. All those parents out there who haven’t yet volunteered, what are you waiting for? It’s fun – your children will love seeing you there, you get to chat to other parents and see the school in action. Try it! You’ll love it. Even if you can only give a couple of days a year, that’s fine. Ring Jo if you want to come along and have a look.

Annual concert

The annual concert will be taking place next week. The infants and primary choirs have been practising some special songs and are in fine voice as always. The school band will be playing and for the first time we have a recorder ensemble. Keep Thursday 8th June free and come along at 6.30. The canteen will be open for drinks and snacks.

Clothing pool

A few announcements …

The clothing pool opening hours have changed. We are now open on Monday and Tuesday mornings from 9–9.30 and on Wednesday and Thursday afternoons from 3.30–4.00.

We now have plenty of tracksuits in stock. Because it’s been so cold, all our stock sold out last week, but tracksuits are now back on the shelves.

6 Read the sentences below and tick True or False.

a) The canteen doesn’t need any more volunteers. ☐ True ☐ False

b) More mothers than fathers work at the canteen. ☐ True ☐ False

c) The school concert usually features a recorder ensemble. ☐ True ☐ False

d) Hot meals can be purchased at the canteen. ☐ True ☐ False

e) The clothing pool is open every day. ☐ True ☐ False

f) The clothing pool ran out of tracksuits. ☐ True ☐ False

Cultural note – Parents and schools

In Australia, parents have the opportunity to be involved in their children’s schools, particularly in primary school. They can help as volunteers in school activities – working in the canteen or in the clothing pool. They can also volunteer to come in and help with things such as reading, maths, craft or music.

Each school has a Parents and Citizens (P&C) Association for parents and other interested people. They organise school functions for social and fundraising purposes – for example, barbecues, raffles, trivia nights and other events.

Many schools also have a School Council and these always include two or three parent representatives.
Speaking

7 Work with a partner. One of you will pretend to be a parent and the other a teacher. Take turns to ask and answer questions about the situations below. Make up as many questions and answers as you can.

Situation 1
A ten-year-old girl is starting at a new school. She is a very good runner. Her parents have a lot of questions. They want to know if the school has opportunities for her to do athletics within the school and against other schools.

Situation 2
A twin boy and girl are starting school in kindergarten next month. They speak very little English. The parents have a question about how they will be treated – whether they will be in the same class and whether they will have help with their English.

8 Work with a partner. Discuss whether schools in Australia are very different from schools in your country. Talk about these areas:
- School age
- Ages for compulsory schooling
- School times
- Lunch
- Single sex or coeducational
- Homework policy
- Teaching methods
- Curriculum
- Size of classes
- Attitude towards teachers
- Uniform
- Parental involvement

9 Work with a partner. Look at the following ways in which parents can help at their child's school. Which would you choose and why?
- Reading
- Basic mathematics
- Canteen duties
- Helping at the swimming carnival
- Fundraising
- Helping on sports day
- Clothing pool
**ACCESSING EDUCATION**

**At the school 2**
(discussing a problem)

**Before you watch**
Look at the picture. Think and talk about these questions:
- Who are the people?
- Where are they?
- What are they doing?

**Listening**

1. Watch the video, then complete the principal’s notes of the meeting below. Use the words from the box and today’s date.

<table>
<thead>
<tr>
<th>appetite</th>
<th>bullying</th>
<th>time</th>
<th>unhappy</th>
<th>unwillingness</th>
</tr>
</thead>
<tbody>
<tr>
<td>friends</td>
<td>racism</td>
<td>arrange</td>
<td>crying</td>
<td></td>
</tr>
<tr>
<td>parents</td>
<td>Asian</td>
<td>class</td>
<td>call her names</td>
<td></td>
</tr>
</tbody>
</table>

**Notes of meeting**

**Date:** ___________

**Present:** Mr and Mrs Wong; myself

**Appointment made by:** ________________

**Issue:** Samantha’s unhappiness; possible ____________.

Parents report that Samantha is ____________; signs include ____________ in bedroom after school; loss of ____________; ____________ to go to school.

Parents have discussed reasons for unhappiness with Samantha. She says she has no ____________; other students ____________ ____________ ____________.

Parents fear possible ____________. Student is from ____________ background.

**Action:** ____________ urgent meeting with Mrs Diaz (class teacher), parents and self to discuss any problems in ____________. Call parents back by end of day with date and ____________.

**Language note – What makes you think?**
The principal says: *What makes you think …?*

This is another way of saying *Why do you think that …?*

It is a little gentler and less direct.

**Cultural note – Problems at school**
In Australia, if children have a problem at school, their parents are expected to come into the school to talk to the teacher or principal about it. Parents can contact the school or, if the school sees a problem, a teacher may contact the parents. Schools like to work with parents to help solve any problems that children may have.
Language

2 Watch the video again. Fill in the correct tense of the verb in brackets in the text below.

When she _____________ (come) home from school, we sometimes _____________ (find) her crying in the bedroom. She _____________ _____________ (lose) interest in eating and in the morning she _____________ _____________ (not want) to go to school. She _____________ (say) she _____________ (have) no friends. We _____________ (think) it _____________ (be) because she _____________ (be) Asian. She _____________ (say) they _____________ _____________ _____________ (call) her names.

3 Here are different kinds of problems that children might have at school. Work with a partner. Write down other problems that children might face at school in each circle.

Problems with school activities
- not good at sport
- _____________
- _____________
- _____________

Personal problems at school
- no friends
- _____________
- _____________
- _____________

Feelings
- lonely
- _____________
- _____________
- _____________

Reported speech

Mrs Wong talks about why Samantha is unhappy. She says:

Well, she says she has no friends. She says they’ve been calling her names.

Samantha probably said:

I have no friends. They’ve been calling me names.

When we are talking about something that someone else has said, we use reported speech. We usually use a past tense ‘reporting verb’ (eg said, asked) and a past tense form to show what was said. For example:

I am sick. ______ She said she was sick.

However, when we report something that someone often says or something that is still going on, we can use a present tense reporting verb (She says) plus the tense which shows what is happening. For example:

I don’t understand the teachers. ______ She says she doesn’t understand the teachers.

Two kids have been teasing me. ______ He says two kids have been teasing him.
Reading

Read this material from a school handout on bullying.

What is a bully?
A bully is someone who deliberately hurts, intimidates or frightens others, physically or emotionally. Emotional bullying can include name calling, teasing, threats, and exclusion or rejection. Physical bullying involves physical attacks, eg hitting, kicking and pushing. Bullies want their victims to feel powerless and afraid because this makes them feel powerful.

What to do if you are being bullied
If bullying is a problem for you, here are some things you can do:

1. Don’t give the bully a chance. Whenever you can, have others around for support.
2. Walking away or ignoring the bully can sometimes work. Have a go.
3. Try to respond to the bully with confidence. This isn’t easy. Look the bully in the eye and hold your stare for a few seconds. Call on all the strength and power you have.
4. Use strong body language. Stand tall and straight. Act confident even though you feel scared. If you think strong, it’s easier to be strong.
5. Get up close to the bully. Tell them what you think. Use a loud voice and say something like: ‘I’m tired of this teasing. I want you to stop now’. Keep eye contact. Use all your strength.
6. If the bully doesn’t back off, don’t give up. Say something like: ‘Don’t you have anything better to do?’
7. If this doesn’t work either, get help from a teacher or counsellor. Don’t feel you have failed. You have given the bully a chance to stop but they haven’t taken it. Now it’s time to ask for help and make sure things improve.

4 Work with a partner. Discuss the questions below.

a) What are the two different kinds of bullying?

b) What are some kinds of emotional bullying mentioned in the handout?
   Can you think of any others?

c) What are some kinds of physical bullying mentioned in the handout?
   Can you think of any others?

d) What do bullies feel when they make their victims powerless and afraid?

e) The policy suggests that the victim should try to deal with the bully on their own before going to a teacher. Why do you think this is?

f) The handout gives advice about what to do in case of bullying. Do you agree with the advice? Is there any other advice you would give?
Speaking

5 Work with other students. Discuss the following topics.
   a) Mr and Mrs Wong are worried that Samantha is being bullied because she is Asian. 
      In your view, is racism a problem in Australia or in other countries you know? 
      Use specific examples.
   b) Have you ever experienced any kind of discrimination because of your race, gender 
      or physical appearance? What was it? Were you able to do anything about it?

6 Work with a partner. Ask and answer questions about the situations below. Take turns to 
be Student A and Student B. In each case, Student A knows a person with a problem and 
wants to talk about it. Student B asks questions about the problem. Only Student A 
should read the description of the problem.

Student A should start by saying: I’m worried about ...

Student B should ask questions like these: What happened? Why/how did it happen? 
What does she/he say about it? How does she/he look? How does she/he feel?

Situation 1
Student A’s friend:
- changed jobs a few months ago
- used to be active but now doesn’t do any sport
- is very jumpy
- works really late
- is having problems with his children; he shouts at them and they get very upset.

Situation 2
Student A’s sister:
- is 16 years old
- doesn’t have a boyfriend, but her two best friends do have boyfriends
- has lost a lot of weight in the last two months
- spends a long time in the bathroom
- is very moody and bursts into tears at mealtimes.
ACCESSING EDUCATION
At the school 3
(interview with the principal)

Before you watch
Look at the picture. Think and talk about these questions:
• Who are the people?
• Where are they?
• What are they doing?

Listening
1 Watch the video. Read the statements below and tick True or False.
   a) The principal needed to see Mr and Mrs Wong. □ True □ False
   b) The principal has records of the days of school Samantha has missed. □ True □ False
   c) The principal is not happy with the explanation Mr and Mrs Wong gave about Samantha’s absence. □ True □ False
   d) Samantha helps in her parents’ restaurant. □ True □ False
   e) Samantha must go to school until she is 16. □ True □ False
   f) Mrs Wu had the flu. □ True □ False
   g) The principal says Samantha can only be away if she is sick. □ True □ False
   h) Samantha needs to bring a letter to school if she is away. □ True □ False
   i) Mr and Mrs Wong are not happy about the situation. □ True □ False
   j) The principal is very angry about Samantha’s absences. □ True □ False

Language
2 Watch the video again. Put the correct tense of the verb in brackets into the spaces provided.

Doctor: So, how can I help you today? What’s the problem?

Principal: Now, I ______ (see) from my records that Samantha ______ _____ (miss) 12 days of school in the last 4 weeks and there ______ ______ (be) no explanation. Do you ______ (have) any reason for this?

Mrs Wong: Well, we ______ (own) a shop and Samantha ______ (help) us with our shop.

Principal: Well, actually, you can’t do that, Mrs Wong. The law ______ (require) that Samantha attends school until she ______ (be) 15.

Mr Wong: But, when my wife ______ (be) ill with the flu, we ______ (can) not afford to employ anyone else.
Language

3 Put the formal words in the box into the definitions below.

<table>
<thead>
<tr>
<th>admissibility</th>
<th>absence</th>
<th>explanation</th>
<th>duty</th>
<th>documentation</th>
<th>compulsory</th>
<th>requirement</th>
</tr>
</thead>
</table>

a) If something is your ________, you should do it for legal or moral reasons.
b) If you are asked to provide ________, you should have letters or completed forms or other official papers.
c) ________ means not going to a place or an event.
d) If something must be done in order to achieve something else, it is a ________.
e) If you gain ________ to a place, you are allowed to go in.
f) If you have to do something whether you want to or not, it is ________.
g) An ________ is a reason given for something that has happened.

4 Some of these formal words have both noun and verb forms. Complete the table.

Use your dictionary if you need to.

<table>
<thead>
<tr>
<th>Verb</th>
<th>Noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>require</td>
<td>requirement</td>
</tr>
<tr>
<td>explain</td>
<td>explanation</td>
</tr>
<tr>
<td>do</td>
<td>documentation</td>
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<tr>
<td>regulate</td>
<td>omission</td>
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<td>divide</td>
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<tr>
<td>define</td>
<td></td>
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<tr>
<td>admit</td>
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</tbody>
</table>

I wouldn’t have ...

The principal says: I wouldn’t have called you in if it wasn’t quite serious.

She means the problem was serious so she called them in. When problems are not serious, she doesn’t ask parents to come in.

5 Match the beginnings and the ends of these sentences.

a) I wouldn’t have been late if you’d had something to eat earlier.
b) I wouldn’t have failed that exam if the bus had come on time.
c) You wouldn’t have fainted if I hadn’t been so worried about my mother.
d) You couldn’t have finished your homework if you hadn’t already worked in that field.
e) You wouldn’t have got that job if I hadn’t helped you.
Reading

Read this extract from a school newsletter.

School terms

School term dates for next year are as follows:

- **Term 1** 28 January – 7 April
- **Term 2** 18 April – 30 June
- **Term 3** 23 July – 20 September
- **Term 4** 10 October – 18 December

Mornings

Parents are reminded that children may not be left at school before 9am unless they are booked in to Before School Care. They cannot go to Before School Care unless they have been registered in advance. The playground is not staffed until 9am and the school cannot accept legal responsibility for accidents.

Before and after school care

School hours are from 9.30am to 3.30pm. Before School Care operates from 7.30 to 9.30am and After School Care from 3.30 to 6pm. The number to ring to book a child into before and after school care is 9666 9999. Please remember that we are not able to take a child if he or she is not booked in. Payment must be made every week.

Absences

If a child is absent, please call the school office before 11am to let us know. If we do not hear from you, we will telephone you. You must provide a child with a note to explain his or her absence when the child returns to school. This is a legal requirement.

We remind parents that children should not be kept away from school unless they are ill or there is a family emergency or a serious family problem. The law requires that children attend school. A family holiday or helping out at home are not valid reasons for absence.

6 Read the statements below and tick True or False.

- a) Children can go to Before School Care only if they are booked in.  
  - True  
  - False
- b) There are teachers in the playground from 9am.  
  - True  
  - False
- c) Before and after school care is free.  
  - True  
  - False
- d) The school office always calls parents when children are away.  
  - True  
  - False
- e) When children return to school after being away, they must provide a doctor's certificate.  
  - True  
  - False
- f) There is only one reason allowed for being away from school.  
  - True  
  - False
- g) It is not legal to keep children at home to help parents.  
  - True  
  - False

Speaking

7 Work with other students. Talk about schools in your country of origin.

Discuss the questions below.

- What is the age at which students are allowed to leave school in your country of origin?
- What percentage students complete their school education?
- Are there strict rules about absence from school? If so what are they?
- How many terms are there in the school year in your country of origin?
ACCESS TO ENGLISH

Video transcripts

Theme 1: Buying goods
At the supermarket 1
Sales assistant: $2.30 thanks, love ... What did you do, win Lotto? I can't change that, love, it's too early in the day. Have you got anything smaller? A ten or a twenty-dollar note?
Customer: Ah, ten.
Sales assistant: Thank you.

Theme 1: Buying goods
At the supermarket 2
Sales assistant: G'day, love, how are ya?
Customer: Good thanks.
Sales assistant: You don't know the price on that, do you, love?
Customer: Sorry, I don't.
Sales assistant: Bev, can I have a price check on lychees, 565 grams?
Bev: Yeah.
Sales assistant: (to Bev) Ta. (to customer) I don't know! This has happened to me today more times than I can tell you. Every third article seems to have something wrong with it.
Bev: $2.25.
Sales assistant: Thanks, love.

Theme 1: Buying goods
In a department store 1
Sales assistant: Hi.
Male customer: Good morning.
Sales assistant: I'd like to pick up my wife's skirt, please.
Sales assistant: Is this a lay-by?
Female customer: (both together) Yes.
Male customer: Yeah.
Sales assistant: Right. If you'd like to go to the lay-by counter on the second floor.
Female customer: I made my first payment here.
Sales assistant: Well, that's right, but to pick up a lay-by you need to go to the lay-by counter. It's just up the escalators on the right. OK?
Both customers: Thank you.

Theme 1: Buying goods
In a department store 2
Customer: Hello.
Sales assistant: Hi.
Customer: I'd like to exchange this, please.
Sales assistant: Do you have a receipt?
Customer: Yes.
Sales assistant: It hasn't been worn?
Customer: No, my husband tried it and it's a size too small. Do you have it in 42, please?
Sales assistant: I'll just have a look out the back for you. One moment ...
I'm sorry, unfortunately we only have the 42 in the white.
Customer: Oh, he's got lots of white shirts.
Sales assistant: Well, I could give our Chatswood store a call to see if they've got what you need. Just one moment ...
Yes, Chatswood has got the blue in size 42, so I can get them to send it here and you can pick it up tomorrow. Or you can go down to Chatswood today – taking the shirt and the receipt with you – and they can exchange it for you then.
Customer: All right.
Sales assistant: Unh huh?
Customer: Can you tell me where the Chatswood store is, please?
Sales assistant: If you just go out onto the main road, follow it through to the freeway, keep going down the freeway and Chatswood will appear on the left.
Customer: Thank you for your help.
Sales assistant: You're welcome.
Theme 1: Buying goods

In a department store 3

Sales assistant: Are you right, sir?
Customer: Sorry?
Sales assistant: Can I help you?
Customer: Well ... ah ... yes, I think so.
Sales assistant: Unh huh. Are you looking for something in particular or ...?
Customer: Well, a jacket – yes.
Sales assistant: Right. Uh ... winter or mid-season?
Customer: Mid-season.
Sales assistant: I've got one here that could be just what you're looking for. It's a Stafford Ellinson, which means it's a very good brand. It's 70% wool and 30% polyester, which means it holds its shape very well. Why don't you give it a try?
Customer: All right.
Sales assistant: OK. My brother-in-law has actually had one for the last two seasons and it still looks brand new.
Customer: Well, I love it.
Sales assistant: It suits you.
Customer: Thank you. There's just one small problem, you see.
Sales assistant: What is that?
Customer: Well, I don't think it's going to fit him.
Boy: I thought that was for me.
Sales assistant: Oh, it's for your son?
Customer: Yes.
Sales assistant: Ha ha. I'm sorry. Come this way, we've got some great kids' things. For goodness sake! (said quietly)

Theme 2: Using services

At home using the phone 1

Customer: Yes, good morning. I've just moved in and I need the gas connected.
Customer service: Right. That's fine. Well, we'll just need to establish an account.
Customer: How do I do that?
Customer service: I'll just need to take some details from you. Can I have your surname please?
Customer service: And your first name, please, Mr Khoury?
Customer service: And the address, please?
Customer: 6 Banksia Street, Botany.
Customer service: 6 Banksia Street, Botany. And did you purchase the property or are you renting there?
Customer: No, I purchased it.
Customer service: Right. Did you buy through a real estate agent?
Customer: Yes, I did.
Customer service: And can I have their name, please?
Customer: It was Ray White Real Estate, Botany.
Customer service: And would you have their phone number, Mr Khoury?
Customer: No, I'm sorry, I don't.
Customer service: No, look, that's fine. Now, you've just moved in. You'd like the gas connected as soon as possible then?
Customer: Well, tomorrow if I could, please.
Customer service: Tomorrow. That would be no problem at all.
Customer: Can you give me a time?
Customer service: I'm sorry. I'm unable to make a specific appointment time, but I can give you am or pm.
Customer: But I can't afford to be away from work for half a day.
Customer service: Look, I'm sorry. I'm unable to make a specific time.
Customer: But why is that?
Customer service: When our service people call, they may take anywhere from five minutes up to an hour, so it's just very difficult to give a particular time.
Customer: Well, you see, my wife is home alone and I need to be here when the service man calls.
Customer service: Right. Well ... look, we simply need access, so your wife being home, that should be fine.
Customer: Yes, but you see, she doesn't speak English very well and she will not answer the door to strangers.
Customer service: Oh, I see. Ah, is there somebody else who could be at home with your wife?
Customer: Well, my brother could be here, but you'd have to come in the morning.
Customer service: Tomorrow morning would be fine. That would be between 7am and 12 noon.
Customer: OK. Thank you.
Customer service: OK. Thank you.
Customer: Bye.

Theme 2: Using services

At home using the phone 2

Customer service: Good morning. Natural Gas Company – Service. Pam speaking. How may I help you?
Customer: I have no hot water and I can smell gas.
Customer service: OK. Well, first of all, could you give me your name and address, please, and phone number?
Customer: Yes. My name is Yousef Khoury.
Customer service: OK. Is that Mr Khoury, is it?
Customer: Yes.
Customer service: And how do you spell Khoury?
Customer: K-H-O-U-R-Y.
Customer service: OK. Thank you. And your address?
Customer: 6 Banksia Street, Botany.
Customer service: Number 6 Banksia Street, Botany. Is that correct?
Customer: Yes.
Customer service: OK. And your telephone number, please?
Customer: 725488
Customer service: OK. Now, do you know where your gas meter is located?
Customer: No. Can you please tell me?
Customer service: OK. Well, facing the house on the right-hand side is a meter. If you go out to the meter there’ll be a lever on that meter. If you could turn it to the right, that’ll isolate the leak till we get someone out there for you. Can you do that, please?
Customer: Yes, I can. Can you tell me what the lever looks like?
Customer service: It just looks like a tap.
Customer: Hmm. Thank you very much.

(next scene)

Service man: Good morning, Mr Khoury. I’m from the Natural Gas Company. You have a problem with your hot water and gas?
Customer: Yes. When I got up this morning, there was no hot water in the shower and then I could smell gas.
Service man: Could you show me your hot water heater and gas meter, please?
Customer: Yes. Come this way.

Theme 2: Using services
At home using the phone 3

Technician: All right. So, what seems to be the problem?
Customer: Well, the ring on the phone doesn’t seem to be working properly. I mean, it’s ringing intermittently.
Technician: I see. So it rings … when the phone rings … it rings, and then nothing happens? Or does … does it ring … then it … nothing happens and then it rings again? Or is … how exactly?
Customer: Well, it’s sort of like it’ll go … brrr … brrr … and then there’s nothing for maybe five to six seconds, and then it’ll go … brrr.
Technician: Right, right.
Customer: And then … brrr … brrr.
Technician: And does it happen every single time it rings?
Customer: Well, just about every time, yes.
Technician: Ah. So fairly frequently. OK. Ah, well, I’ll have a look at the connection … ah … just to see if that’s OK. Maybe we can fix it right here. OK?

(next scene)

Technician: OK. I’ve cleaned out the connection. There was a little bit of fluff inside there. Do you have any other connections in the house at all?
Customer: Yes, I do. I have some in the lounge room.
Technician: Right. I think we’d better go and check those as well because we may have a problem with them.
Customer: All right. This way. You know, I collect phones.
Technician: Oh, really?
Customer: Yes, it’s a hobby of mine.
Technician: That’s interesting.
Customer: I got this one in Disneyland.
Technician: Ah, Mickey!
Customer: And I got this one in Hong Kong. Look at this – neon phone. New York.
Technician: Hamburger, right.
Customer: Canada. Some of these you wouldn’t even know were phones. Look at this – it’s a Coke bottle.
Technician: Ah, and you’ve got all these phones connected into the one line?
Customer: Ah, yes. They all work.
Technician: I’m afraid I’ve got some bad news for you. The most phones you can have connected into a line is four at one time. Now with this amount of phones, we’d have to connect three more lines. Ah, that means three new phone numbers.
Customer: Oh, I only want one phone number.
Technician: Well, I’m afraid if you want all these phones connected, you have to have more than one phone number.
Customer: It’d be such a shame. Then again, I suppose I can have those four over there connected Monday and Tuesday, and these four here connected Wednesday and Thursday, these two over here Friday and Saturday. Oh yes, and don’t worry about this one – it’s not connected. Ha, ha … it’s a toy phone!

Theme 2: Using services
Using public transport 1

Ticket collector: Thank you. Ta. (to passing traveller) Ticket, please.
Young woman: I don’t have a ticket. Can I buy one now?
Ticket collector: It’s a $50 fine for travelling without a ticket.
Young woman: I was in a hurry and when I got to the station the train was already there.
Ticket collector: Well, it’s OK this time but … where’d you come from?
Young woman: China.
Ticket collector: Beg yours?
Young woman: China.
Ticket collector: It'll be $20,000 – but seriously, what station did you come from?
Young woman: Lindfield.
Ticket collector: That'll be $1.60, thank you.
Young woman: Thanks.
Ticket collector: Thank you. Bye.

**Theme 2: Using services**

**Using public transport 2**

**Man:** Excuse me. Is this where you get the tickets to the Red Centre?
**Woman:** I really don't know. Sorry.
**Man:** OK. Thank you.
**Ticket seller:** (to customer off camera) Here you are, love. (to woman) G'day.
**Woman:** Hi.
**Ticket seller:** It's a bit warm out there. You could fry an egg. Now, what can I do for ya?
**Woman:** I've got this ticket to go to Brisbane on Saturday and I'd like to change it to Sunday. Is that OK?
**Ticket seller:** Ah, it's Wednesday, love. You can't change tickets for a Saturday on a Wednesday.
**Woman:** But why? I can only come today.
**Ticket seller:** I'm only kidding. It'd get pretty boring around here if I couldn't crack a joke occasionally. Oh, I'll fix it up. OK. Thanks.
**Woman:** Thanks.
**Ticket seller:** Thank you.

**Theme 3: Exchanging information**

**At the chemist 1**

**Customer:** Excuse me.
**Sales assistant:** Yes, can I help you?
**Customer:** Could I have this, please?
**Sales assistant:** Oh yes, certainly.
**Customer:** Do you need my health care card?
**Sales assistant:** Oh yes, we do need that, thank you. Right. Well, this should take about 15 minutes.
**Customer:** Ah, do I have to wait?
**Sales assistant:** No, no. You can go away and do something else and come back later if you like.
**Customer:** All right. I'll be back. Thank you.
**Sales assistant:** All right. See you then.

**Theme 3: Exchanging information**

**At the chemist 2**

**Sales assistant:** Good morning.
**Customer:** Hello.
**Sales assistant:** Can I help you?
**Customer:** Yes, please. My son has a sore throat, and when my husband had a sore throat the chemist gave him this. Now, can I give him this?

**Sales assistant:** Umm. How old's your son?
**Customer:** Four.
**Sales assistant:** Four. Oh, the poor darling. Did he pick it up from preschool?
**Customer:** Probably.
**Sales assistant:** Look, I'm not sure about this. I'll have to go and ask the chemist. All right? I'll be back in a moment.
**Customer:** Thank you.
**Sales assistant:** Look. I had a chat with the chemist and he thinks that this would be too strong for your little boy, but he suggests that that would be better for him.
**Customer:** Hmm. Would that be enough? Can I have some tablets?
**Sales assistant:** Well, if you're worried about your son, the chemist suggests that perhaps you should see a doctor. But, in the meantime, he thinks that would be the best thing.
**Customer:** All right. I'll take that.
**Sales assistant:** OK.
**Customer:** Thank you.

**Theme 3: Exchanging information**

**At the chemist 3**

**Customer:** Oh, excuse me.
**Sales assistant:** Oh, are you right there, sir?
**Customer:** I'd like some Morpha tablets.
**Sales assistant:** Morpha tablets. I'm sorry, sir, but ... um, I can't give you those tablets without a prescription.
**Customer:** But, you see, I've used them before and I know that they work. I have this lower back pain.
**Sales assistant:** Umm. Well, could I offer you an alternative like ... er ... Panadeine? Or Mersyndol is very good for back pain.
**Customer:** Look, I don't mind how expensive they are.
**Sales assistant:** It's not a question of the cost, sir. It's actually against the law to give you those tablets across the counter. Ah, the Mersyndol is very good for back pain.
**Customer:** OK. I'll try it.
**Sales assistant:** All right, then. Would you like to come this way?

**Theme 4: Accessing health**

**Phoning the dentist's surgery 1**

**Receptionist:** Good afternoon. Medical and Dental. Can I help you?
**Patient:** Yes, good afternoon. I'd like to make an appointment to see the dentist, please.
**Receptionist:** All right. When would you like to come in and see him?
**Patient:** Tomorrow.
**Receptionist:** Morning or afternoon suit you best?
Theme 4: Accessing health

At the community health centre 2

Woman 1: Why don’t we go and sit over here?
Nursing sister: Now, what did you come to see me about today?
Woman 1: I just came to bring my baby boy in – for a check-up. That’s all, really.
Nursing sister: He’s a lovely little boy, too.
Woman 1: Well, there’s a bit more to it than that. Ching Lee’s been having a few problems with her baby.
Woman 2: Not really problems. You know, just …
Woman 1: It’s all right. You can tell the sister. She’s here to help.
Nursing sister: A lot of mothers come to us and they’re tired and worried about different things and … ah … it’s normal and it’s not your fault. But we can’t help you if you don’t tell us, ah, you know, what the problem is.
Woman 2: Well, the main problem is – that he wakes up every two hours and he’s always hungry and I’m breastfeeding and I can’t make that much milk. And I’ve got my other two-year-old to look after and my husband’s away a lot.

Theme 4: Accessing health

At the hospital 3

Administrator: Thank you for coming in this morning, Mr and Mrs Wu. You’ve come to take your mum home, but I’m just wondering whether the staff have made you aware of the problems we’ve been having with her confusion.
Mr Wu: No.
Administrator: The doctors seem to think that she may have a condition called Alzheimer’s disease. You’ve never heard of this?
Mr Wu: What is it?
Administrator: It’s a condition which affects their brain, only their brain – their physical condition is fine – but they will become increasingly confused and suffer from memory loss. It can be very serious. It may get to the stage where she’s actually a danger to herself. She may do things like turn the radiator on and forget that it’s on – burn herself. And it will get to the stage where she’s going to need 24-hour-a-day care.
Mr Wu: Well, we can get a nurse.
Administrator: That’s certainly an option and I think that may be something that you consider in the short term … um … but it could be very expensive. You would need nurses in your home looking after her 24 hours a day.
Mr Wu: What … what else can we do?
Administrator: Well really, as we see it here, the only other alternative perhaps is a nursing home.
Mr Wu: No, no.
Administrator: You’ve never given this any thought?
Mr Wu: It’s not just that. I mean, it’s totally against our culture and the way we’ve been brought up.
Administrator: I can understand that. Um … but I think with your cooperation and all the family involved that we could find a place that’s suitable both to your mum and the family, so that she would be very happy and secure.
Mr Wu: Well, we’ll certainly think about it once we get home.
Administrator: I think it’s very important that you do start thinking about it. There are people that we can put you in contact with that can help you make that decision, so it’s not something you have to do on your own. But I think it’s very important that you start thinking about it.

Theme 5: Accessing education

At the school 1 (enrolling a child)

Principal: So, Mrs Wong, you want to enrol Samantha in our school?
Mrs Wong: Yes.
Principal: Right. She’s eight years old. Is that right?
Mrs Wong: Yes.
Principal: And what year was she in in her last school?
Mrs Wong: Year 3.
Principal: And she got on well at that last school?
Mrs Wong: Yes.
Principal: No problems. Good. How will Samantha be getting to school, Mrs Wong?
Mrs Wong: By bus.
Theme 5: Accessing education

At the school 2 (discussing a problem)

Principal: By bus. Well, do you know about the bus pass?
Mrs Wong: Yes.
Principal: Right. Well, we’ll ... ah ... fix that up with the secretary later, too. Um ... uniforms. You know that she’s required to wear a uniform to school?
Mrs Wong: Yes, but uniforms are expensive. Can we get one cheaply?
Principal: That’s no problem, Mrs Wong. We have a second-hand clothing pool ... um ... so I could take you round there when we’ve finished here. And you know the school hours?
Mrs Wong: Yes.
Principal: Good. Um ... well, just finally, have you thought of being involved in any of the school activities?
Mrs Wong: What activities?
Principal: Activities are the things that happen in the school that you as a parent might like to be involved in – like, for instance, the canteen. Do you know about the canteen?
Mrs Wong: Is that the tuckshop?
Principal: That’s right, the tuckshop, where the children buy their food. Well, that’s actually run by volunteers. The parents come up – some of the mums and a few of the dads come up during the day and help out with that at different times. Um ... and is there any sort of craft activity you’re particularly good at – things you like making or like to help kids with?
Mrs Wong: Pottery.
Principal: Pottery. Well, perhaps you could come up and show the children how to do that. Help some of the teachers out some days. Um ... well, I think that’s about it. We’ll go out and talk to the secretary now, Mrs Wong, if there’s no more questions.
Mrs Wong: Thank you very much.
Principal: Thank you.

Theme 5: Accessing education

At the school 3 (interview with the principal)

Principal: Well, thank you very much for coming in to see me, Mr and Mrs Wong. I wouldn’t have called you in if it wasn’t quite serious. Now, I see from my records that Samantha has missed 12 days’ school in the last 4 weeks and there’s been no explanation. Do you have any reason for this?
Mrs Wong: Well, we own a shop and Samantha helps us with our shop.
Principal: Well, actually, you can’t do that, Mrs Wong. The law requires that Samantha attends school until she’s 15.
Mr Wong: But, when my wife was ill with the flu, we couldn’t afford to employ anyone else.
Principal: Yes, I do appreciate your problem, Mr Wong, but there are only two reasons that Samantha can be away from school – either she is ill or there is a serious family problem. And she does need documentation to prove this.
Mrs Wong: But we need someone to help us with our shop.
Principal: Well, actually, you can’t do that, Mrs Wong. The law requires that Samantha attends school until she’s 15.
Mr Wong: But, when my wife was ill with the flu, we couldn’t afford to employ anyone else.
Principal: I do understand your problem, Mr Wong, but there are only two reasons that Samantha can be away from school – either she is ill or there is a serious family problem. And she does need documentation to prove this.
Mrs Wong: But we need someone to help us with our shop.
Principal: Um ... is there any way she can help out a little more after school or perhaps on Saturday mornings?
Mr Wong: It makes things very difficult for us.
Principal: Yes, I do appreciate your problem, Mr Wong, but it is a requirement of law and I have no choice.
ACCESS TO ENGLISH

Answers

Theme 1: Buying goods
At the supermarket 1 & 2
1 a) bread and milk; b) under $5; c) $100 note; d) no change; e) $10 note
2 a) does not know the price of the item; b) lychees; c) the price of the item; d) prices aren't marked on the items; e) over $2
3 a) The problem in the first scene is that the cashier doesn't have any change for a $100 note. b) The problem in the second scene is that the product the customer wants to buy does not have a price on it.
4 b) You haven't got any change, have you? c) You don't sell parmesan cheese, do you? d) There aren't any 12-packs of fruit juice, are there? e) You don't have any goat's milk, do you? f) You haven't got any raspberry yoghurt, have you?
5 live on the smell of an oily rag = live on very little money charge like a wounded bull = charge very high prices what do you do for a crust? = how do you earn your living? shout = buy a round of drinks in a pub broke = have no money left
6 In Australian supermarkets, staff at the checkouts usually stand up. Supermarket staff are often friendly and chatty. They sometimes make jokes with customers and call them love and darl. If you can't carry heavy bags, the supermarket will deliver your shopping for a small fee. In most Australian supermarkets, customers can pay with credit cards and EFTPOS as well as cash. Abandoned supermarket trolleys are dangerous to the public and expensive for the supermarkets. Some supermarkets offer rewards to people who phone in to report abandoned trolleys.
7 Fruit and vegetables greengrocer, supermarket, corner store/convenience store, petrol station, market Meat butcher, market, supermarket, department store food hall, deli Fish fishmonger, supermarket, market, fish market, department store food hall, deli Stationery stationery shop, supermarket, department store, newsagent, gift store Cleaning products supermarket, hardware store, department store, petrol station, corner store/convenience store, discount store (sometimes called two-dollar shop) Cigarettes newsagent, tobacconist, supermarket, petrol station, corner store/convenience store, deli Toothpaste chemist, supermarket, petrol station, corner store/convenience store, discount store (sometimes called two-dollar shop) Flowers market, florist, supermarket, petrol station, corner store/convenience store Toys toy shop, supermarket, department store, discount store (sometimes called two-dollar shop) Magazines newsagent, supermarket, corner store/convenience store, petrol station Soft drinks supermarket, corner/convenience store, newsagent, vending machine, petrol station, deli Books bookshop, newsagent, supermarket, department store
Theme 1: Buying goods

At the supermarket

1  Sales assistant:  G’day.
   Customer 1:  Hello.

2  Sales assistant:  Oh, you can’t buy a single one of these, love.
   Customer 1:  Pardon?

3  Sales assistant:  You can’t buy a single packet of this one, love – it comes in twos.
   Customer 1:  I just want one.

4  Sales assistant:  Yeah, I know, but see, it says ‘to be sold as a twin pack only’. If you want one, you’ll have to get another flavour or go and get another brand. OK?
   Customer 1:  OK.

5  Sales assistant:  Oh, can you put that in the fridge for me? I can’t leave it here – it’ll go off. Next.
   Customer 2:  How are you?
   Sales assistant:  Good.
   Customer 1:  I was here before. I just went back to change the yoghurt.
   Customer 2:  I’m sorry, mate, I’m here now. You’ll just have to wait.

6  He can’t buy a single pack of yoghurt. He has lost his place in the checkout queue.

7  a) False  b) False  c) False  d) True  e) True  f) True  g) False  h) True  i) True

Theme 1: Buying goods

In a department store 1 & 2

1  A husband and wife went into a department store to pick up the wife’s skirt. She had bought it on lay-by. They went up to the counter where the woman had made the first payment. The sales assistant told them to go upstairs to the lay-by counter to pick it up. The woman was surprised that it was a different counter. The sales assistant told them that lay-by items had to be picked up from the lay-by counter. She told them to use the escalators to get there.
2 A woman went to a department store to exchange a shirt. She showed the assistant her receipt. The shirt was too small for her husband. She asked for a size 42 but it was only available in white. Another branch of the department store had the shirt in blue. The customer decided to go to the other branch. She asked the assistant for directions.

3 A  

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
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<tbody>
<tr>
<td>nightdress</td>
<td>lingerie</td>
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<td>lipstick</td>
<td>cosmetics</td>
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<td>belt</td>
<td>fashion accessories</td>
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<td>diary</td>
<td>stationery</td>
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<td>doll</td>
<td>toys</td>
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<td>toaster</td>
<td>small electrical goods</td>
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<td>chocolates</td>
<td>confectionery</td>
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<td>woman’s coat</td>
<td>women’s fashions</td>
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<tr>
<td>dinner plates</td>
<td>china and glass</td>
</tr>
<tr>
<td>saucepans</td>
<td>kitchenware</td>
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</tbody>
</table>

4 a) To exchange a skirt, you need to go to the exchanges counter.  
b) To pay a bill, you need to go to the accounts department.  
c) To try on trousers, you need to go to the fitting room.  
d) To buy a boy’s jacket, you need to go to the boyswear department.  
e) To purchase a gift voucher, you need to go to the cashier’s office.  
f) To exchange an item, you need to keep the docket.

5 a) Customer: Hello, I’d like to return something. Can I do it here?  
Sales assistant: Yes, what is it you would like to return?  
Customer: It’s this mixer bowl. It doesn’t fit my machine.  
Sales assistant: It’s too small?  
Customer: No, it’s too big.  
Sales assistant: You want to exchange it for a smaller one?

b) Sales assistant: How do the shoes fit, madam?  
Customer: They’re great. I’ll take them. You sell pantyhose in this department?  
Sales assistant: No, downstairs. We only sell shoe polish here. Neutral or blue?  
Customer: Neutral, please.  
Sales assistant: Okay. There’s nothing else?  
Customer: No, that’s fine.

6 a) True    b) False    c) True    d) True    e) False    f) False    g) True

Theme 1: Buying goods

In a department store 3

1 A shop assistant asks a customer if he needs help.  
The customer says that he is looking for a jacket.  
The assistant finds a jacket for the customer.  
The customer tries it on.  
It suits the customer well.  
The customer explains the jacket is for his son, not for himself.  
The shop assistant is a little annoyed.

2 a) Could I try these/them on?  
b) I’d like to see this/it in a size 12, please.  
c) Do you have these/them in navy?  
d) I’d like to try these/them on.  
e) Do you stock these/them in leather?
f) Can I see this/it in green?
g) Do you think this/it would be too dark for me?
h) Do you have these/them with a black frame?
i) Have you got this/it without the flower?
j) Do you have these/them in a size 14?

3 Positive Negative
It suits you It's too big
It looks great It doesn't really work
It fits well It's not really you
It's perfect It doesn't do anything for you
It looks good on you It doesn't really suit you
It's definitely you It's too small
It's the right colour for you It's too tight
It's just right It's not your colour

4 Description Advantage
b) It's wool, which means = it's very warm.
c) It's the latest style, which means = it looks very fashionable.
d) It's cotton, which means = it's cool.
e) It's washable, which means = you save on dry-cleaning bills.
f) It's denim, which means = it's very strong.
g) It's imported, which means = it's a bit more expensive.
h) It's a little bit big, which means = your son will be able to wear it next year.
i) It's a dark colour, which means = it won't show the dirt.
j) It's a classic style, which means = it won't be unfashionable next year.

5 a) Garments A and C
b) Garment A
c) Garment D
d) Yes
e) No. Garment B should be washed in cold water and Garments C and E should be washed in warm water
f) Garment B

6 a) Column A Column B
We drove to Melbourne but they didn’t
We drove to Melbourne not Adelaide or any other city
We drove to Melbourne not from Melbourne
We drove to Melbourne we didn’t fly or go by train
We drove to Melbourne we didn’t fly or go by train
Theme 2: Using services

At home using the phone 1

1

<table>
<thead>
<tr>
<th>Natural Gas Company</th>
<th>NEW ACCOUNT</th>
<th>DATE: Today's date</th>
</tr>
</thead>
<tbody>
<tr>
<td>SURNAME: Khoury</td>
<td>GIVEN NAMES: Yousef</td>
<td></td>
</tr>
<tr>
<td>ADDRESS: 6 Banksia Street, Botany</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TELEPHONE: Not given</td>
<td>DATE FOR CONNECTION: Tomorrow's date</td>
<td></td>
</tr>
<tr>
<td>TIME FOR CONNECTION: AM PM PROPERTY: Owner YES NO Tenant YES NO</td>
<td></td>
<td></td>
</tr>
<tr>
<td>REAL ESTATE AGENT: Ray White Real Estate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ADDRESS: Botany</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TELEPHONE: Not given</td>
<td></td>
<td></td>
</tr>
<tr>
<td>OTHER INFORMATION: Wife does not speak English; brother will be there when service people call</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2 a) False  b) True  c) False  d) False  e) True  f) True

3 a) I need the carpets cleaned.
   b) I need the phone connected.
   c) I need the gutters cleaned.
   d) I need the grass cut.
   e) I need the trees pruned.
   f) I need the rubbish collected.
   g) I need the carpets fitted.
   h) I need the fridge delivered.

4 b) Would/could you come back tomorrow?
   c) Would/could you deliver the fridge tomorrow?
   d) Would/could you put it down there?
   e) Would/could you phone back later?

5 a) False  b) False  c) True  d) False  e) True  f) True  g) True

6 ✓ frustrated  ❑ furious
   ✓ annoyed  ✓ cross
   ❑ angry  ✓ surprised
   ✓ upset  ✓ taken aback
   ✓ worried  ❑ astounded
Theme 2: Using services

At home using the phone 2

1

Natural Gas Company

DATE OF CALL: Today's date
TIME OF CALL: Current time

NAME OF CUSTOMER: Mr Yousef Khoury
ADDRESS: 6 Banksia Street, Botany
TELEPHONE: 725488

PROBLEM: No hot water; can smell gas

ACTION TAKEN:
1 Told customer where to find gas meter. Told him to isolate leak. Gave him detailed information on how to do this.
2 Arranged for service person to call out to investigate.

2 Plan C

3 isolate = cut off or keep separate from other areas
meter = device that measures how much of something is used, eg gas, electricity, water
tap = device that controls the flow of liquid or air from a pipe
locate = find
leak = liquid or gas escaping from a container

4 a) I have no electricity in my house. All the lights are out.
b) I was cooking dinner when I heard a bang. The lights all went out suddenly.
c) It was about 6.30. I was cooking dinner so I had the oven on. All the heaters were on too and my children were having a shower. I could smell burning. Next I heard a bang and all the lights went out. Now there's no electricity anywhere in the house.
5  a) If you look under the sink, you’ll find a tap.  
   If you turn the tap to the left, you’ll cut off the water.  
   
   b) If you go out of the house, you’ll see the meter on the left.  
   If you pull the switch up, you’ll turn off the electricity.  

6  a) [Diagram of a kettle with labeled parts: 
   socket, on/off switch, plug, electric cord, element]  

b) [Diagram of a washing machine with labeled parts: 
   lid, water pipes, drum, program switches, agitator, drive belt, pump]  

c) [Diagram of a vacuum cleaner with labeled parts: 
   hose, dust bag, motor, filter, fan, brush]  

7  a) 13 12 12  b) 13 13 13  c) 25 Railway Road, Dipton 3030  
   d) 13 12 12  e) 13 12 12  f) 13 11 11
Theme 2: Using services

At home using the phone 3

1. a) True  b) False  c) False  d) True  e) True  f) True  g) True  h) True  i) False  j) True

2. Date: 21 June – 4.30pm
   Customer’s Name: Mr Khoury
   Address: 6 Banksia St, Botany
   Problem: Phone rings intermittently. Removed some fluff from connection. Identified cause of problem. Customer has twelve phones on one line. Advised customer maximum number of connections per line is four. Customer does not want four lines. He will connect only four phones at a time.

3. Regularly
   - constantly
   - usually
   - periodically
   - steadily
   - routinely
   Irregularly
   - occasionally
   - erratically
   - spasmodically
   - variably
   - randomly
   - in fits and starts
   - every now and then

4. a) It is a play on words in relation to the theme of telephones.
   b) Give me a ring sometime; alarm bells went off; something that will ring bells for you.
   c) It is a human interest story and it also promotes the Collectibles Fair at Victoria Market.

5. work out what was going on = solve; find out what the problem was
   I just can’t help myself = I can’t control my actions
   alarm bells rang = he became very worried
   I can’t wait = I’m very excited and impatient
   pay an arm and a leg = pay a lot of money
   pick up = find
   your heart’s desire = something you really want
   the big end of town = people who have a lot of money
   he got Telstra in = he arranged for Telstra to come to his house

6. Problem
   The TV isn’t working properly. There are wavy lines on the screen and the sound doesn’t work.
   The toaster doesn’t work. It burns all the toast.
   The hot water in the shower doesn’t work. When I turn it on only cold water comes out. I can’t use the shower.
   The intercom isn’t working. Visitors can hear me but I can’t hear anything that visitors are saying.

7. Letter; fax; email; answerphone message/voice mail; answering service; mobile phone; internet chat room; text messaging on mobile phone; courier
Theme 2: Using services

Using public transport 1

1 a) no ticket
   b) she wanted to catch the train that was already at the station
   c) which station the passenger has just come from
   d) asks the passenger to pay for her ticket
   e) the cost of the fine

3 a) No smoking Sign B  b) No food Sign C  c) No dogs Sign A

4 a) The notices are warning passengers who travel by train that if they don’t have a valid ticket before they travel, they can be fined.
   b) The first one is a formal, official notice with technical and legal language. The second one is informal and eye catching. It is not legalistic.
   c) offence a kind of crime
      purchased bought
      payable to be paid
      valid officially in order
      authorised allowed to
      issued officially handed out

5 Some suggested answers are:

<table>
<thead>
<tr>
<th>Library books/videos</th>
<th>Public transport</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lost your library books.</td>
<td>You are on the bus with no ticket.</td>
</tr>
<tr>
<td>Library books are overdue.</td>
<td>You are using yesterday’s train ticket.</td>
</tr>
<tr>
<td>Videos are overdue.</td>
<td>You put your feet on the train seats.</td>
</tr>
<tr>
<td>Animals</td>
<td>Rubbish</td>
</tr>
<tr>
<td>You don’t clean up after your dog.</td>
<td>You drop litter on the footpath.</td>
</tr>
<tr>
<td>Your dog is off the lead in the park.</td>
<td>You dump old furniture by the side of the road.</td>
</tr>
<tr>
<td>Your dogs bark all night.</td>
<td>Alcohol</td>
</tr>
<tr>
<td></td>
<td>You buy alcohol when you are 15.</td>
</tr>
<tr>
<td>Cars</td>
<td>You drink alcohol in a no alcohol zone.</td>
</tr>
<tr>
<td>You are driving without a driver’s licence.</td>
<td></td>
</tr>
<tr>
<td>Your car isn’t insured.</td>
<td></td>
</tr>
<tr>
<td>You park on the wrong side of the road.</td>
<td></td>
</tr>
</tbody>
</table>

Theme 2: Using services

Using public transport 2

1 A man asks a woman if this is the place to buy tickets to the Red Centre.
   The woman replies that she doesn’t know.
   The ticket seller talks about the weather.
   The woman asks if she can change a ticket.
   The ticket seller jokes that the ticket can’t be changed today.
   The woman doesn’t understand the ticket seller’s joke.
   The ticket seller tells the woman that it was a joke and gives her a new ticket.
   The woman thanks the ticket seller and leaves.

2 raining very heavily
   sheeting down
   pelting down
   bucketing down
   raining cats and dogs

very cold
   Eskimo weather
   nippy

very hot/humid
   a real stinker
   sticky
   a scorcher
   really muggy

very windy
   good kite-flying weather
   a good day for hanging out the washing
4 Sure you’ve got enough there? You meet a friend pushing a packed supermarket trolley.

Enjoy your swim? It’s pouring with rain and you are soaked.

Why don’t you go out and do a bit of shopping? You have been shopping and arrive home with a lot of bags from expensive shops.

You really shouldn’t have dressed for dinner. You have been painting and arrive at a friend’s in your paint-stained clothes.

6 run like a rat up a drain pipe charge like a wounded bull go down like a lead balloon feel like a lily on a dustbin

charge very high prices look terribly messy be a complete failure feel totally out of place

look very surprised

Theme 3: Exchanging information

At the chemist 1

1 Customer: Excuse me. 

Sales assistant: Yes, can I help you? 

Customer: Could I have this, please? 

Sales assistant: Oh yes, certainly. 

Customer: Do you need my health care card? 

Sales assistant: Oh yes, we do need that. Thank you. Right. Well, this should take about 15 minutes.

Customer: Ah, do I have to wait? 

Sales assistant: No, no. You can go away and do something else and come back later if you like.

Customer: All right. I’ll be back. Thank you.

Sales assistant: All right. See you then.

2 b) Her husband says: Yes, you do need to/Yes, you do need to pay it today.

c) Bill answers: Yes, we do need to/Yes, we do need to go to the shops.

d) Sara says: Yes, I do need to/Yes, I do need to take it to school.

3 a) Do I need to buy toothpaste? Do I have to buy toothpaste?

b) Do I need to have your signature? Do I have to have your signature?

Do I need to take your Medicare card? Do I have to take your Medicare card?

c) Do I need to take the tablets with food? Do I have to take the tablets with food?

Do I need to dissolve the tablets in water? Do I have to dissolve the tablets in water?

d) Do I need to do this homework by Friday? Do I have to do this homework by Friday?

Do I need to bring my grammar book in tomorrow? Do I have to bring my grammar book in tomorrow?

e) Do I need to bring my references? Do I have to bring my references?

Do I need to bring my certificates? Do I have to bring my certificates?

4 a) The three possible benefits of having a health care card are: you can buy medicines at a lower cost; you may be able to have other reduced medical costs; you may be able to have concessions on non-medical expenses such as public transport.

b) Benefits are not the same in all States/benefits vary in different States.

c) Only low-income earners need to apply for a health care card. Other eligible people receive them automatically.
5 reduced lower

concessions reduced prices or fares

vary change, be different

eligible meeting requirements for something

entitles gives the right to

income the money on which you live

6 a) The plane should be in at 5pm but it might be late. ☑
b) I should finish my homework before watching TV. ☐
c) Dinner shouldn’t be long now. It’s nearly cooked. ☑
d) You should cook dinner tonight. It’s your turn. ☐
e) In Australia, you should vote at elections. ☐
f) I should hear about that job tomorrow. ☑

7 a) I did have my card in my wallet this morning.
b) Yes, Mum says I can have an ice-cream.
c) But I did show it to you yesterday.
d) No, you didn’t pay for it when you came in.
e) Yes, she did collect the prescription.

Theme 3: Exchanging information

At the chemist 2

1 a) False b) True c) False d) True e) False f) True g) True

2 Customer: My son has a sore throat, and when my husband had a sore throat the chemist gave him this. Now, can I give him this?

Sales assistant: Look, I’m not sure about this. I’ll have to go and ask the chemist. All right? I’ll back in a moment.

Sales assistant: Look, I had a chat with the chemist and he thinks that this would be too strong for your little boy, but he suggests that that would be better for him.

Sales assistant: Well, if you’re worried about your son, the chemist suggests you should see a doctor. But, in the meantime, he thinks that would be the best thing.

3 skin problems dermatologist

broken bones orthopaedic surgeon

depression psychiatrist

difficulties with eyesight ophthalmologist

digestive problems gastroenterologist

a child’s illness paediatrician

brain tumour neurologist

breathing problems respiratory specialist

severe ear problems ear, nose and throat (ENT) specialist

4 a) Flu Yes

Pneumonia No

Back pain Yes

Vomiting No

Burns No

Indigestion No

b) No

FEVERILL JUNIOR

c) No

d) No

e) go to your doctor Yes

go to hospital No
5 effective works well
relief less pain
symptoms signs of illness
persist go on for a long time

Theme 3: Exchanging information

At the chemist 3

1 a) False  b) True  c) False  d) True  e) True

2 Customer: I’d like some Morpha tablets.
Customer: I have this lower back pain.
Customer: Look, I don’t mind how expensive they are.
Customer: OK. I’ll try it.

3 Customer: I’d like some Morpha tablets.
Sales assistant: Morpha tablets. I’m sorry, sir, but … um, I can’t give you those tablets without a prescription.
Customer: But, you see, I’ve used them before and I know that they work. I have this lower back pain.
Sales assistant: Umm. Well, could I offer you an alternative like Panadeine? Or Mersyndol is very good for back pain.
Customer: Look, I don’t mind how expensive they are.
Sales assistant: It’s not a question of the cost, sir. It’s actually against the law to give you those tablets across the counter. Ah, the Mersyndol is very good for back pain.
Customer: OK. I’ll try it.

4 Verb Noun Adjective
relax relaxation relaxing
weigh weight expensive
prescribe prescription prescribe
risk risk risky
pregnancy pregnant
employ employment employed
advise advice
train training trained
relieve relief
help help helpful
break break
endanger danger dangerous
5 people at risk
the names of useful drugs to take
specialists who can help
treatments
things to avoid
the bones and muscles in the back and how they work

6 a) at risk means in danger of
b) unfit means in bad physical condition
c) substantially means very
d) mobility means ability to move about
e) bedridden means unable to get out of bed
f) minor means not serious
g) inflammation means pain and swelling
h) apply means put or place on
i) in spasm means painful muscle contractions
j) firm means not soft
k) practitioner means someone who practises a profession

Theme 4: Accessing health
Phoning the dentist’s surgery 1

1 a) a dental appointment  b) the next day  c) in the afternoon
d) his telephone number  e) never

2 Receptionist
Good afternoon. Medical and Dental. Can I help you?
Morning or afternoon suit you best? And what was your name, please?
When would you like to come in and see him?
And have you been here before?

Patient
I’d like to make an appointment to see the dentist, please.
Tomorrow afternoon. Yousef Khoury.
Tomorrow.

3 When would you like to come in and see him?
Morning or afternoon suit you best?
What sort of time is most convenient for you?
Could you spell that for me?
And have you been here before?

4 Good morning. How may I help you?
Do you know where the file is?
What did you say?
Is that toast with honey or strawberry jam?
Can you start tomorrow?
When can you come in?

5 a) False  b) False  c) False  d) True  e) True  f) True
Theme 4: Accessing health

At the community health centre 2

1 a) having problems with her baby
   b) uncomfortable about talking to the nursing sister
   c) helpful
   d) two children
   e) with her husband
   f) wakes up a lot and is always hungry

2 a) Worried, uncomfortable, nervous.
   You know because of the expression on her face.
   b) Concerned, supportive.
   c) Warm, friendly.
   You know because of her facial expression and the way she talks.
   d) Worried, tense; relieved.
   You know because of her voice and facial expression.

3 Doctor: So, how can I help you today? What's the problem?
   Kim: Oh, nothing important, really. I just keep getting headaches, that's all.
   Doctor: Oh, I see. Does this happen often?
   Kim: Not really. Only every now and then. It's not that bad, just sometimes ...
   Friend: Well, it's a bit more complicated than that, isn't it, Kim? You've been having a hard time since you lost your job.
   Kim: Not a very hard time. I mean, it's not as bad as some people ...
   Friend: Look, it's okay, Kim. The doctor is here to help. You can talk to her, you know.
   Doctor: A lot of people have difficulties when they lose their job, and it can affect their health. It's not unusual, and you shouldn't feel guilty about it.
   Kim: Yes, I suppose you're right.
   Doctor: So, tell me about ...

4 Types of problems Feelings

Medical Embarrassed
Financial Frustrated
Personal Insecure
Social Shy
Family Upset

People who can help

Nursing sister
Bank manager
Teacher
Family friend
Social worker

Things you can do

Talk to a friend
Talk to a lawyer
Talk to a counsellor
Phone a help line
Contact a government department
Theme 4: Accessing health

At the hospital 3

3 Definition of Alzheimer’s disease

Alzheimer’s is a disease of the brain.
Percentage affected: 5–6% Typical age: over 65

Three symptoms of dementia are:
• loss of memory
• confusion
• changes in personality

Care needed: family care at home initially; 24-hour-a-day nursing home care at later stages

4 a) at the hospital
b) the hospital administrator
c) Alzheimer’s disease
d) No
e) increasing confusion and memory loss
f) it could be very expensive
g) placing the mother into a nursing home
h) they are uncomfortable with the idea as it is totally against their culture
i) to start thinking about how to deal with the problem and consider placing their mother into a nursing home

5 What she says What she probably means
The doctors seem to think she may have = The doctors have diagnosed Alzheimer’s disease.
a condition called Alzheimer’s disease. = It is very serious and has no cure.
It can be very serious. = It will almost definitely get to the stage where she will hurt herself and cannot be left alone.
It may get to the stage where she’s a danger to herself. = You must think about it and realise there is probably no alternative.
It’s very important that you start thinking about it. = You must think about it and realise there is probably no alternative.

6 a) We will all die one day.
b) This medication will definitely have side effects.
c) This is a new treatment. We’re not sure about, but it may help.
d) Depending on how quickly he recovers, he may be ready to go home next week.
e) After such a serious operation, he will be in the intensive care ward for at least one day. He may be in for longer.
f) If the wound does not heal properly, he may always have a scar.

7 I don’t think kids at school ought to use the Internet so much to do their homework.
My ten-year-old worries me because he always wants to look things up on the Internet. He thinks that because something’s on the Net, it must be true.
I reckon all kids think the same. For example, I read an account the other day about a website which gave a lot of wrong information.
I’m sure that happens a lot.
I suppose this sort of thing happens with books too, but at least you know where a book comes from and you can check the author’s background.
I reckon kids should be taught not to trust everything they read on the Net, but to think about it first. Then the Internet would be really useful!
Theme 5: Accessing education
At the school 1 (enrolling a child)

1

BANKSIDE PRIMARY SCHOOL
ENROLMENT FORM

Surname: Wong

Name: Samantha

Date of birth: 2 June 1993

Current age: 8

Address: 2/43 Stockwell Street, Ridebank

Telephone: 9885 2376

Previous school: Stanwell Primary

Previous grade: 3

Travel to school: ☑ Bus  ☐ Car  ☐ Train  ☐ Walk

Bus pass: ☑ Yes  ☐ No

Parent skills: Pottery (mother)

2

☐ homework  ☑ art and craft activities

☐ bus pass  ☐ examinations

☐ parent-teacher nights  ☑ school uniform

☐ the canteen  ☐ before and after school care

☑ school hours  ☑ the second-hand clothing pool

3

So, Mrs Wong, you want to enrol Samantha in our school?
She’s eight years old. Is that right?
And what year was she in in her last school?
And she got on well at that last school?
How will Samantha be getting to school, Mrs Wong?
Well, do you know about the bus pass?
You know that she’s required to wear a uniform to school?
And you know the school hours?
Have you thought of being involved in any of the schools activities?
Do you know about the canteen?
Is there any sort of craft activity you’re particularly good at?

4

get on = make progress
fix up = arrange; organise
take round = accompany someone somewhere
help out = assist
be good at = do something well

5

a) I’ve always been involved with the canteen at the children’s school.
b) Have you enrolled the children for soccer yet?
c) To get a bus pass, she required proof of her name and address.
d) There are a lot of after-school activities.
e) The school clothing pool is run by volunteers.

6

a) False  b) True  c) False  d) False  e) False  f) True

104 Access to English

Answers
Theme 5: Accessing education

At the school 2 (discussing a problem)

1

<table>
<thead>
<tr>
<th>Notes of meeting</th>
<th>Date: Today's date</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Present:</strong></td>
<td>Mr and Mrs Wong; myself</td>
</tr>
<tr>
<td><strong>Appointment made by:</strong></td>
<td>parents</td>
</tr>
<tr>
<td><strong>Issue:</strong></td>
<td>Samantha's unhappiness; possible bullying.</td>
</tr>
<tr>
<td></td>
<td>Parents report that Samantha is unhappy; signs include crying in bedroom after school; loss of appetite, unwillingness to go to school.</td>
</tr>
<tr>
<td></td>
<td>Parents have discussed reasons for unhappiness with Samantha. She says she has no friends; other students call her Asian names.</td>
</tr>
<tr>
<td><strong>Action:</strong></td>
<td>Arrange urgent meeting with Mrs Diaz (class teacher), parents and self to discuss any problems in class. Call parents back by end of day with date and time.</td>
</tr>
</tbody>
</table>

2 When she comes home from school, we sometimes find her crying in the bedroom. She has lost interest in eating and in the morning she doesn't want to go to school. She says she has no friends. We think it is because she is Asian. She says they have been calling her names.

3 Suggested answers:

<table>
<thead>
<tr>
<th>Problems with school activities</th>
<th>Personal problems at school</th>
</tr>
</thead>
<tbody>
<tr>
<td>not good at sport</td>
<td>no friends</td>
</tr>
<tr>
<td>The work is too hard.</td>
<td>No one likes me.</td>
</tr>
<tr>
<td>I'm bored. The work is too easy.</td>
<td>I have nothing in common with other students.</td>
</tr>
<tr>
<td>My English isn't good. I can't understand everything.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Feelings</th>
</tr>
</thead>
<tbody>
<tr>
<td>lonely</td>
</tr>
<tr>
<td>I feel left out.</td>
</tr>
<tr>
<td>I feel upset all the time.</td>
</tr>
<tr>
<td>I feel stupid.</td>
</tr>
</tbody>
</table>

4 a) Physical and emotional bullying.
b) Teasing, name calling, threats, rejection, exclusion.
c) Hitting, kicking, pushing.
d) They feel powerful.
e) It makes the victim feel more powerful and less frightened.
Theme 5: Accessing education

At the school 3 (interview with the principal)

1  a) True  b) True  c) True  d) False  e) False  f) True  g) False  h) True  i) True  j) False

2  Principal: Now, I see from my records that Samantha has missed 12 days of school in the last 4 weeks and there has been no explanation. Do you have any reason for this?

Mrs Wong: Well, we own a shop and Samantha helps us with our shop.

Principal: Well, actually, you can’t do that, Mrs Wong. The law requires that Samantha attends school until she is 15.

Mr Wong: But, when my wife was ill with the flu, we could not afford to employ anyone else.

3 a) If something is your duty, you should do it for legal or moral reasons.
b) If you are asked to provide documentation, you should have letters or completed forms or other official papers.
c) Absence means not going to a place or an event.
d) If something must be done in order to achieve something else, it is a requirement.
e) If you gain admittance to a place, you are allowed to go in.
f) If you have to do something whether you want to or not, it is compulsory.
g) An explanation is a reason given for something that has happened.

4 Verb Noun
require requirement explain explanation document documentation regulate regulation omit omission divide division define definition admit admittance

5 a) I wouldn’t have been late if the bus had come on time.
b) I wouldn’t have failed that exam if I hadn’t been so worried about my mother.
c) You wouldn’t have fainted if you’d had something to eat earlier.
d) You couldn’t have finished your homework if I hadn’t helped you.
e) You wouldn’t have got that job if you hadn’t already worked in that field.

6 a) True  b) True  c) False  d) False  e) False  f) False  g) True