

Learning Support Materials



## English for Speakers of Other Languages: Work and Study-Related Contexts (Access 3)

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F1AE 09  
Student Notes



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# Lesson 01 Describing jobs

## Current jobs

<b>Outcomes:</b> 1, 2, 3, 4	<b>Task:</b> Talking about current jobs and duties
<b>Skills:</b> Speaking, listening, reading, writing	

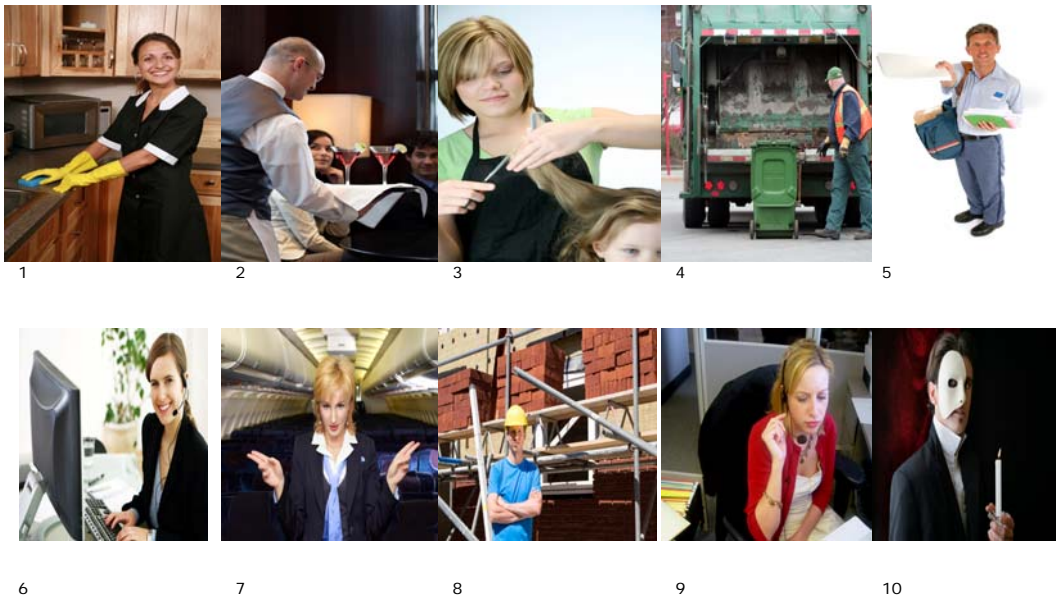
### Activity 1

What jobs do students in the class have?

Find out about their jobs. What questions can you ask?

### Activity 2

With a partner match the jobs to the pictures.



<b>postman</b>	<b>waiter</b>	<b>hairdresser</b>	<b>telephonist</b>	<b>builder</b>
<b>flight-attendant</b>	<b>secretary</b>	<b>dustman</b>	<b>housekeeper</b>	<b>actor</b>

Together decide where they work (eg waiter — restaurant).

Point at a picture and ask your partner questions:  
 What does he/she do? Where does he/she work?

All photos (c) istockphoto.com

1 - Sharon Dominick 2 - Lisa Kyle Young 3 - Brad Killer 4 - Mike Clarke 5 - Steve Snyder 6 - Lise Gagne 7 - Serghei Starus  
 8 - Neils Laan 9 - Sandra O'Claire 10 - Eva Serrabassa

## Activity 3

### 🎧 Track 2

Look at the picture. What do you think this woman's job is like?



She is going to describe her job. Listen and read.

Hi, my name's Elizabeth and I'm a nurse. I work full-time at the Royal Infirmary in Edinburgh. I usually work 5 days a week from 8am to 4pm, but sometimes I have to work the night shift, which means working from 9pm to 6am. I also have to work alternate Saturdays.

I am responsible for one ward in the hospital and my duties include regularly checking the patients, giving them their medicine and discussing their progress with the doctors. I also have to deal with visitors to the ward and make the beds, but I don't have to clean the ward or give the patients their food; there are different members of staff for that.

My job is certainly hard work, but I like it a lot because I know I'm helping people.

Now decide if these statements are true or false. Circle T (True) or F (False)

- |  |   |   |
|--|---|---|
| 1 Elizabeth works in a health clinic.          | T | F |
| 2 One shift is usually 8 hours.                | T | F |
| 3 She never works the night shift.             | T | F |
| 4 She has to deal with medicine.               | T | F |
| 5 She doesn't have to make the beds.           | T | F |
| 6 She doesn't like her job because it is hard. | T | F |

Photo: (c) i-stockphoto.com/Jacob wackerhausen

## Activity 4

Find out about your partner's duties at work or at home. What questions do you need to ask?

Look at the jobs in activity 2 again. With a partner discuss what you think the duties for each job are.

## Activity 5

### Track 3

You are going to listen to Pilar talking to Roman about his job.

- Listen first time: What is Roman's job?

Now listen again and fill in the gaps in these sentences.

- 1 I \_\_\_\_\_ drive very long distances.
- 2 I \_\_\_\_\_ drive at night.
- 3 Where do you \_\_\_\_\_ go?
- 4 Do you \_\_\_\_\_ go abroad?
- 5 No, I \_\_\_\_\_ go out of the UK for work.
- 6 I \_\_\_\_\_ go to work now.

## Activity 6

Now write a short description of your job.

### Homework task

Finish the description of your job from activity 6.

**Lesson**  
**02** **Describing jobs**  
**Ideal jobs**

<b>Outcomes:</b> 1, 2, 3, 4	<b>Task:</b> Talking about jobs you would like to have
<b>Skills:</b> Speaking, listening, reading, writing	

**Activity 1**

Match the adjectives in the box to the jobs below. Use your dictionary to help you.

- Firefighter
- Shop assistant
- Soldier
- Tour-guide
- Security guard
- Surgeon
- Builder
- Teacher
- Photographer
- Hotel receptionist

<b>fun</b>	<b>difficult</b>	<b>well-paid</b>	<b>repetitive</b>
<b>exciting</b>	<b>boring</b>	<b>challenging</b>	<b>interesting</b>
<b>badly paid</b>	<b>dangerous</b>	<b>rewarding</b>	<b>stressful</b>

**Activity 2**

Look at the list of jobs in activity 1 and choose 2 that you would like to do and 2 that you wouldn't like to do.

Discuss your reasons with a partner.

### Activity 3


Read the text quickly (skim).

- 1 Is it...
  - a) an advert for a job?
  - b) an advert for the careers office?
  - c) an advert for a college course?

Would you like to change your job ?

Do you want to find the perfect job for you?

The Careers Office can help!



We offer free advice on finding a job, career changes and training programmes. Our office is based in the city centre and is open Mon–Fri, 9am to 4pm.

We have a team of 4 careers advisers who are ready to answer your questions about working in Scotland and improving your career. We can look at what you would like to do in the future and give you guidance on how to get the job you want. We can also help with writing CVs and preparing for job interviews.

To make an appointment to speak to one of our advisers, call: 0131 584 9982.  
Alternatively, e-mail us on: [careersscotland@edin.gov.uk](mailto:careersscotland@edin.gov.uk)

Now read the text again and answer the following questions:

- 1 Who is this advert for? .....
- 2 Do you have to pay to speak to a careers adviser? .....
- 3 Is the office open mid-week? .....
- 4 How many people work at the careers office? .....
- 5 How can you make an appointment? .....

## Activity 4

### Track 4

Listen to the conversation between Miriam and the careers adviser.

What job would Miriam like to have?

Listen again and decide if the statements are true or false. Circle T (True) or F (False).

- |   |   |   |   |
|---|---|---|---|
| 1 | Miriam is a cleaner.                                | T | F |
| 2 | She has a teaching qualification.                   | T | F |
| 3 | She enjoys being with teenagers.                    | T | F |
| 4 | The careers adviser suggests a job as a playworker. | T | F |
| 5 | Miriam isn't interested in that kind of work.       | T | F |

## Activity 5

Complete the sentences to make them true for you.

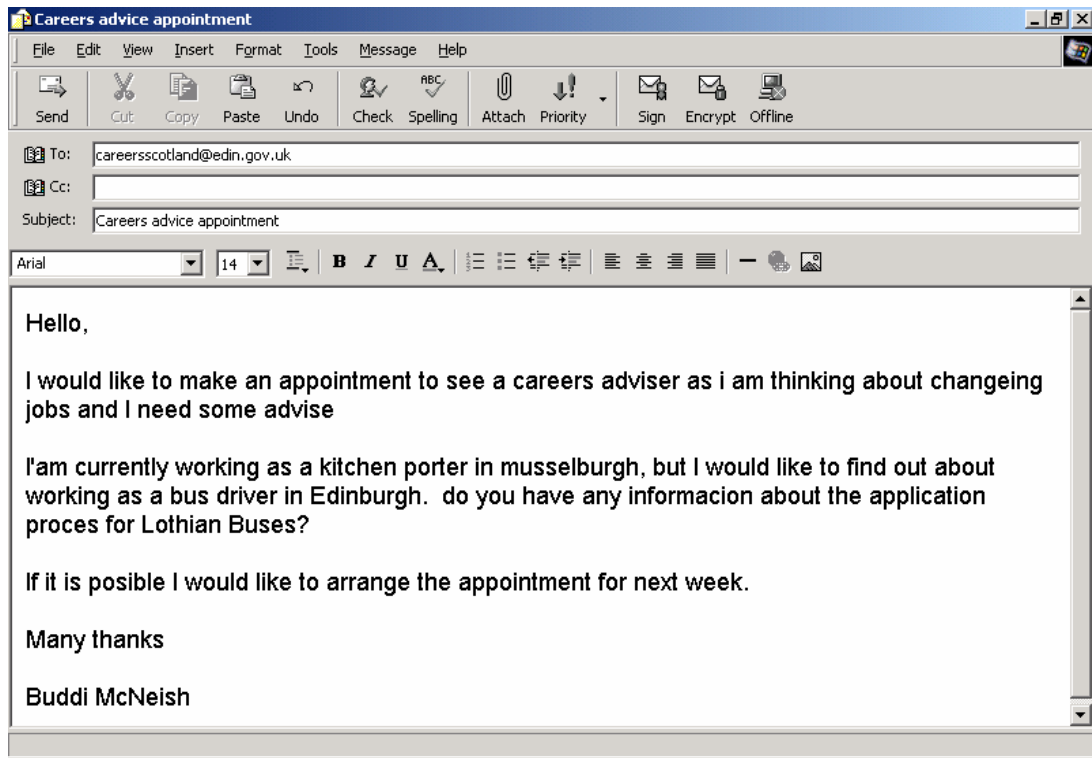
- 1 I'd like to be a \_\_\_\_\_
- 2 I wouldn't like to be a \_\_\_\_\_
- 3 In the future I want to work in \_\_\_\_\_
- 4 In the future I don't want to work in \_\_\_\_\_

Practise the pronunciation of the sentences.

## Activity 6

Buddi has also seen the careers office advert and has written an e-mail to them to make an appointment. Read the e-mail.

What job would Buddi like to do?



There are 5 punctuation errors and 5 spelling errors in her e-mail. Find the errors and correct them.

## Homework task

Write out the e-mail from activity 6 without the errors.

**Lesson**  
**03**

# Finding out about jobs

## Requesting information

<b>Outcomes: 1, 2, 3, 4</b>	<b>Task: Asking for information about jobs</b>
<b>Skills: Speaking, listening, reading, writing</b>	

### Activity 1

You see this sign in the street.

Earn good money working from home. Ring Mark for details on: 0131 784 5983
---

What questions would you like to ask Mark? In your group write down as many questions about the job as you can think of.

---

---

---

---

---

---

---

---

Imagine your teacher is Mark. Ask your questions.

### Activity 2

If your teacher gives you a card, take it and sit at the side of the room — you work for a Job Agency.

If you don't have a card then you are a Jobseeker. 'Visit' each Job Agency and ask the questions from activity 1 to find out about the different jobs available.

Which job is best for you?

### Activity 3

Scan the 3 job adverts below. What are the three jobs being advertised?

**A**

**JEWEL HAIR AND BEAUTY**  
require full-time or part-time

**STYLIST**  
to join our team of highly motivated staff.  
Minimum of 3 years' experience.

**B**

Dental Nurse

**NEWHAVEN**

Experienced dental nurse required for a modern, forward-thinking practice.  
Are you well motivated? Do you enjoy working as part of a team? If so please contact us for an information pack by e-mail: [dentalone@aol.com](mailto:dentalone@aol.com) or tel. 0131 331 1344.

Closing date: Monday March 20th 2007

**C**

**DOMESTIC ASSISTANT**  
£5.15 per hour

Our small, motivated staff team are looking for a Domestic Assistant to help contribute to its warm, friendly environment. Hours of employment are 16 per week organised over 5 days on a shift rota basis, which will include working alternate weekends.

For further information and an application pack please telephone **0131 834 4020** or visit our website at [www.windamerecare.co.uk](http://www.windamerecare.co.uk)

Read the statements below. Which advert matches each statement? **A, B or C?**

- 1 This job is only part-time. \_\_\_\_
- 2 You can't do this job if you have less than 3 years' experience. \_\_\_\_
- 3 You can get more information about the job on a website. \_\_\_\_
- 4 You must apply before the end of March. \_\_\_\_
- 5 You need to like being part of a team to get this job. \_\_\_\_

## Activity 4

### 🎧 Track 5

You will listen to a conversation between two friends. They are talking about a job.

What is the job?

The dialogue from the listening is below. Read through the mixed up dialogue and try to put it in the correct order.

- \_\_\_\_\_ Fine thanks. And you?
- \_\_\_\_\_ Working as a tour guide on the Royal Yacht Britannia.
- \_\_\_\_\_ Great. I'm happy because I've got some information about a really nice job.
- \_\_\_\_\_ Well, it's £8.25 an hour.
- \_\_\_\_\_ Wow! Sounds good. Is it a full-time position?
- \_\_\_\_\_ What kind of job?
- \_\_\_\_\_ No, part-time unfortunately, but the pay is good so I don't really mind.
- 1 \_\_\_\_\_ Hi, Ben. How are you?
- 14 \_\_\_\_\_ I hope you get it!
- \_\_\_\_\_ How much do they pay then?
- \_\_\_\_\_ Yes, that's why it's so good, and it starts in a couple of weeks too.
- \_\_\_\_\_ Not bad. Is it a permanent position?
- \_\_\_\_\_ I'll be taking Arabic-speaking tourists around the boat and telling them about the boat's history.
- \_\_\_\_\_ So, if you get the job, what exactly will you be doing?

Now listen to check your order.

## **Activity 5**

Choose one of the job advertisements from activity 3. Write a letter asking for more information and an application form.

What job are you interested in?

How should you begin and end the letter?

What information do you need?

## **Homework task**

Cut out 3 job adverts from a local newspaper and bring them to the next class.

**Lesson**

**04**

**Getting a job**

**Applying for jobs**

<b>Outcomes:</b> 1, 2, 3, 4	<b>Task:</b> Application forms
<b>Skills:</b> Speaking, listening, reading, writing	

**Activity 1**

You have to fill in an application form for a job.

What information do you think you will have to give?

**Activity 2**

**Track 6**

Look at the application form below. What information is missing?

Listen to Yuka talking about herself and fill in the gaps.

<b>SOFI</b>		
Application for Employment		
Name <b>Yuka</b>	Surname	Title
Address <b>Leven Street</b> Glasgow	Tel no. Home <b>01982</b> <b>4847</b>	
	Tel no. Mobile	
Postcode <b>G12</b>	D.O.B. 15/    /	
Education		
-1999 <b>Yokohama International School for Girls</b>		
1999- <b>Tokyo College of Fashion</b>		
Previous Employment		
1999-2001 - Part-time — Starbucks, Yokohama		
2002-2004 - Sales Assistant — Gap, Tokyo		
2005-2006 - Full-time — Debenhams, Glasgow		

### Activity 3

Yuka sent in her application form 2 weeks ago. Today she has received a letter from the company.

Skim read the letter. Is it good news or bad news?

## **Rose**

29/11/06

Yuka Kanahara  
50/4 Leven Street  
Glasgow  
G12 4TN

Dear Miss Kanahara,

I am writing with regard to your recent application for the position of junior sales assistant at Rose, Edinburgh.

We are interested in following up your application and would like you to come in for an interview on Wednesday 4th June at 10 am. Please bring with you your National Insurance card or any official letter which contains proof of eligibility to work.

If the interview day or time does not suit you, please get in touch with me as soon as possible in order to find an alternative. You can contact me on the number below; I am in the Rose offices from Monday to Friday, 9am to 6pm.

I look forward to meeting you next week.

Yours sincerely

Silvia Martinez

Silvia Martinez  
Head of Human Resources

Rose, 53 Princes Street, Edinburgh, EH7 8AY 0131 658 4993

Read the letter again and decide if each of the following statements is true or false. Circle T (True) or F (False).

- |   |   |   |   |
|---|---|---|---|
| 1 | Yuka has applied for the job of senior sales assistant. | T | F |
| 2 | The interview is in the morning.                        | T | F |
| 3 | She must take some documentation to the interview.      | T | F |
| 4 | It is not possible to change the interview time         | T | F |
| 5 | Yuka can contact Silvia by e-mail.                      | T | F |
| 6 | Silvia is a sales assistant.                            | T | F |

## Activity 4

Read the following sentences:

Yuka used to live in Tokyo. Now, she doesn't.  
She used to study fashion. Now, she doesn't.  
She used to be a waitress. Now, she isn't.  
She used to work for Gap. Now, she doesn't.

Make similar sentences about:

- A place you used to live
- A subject you used to study
- A job you used to have
- A company you used to work for

Tell your partner about your past. Do you have anything in common?

Now, think about 3 things that you do now, but that you didn't use to do. Tell your partner.

## Activity 5

Your teacher will give you an application form. Try filling it out with your personal details.

- Remember to write clearly in black pen.
- You can write in block capitals on forms.
- Only write what is necessary

## **Homework task**

Ask for application forms if you see jobs advertised in shop windows or ring up for application forms for jobs you have seen advertised in the newspaper or elsewhere. Bring them to class.

## Lesson

## 05

## Job interviews

## Talking about personal qualities and work experience

<b>Outcomes:</b> 1, 2, 3, 4	<b>Task:</b> Dealing with interview questions
<b>Skills:</b> Speaking, listening, reading, writing	

## Activity 1

Think about the personal qualities needed to be a teacher.

Look at the list of qualities below. Choose the 6 most important ones to be a teacher. Rank them from 1 (most important) to 6. Use your dictionary.

- \_\_\_\_\_ funny
- \_\_\_\_\_ sensitive
- \_\_\_\_\_ authoritative
- \_\_\_\_\_ ambitious
- \_\_\_\_\_ creative
- \_\_\_\_\_ fair
- \_\_\_\_\_ approachable
- \_\_\_\_\_ energetic
- \_\_\_\_\_ strong
- \_\_\_\_\_ patient
- \_\_\_\_\_ efficient
- \_\_\_\_\_ decisive

Now compare your list with a partner. Give reasons for your order.

## Activity 2

Imagine that you have to go to a job interview.

Which of the actions on the next page are good things to do and which are bad things to do in an interview? Write the sentences in the appropriate box.

- ***Dress smartly***
- ***Arrive late***
- ***Ask questions***
- ***Say negative things about your previous employer***
- ***Lie***
- ***Talk about your skills***
- ***Look the interviewer in the eye***
- ***Talk about work experience***
- ***Mention negative qualities***
- ***Find out about the company before the interview***

**DO**

**DON'T**

### Activity 3

#### 🎧 Track 7

Lina is at a job interview. Listen to the interview.

- Is Lina doing well or badly in the interview?

Look at the notes that the interviewer has made during the interview; she has made some mistakes.

*Lina Donaldson  
Chinese  
23 years old*

*Came to UK 2005  
Single  
Has been in Peebles for 8 months*

*First job in a hotel – centre of Beijing  
Worked in a 5 star hotel in Beijing – 3 years  
Worked in Scottish hotel during Christmas*

*Good computer skills  
Cantonese is first language – knows some  
Japanese*

*Enthusiastic and friendly  
Good level of English*

Listen again and correct the interviewer's mistakes.

## Activity 4

Look at the tapescript of the interview. Pick out and underline the useful phrases for talking about your qualities, skills and experience.

Make sentences about yourself using this language.

Imagine that your partner is an interviewer. Describe your qualities, skills and experience to them.

## Activity 5

A week later Lina receives a letter from the hotel offering her the job. There is a copy of the contract for her to sign and return.

Your teacher will give you a copy of part of the contract. Read it and answer the questions below.

1 When will Lina start work?

---

2 Will she be paid weekly?

---

3 What is the name of her boss?

---

4 Will she work every weekend?

---

5 How many days of holiday will she get a year?

---

6 Will she get all public holidays off?

---

7 Will she definitely continue after 3 months?

---

8 How much notice does she have to give if she wants to leave?

---

## Activity 6

Lina has some doubts about the contract. Before she accepts the job and signs the contract, she writes an e-mail to the hotel.

She wants to ask:

- if overtime is paid.
- why the contract says 18 days holiday — she was told 22 in the interview.
- if it is possible to have one weekend in 4 off.

Imagine that you are Lina. Write the e-mail.

## Homework task

Finish the e-mail in activity 6.

**Lesson**  
**06**

# Finding a college course

## College subjects and course descriptions

<b>Outcomes: 1, 2, 3, 4</b>	<b>Task: Asking for course information</b>
<b>Skills: Speaking, listening, reading, writing</b>	

### Activity 1

Look at the college subjects below. Put them into the correct box according to subject area.

Technology	Business & Administration	Food & Hospitality	Social Work
Child Care & Education	Languages	Health & Beauty	Art, Design & Media

- Hairdressing
- Electrical Engineering
- Computing
- French
- Playwork
- Food Hygiene
- Motor Vehicle Maintenance and Repair
- Accounting
- Professional Cookery
- Ceramics
- Psychology
- Youth Work
- ESOL
- Massage
- Photography
- Learning and Development

What subjects are you interested in studying? Compare with a partner.

## Activity 2

Isaac is interested in finding a course which will help him get a job. He sees a course for Professional Cookery in a college brochure.

Skim read the course description. Is it a basic or an advanced course?

### **Foundation in Professional Cookery**

This course will give you a very practical introduction to food preparation and production, and also to service skills. It will provide you with everything you need to start a career in hospitality.

\_\_\_\_\_

No entry qualifications or experience required.

\_\_\_\_\_

The main focus will be on food preparation and cookery skills within a training kitchen and a production kitchen, where you will produce food for a real restaurant. You will also have the opportunity to practise the service skills introduced at this restaurant, which is attached to the college. Basic food hygiene is also incorporated into the programme of study.

\_\_\_\_\_

On finishing this course you will be ready to enter employment within hotels and restaurants. Alternatively, if you are keen to continue your studies then you will be able to register for Professional Cookery 2, which will expand your skills in all areas.

\_\_\_\_\_

Full-time for 1 semester (20 weeks)

\_\_\_\_\_

January–June 07

\_\_\_\_\_

2H [www.petersoncollege.ac.uk](http://www.petersoncollege.ac.uk)

3H [info@petersoncollege.ac.uk](mailto:info@petersoncollege.ac.uk)

0131 473 4927

Now, look at the missing headers below and put them in the correct place in the course description.

- Mode of Study
- Further Information
- Entry Requirements
- Career Opportunities
- Course Dates
- Study Areas

### Activity 3

Imagine that you want further information about these aspects of the course:

- the cost
- the exact start and finish dates
- the timetable
- exams
- the registration deadline

What questions do you have to ask?

Work with a partner to roleplay the telephone conversation using the questions you have just made. Imagine the answers the college secretary would give.

### Activity 4

#### Track 8

Listen to Isaac ringing up the college to ask for more information.

- Can the secretary answer all his questions?

Now listen again and answer the following questions.

- 1 How long is the course? \_\_\_\_\_
- 2 When does the course finish? \_\_\_\_\_
- 3 Are there classes every afternoon? \_\_\_\_\_
- 4 Who can tell Isaac how the course is assessed? \_\_\_\_\_
- 5 Can he register in January? \_\_\_\_\_

## Activity 5

Isaac has a friend who is also interested in the cookery course. He wants to let his friend know what he found out on the phone.

Write an e-mail from Isaac to his friend telling him more about the course.

## Homework task

Finish the e-mail from activity 5.

## Lesson

## 07

## Applying for a college course

## College applications and interviews

<b>Outcomes:</b> 1, 2, 3, 4	<b>Task:</b> Talking about past education
<b>Skills:</b> Speaking, listening, reading, writing	

### Activity 1

Think about your favourite subject at school.

Ask all your class-mates about their favourite subject at school.

What was the most popular subject? How many people liked the same subject as you?

### Activity 2

Rosa wants to apply for a college course. On the application form she has to give details about her past education.

Read part of her application.

Where did she grow up?

<b><u>Education and Qualifications</u></b>		
<b>School</b>	<b>Dates</b>	<b>Qualifications Gained</b>
Belo Horizonte High School, Brazil	1986–1992	High School Certificate
<b>Further Education</b>	<b>Dates</b>	<b>Qualifications Gained</b>
Rio de Janeiro Central University, Brazil	1992–1999	Degree in Medicine
<b>Other Relevant Studies</b>	<b>Dates</b>	<b>Qualifications Gained</b>
Nairn Community College, Scotland	2005–2006	SQA English for Work and Study – Intermediate 1

Now read the application form again and complete the sentences below with an appropriate verb.

- 1 She \_\_\_\_\_ to school in Brazil.
- 2 She \_\_\_\_\_ high school in 1986.
- 3 She \_\_\_\_\_ high school in 1992.
- 4 She \_\_\_\_\_ medicine at university.
- 5 She \_\_\_\_\_ from university in 1999.
- 6 She \_\_\_\_\_ an English qualification in 2006.

### Activity 3

Rosa receives a letter from the college in response to her application.

Skim read the letter. What course has Rosa applied for?

**Inverness College of Further Education**

Miss Rosa Mourauk  
47/2 Dean Avenue  
Nairn  
NR3 7SP

28 May 2007

Dear Miss Mourauk

Thank you for your recent application for a place on our course: *Massage* — stage 1, which is to begin in September 2007.

We are interested in your application and would like you to come in for interview on Thursday 10 June at 2pm. On arrival at the college, go straight to reception and tell them that you have an interview with Mary McCloud; someone will then come down to meet you.

Please bring with you a copy of your English for Work and Study certificate.

Please don't hesitate to contact me if you have any queries about the interview.

Yours sincerely

Mary McCloud  
Head of Studies — Department of Health and Beauty

**28 Niddry Place, Inverness, IN8 4PT 08342 332 9867 [inverness@ac.uk](mailto:inverness@ac.uk)**

Read the letter again and decide if each of the following statements is true or false. Circle T (True) or F (False).

- |   |  |   |   |
|---|--|---|---|
| 1 | The letter is to tell Rosa that she has a place on the course.     | T | F |
| 2 | She must go to the college on 10 June.                             | T | F |
| 3 | She should go to reception when she arrives at the college.        | T | F |
| 4 | She needs to take copies of all her qualifications to the college. | T | F |
| 5 | Mary McCloud is a secretary.                                       | T | F |

### Activity 4

Zen also has an interview at a college. During the interview the interviewer asks Zen about his past education.

These are the answers he gives. What are the questions?

1 \_\_\_\_\_ ?

I went to school in China.

2 \_\_\_\_\_ ?

I studied maths, Chinese language and literature, physics, chemistry, biology, history and geography.

3 \_\_\_\_\_ ?

I left school when I was 18.

4 \_\_\_\_\_ ?

Yes, I got my high school certificate.

5 \_\_\_\_\_ ?

Yes, I went to university.

6 \_\_\_\_\_ ?

I studied chemical engineering at university.

7 \_\_\_\_\_ ?

I graduated in 1994.

Now ask your partner the questions.

## Activity 5

### Track 9

In a college interview Sebastian is asked to talk about his education.

- Listen first time. Did Sebastian finish high school?

Now listen again and complete the phrases below:

- 1 I went to primary school when I was \_\_\_\_\_
- 2 I went to high school when I was \_\_\_\_\_
- 3 At primary school my favourite subject was \_\_\_\_\_
- 4 I got my high school diploma and left school in \_\_\_\_\_
- 5 At university I studied \_\_\_\_\_
- 6 I graduated in \_\_\_\_\_

## Activity 6

Write a short description of your time at school/university.

### Homework task

Finish your description from activity 6.

**Lesson**  
**08**

**Starting at a college/school**  
**College rules and health and safety**

<b>Outcomes:</b> 1, 2, 3, 4	<b>Task:</b> Finding out about college rules
<b>Skills:</b> Speaking, listening, reading, writing	

**Activity 1**

Imagine it is your first day at a new school or college.

Why can the first day be difficult? Discuss your ideas with your group.

**Activity 2**

It is Mina's first day at college. When she arrives she sees a notice on the door.

Read the notice. Who is it for? Where do those people need to go? Why?

**Welcome to Meadowbank College!**

All new students must report to Mrs Brown in the office before going to class.

You will be given your college pass and you will be directed to your classroom.

Mina goes to her classroom. There is also a notice on the classroom door.

Read the notice. Is it for teachers or students?

**PLEASE RESPECT THE COLLEGE RULES**

- Please keep your college pass visible at all times.
- No smoking anywhere in the building.
- Eating and drinking in the classrooms is forbidden.
- Throw away all litter in the bins provided.
- Turn off mobile phones in the classrooms.
- Ask your teacher before taking any books home.
- The computers are not to be used for downloading music or films.
- Bringing people who are not students onto the campus is not allowed.
- You must contact your teacher if you are going to miss a class.
- Please be polite and considerate to students and staff.

Now read the notice again and answer the following questions

Read the notice again and answer the following questions.

- 1 Can you keep your college pass in your bag? \_\_\_\_\_
- 2 Can you smoke outside of the college? \_\_\_\_\_
- 3 Where should you put your litter? \_\_\_\_\_
- 4 If you want to borrow a book who do you need to ask? \_\_\_\_\_
- 5 Can you invite friends to the college? \_\_\_\_\_
- 6 What do you have to do if you are absent from class? \_\_\_\_\_

### Activity 3

Look back at the list of rules. Write a similar list, but start each rule with 'don't'.

The first two have been done as examples.

- Don't keep your college pass in your pocket or bag.
- Don't smoke anywhere in the building.
- Don't \_\_\_\_\_.
- Don't \_\_\_\_\_.
- Don't \_\_\_\_\_.
- Don't \_\_\_\_\_.
- Don't \_\_\_\_\_.
- Don't \_\_\_\_\_.
- Don't \_\_\_\_\_.
- Don't \_\_\_\_\_.

## Activity 4

Mina's teacher is called Jenny. After introducing herself she says she needs to talk to the students about something important.

Listen first time.

What does Jenny talk to the students about? Tick the correct answer.

- a) exams
- b) health and safety
- c) homework

Listen again and decide if each of the following statements is true or false. Circle T (True) or F (False)

- |   |  |   |   |
|---|--|---|---|
| 1 | The fire exit is next to the classroom.                        | T | F |
| 2 | The meeting point is in the car park.                          | T | F |
| 3 | If you don't see a fire you can return to the classroom.       | T | F |
| 4 | The fire alarm will go off if students smoke in the classroom. | T | F |
| 5 | The road outside the college is dangerous.                     | T | F |

## Activity 5

Find out about the rules in your college.

Think of some questions with your group. Ask your teacher the questions.

- Is it ok to ...?
- Can we ...?
- Is it possible to ...?
- Is ...ing allowed?
- Is ...ing forbidden?
- Can ... be used for ...ing?

## Activity 6

The teacher is unhappy about students using their mobile phones in class. She writes a notice to put on the classroom noticeboard.

Look at the different parts of her notice and number them to show the correct order.

- In future, please make sure that you turn off your phone before you come into the classroom.
- In this situation you must tell the teacher at the beginning of the class that your phone may ring.
- I have recently noticed that more and more students are using their mobile phones during the class.
- Many thanks.
- To all students:
- The only exception to this rule is if you are expecting a very important call.
- This is not acceptable as it disrupts the class.

Now write out the notice in its correct order.

## Homework task

Finish writing out the notice from activity 6.

**Lesson**

**09**

**In the classroom**

**Classroom language**

<b>Outcomes: 1, 2, 3, 4</b>	<b>Task: Responding to instructions in class</b>
<b>Skills: Speaking, listening, reading, writing</b>	

**Activity 1**

With a partner make a list of as many classroom objects as you can.

**Activity 2**

Match the two parts to make typical classroom activities.

The first one has been done as an example.

- |    |                     |          |                                |
|----|---------------------|----------|--------------------------------|
| 1  | Work with           | <u>g</u> | a) three interesting questions |
| 2  | Note down           | ___      | b) teams                       |
| 3  | Put the sentences   | ___      | c) out loud                    |
| 4  | Get into            | ___      | d) the text for the answers    |
| 5  | Read the sentence   | ___      | e) in pairs                    |
| 6  | Skim read           | ___      | f) your ideas                  |
| 7  | Compare answers     | ___      | g) a partner                   |
| 8  | Scan                | ___      | h) what your partner thinks    |
| 9  | Think of            | ___      | i) the text quickly            |
| 10 | Prepare             | ___      | j) on the internet             |
| 11 | Find out            | ___      | k) a short talk                |
| 12 | Look up the answers | ___      | l) in the correct order        |

### Activity 3

In the list below, you have some problems in the classroom. Make polite requests to the teacher.

Use: Could you ..., please?

1 The teacher is speaking very quickly.

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2 You didn't hear the instructions.

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3 You don't have a pen or pencil.

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4 The teacher is standing in front of the board.

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5 It is really hot in the classroom.

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6 You don't know how to spell a word.

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7 You didn't receive the handout.

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8 You don't understand what you have to do.

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## Activity 4

### Track 11

At the start of Gabriella's class the teacher explains what the students are going to do in the first part of the class.

- Listen to the teacher's instructions. Is it a grammar or a speaking activity?

Look at the sentences below. They are from the teacher's instructions.

- 1 You are going to work with a \_\_\_\_\_.
- 2 I'm going to give each student in the pair a \_\_\_\_\_.
- 3 The \_\_\_\_\_ on the handouts are the same.
- 4 Each student has different \_\_\_\_\_ missing.
- 5 I'll \_\_\_\_\_ you 5 minutes to do this.
- 6 \_\_\_\_\_ the answers in the gaps.

Now listen again and fill in the gaps in the instructions above.

## Activity 5

Look at these instructions from a textbook. What kind of activity are they for?

- When you think you have all the answers, go back to the text and check. \_\_\_\_\_
- Read each question carefully and check any difficult vocabulary. \_\_\_\_\_
- Next, skim read the article to see if you were right about the content. \_\_\_\_\_
- Finally, compare your answers with a partner. \_\_\_\_\_
- Having read the article once, go to the comprehension questions. \_\_\_\_\_
- First of all, look at the title and the picture. \_\_\_\_1\_\_
- As you find each answer in the text, underline it. \_\_\_\_\_
- Now, go back to the text and scan it to find the answers to the questions. \_\_\_\_\_
- Then, discuss with your partner what you think the article is going to be about. \_\_\_\_

The instructions are in the wrong order. What is the correct order?

Number the sentences 1–9. The first one has been done for you.

## Activity 6

Your teacher is going to dictate some instructions for an assessment.

Listen carefully and write down what you hear.

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Now read what you have written. Check it for grammar, punctuation and spelling mistakes.

## Homework task

Correct any mistakes that your teacher has identified in the activity 6 writing task.

**Lesson 10** **Missing classes**  
**Reasons for not attending class: illness/obligations**

<b>Outcomes: 1, 2, 3, 4</b>	<b>Task: Saying why you are not in class</b>
<b>Skills: Speaking, listening, reading, writing</b>	

**Activity 1**



None of these people can go to school or college today.

What is the matter with each person?

With your partner think of other health problems that can stop you going to class.

**Activity 2**

**Track 12**

Dimitri is feeling ill today. He phones up the college to say that he can't go to class.

- Listen first time. What is wrong with Dimitri?

Listen again and fill out the missing information on the secretary's notepad.

<b><u>Phone Messages</u></b>	
<b>Date:</b> 25 / 2 / 2007	<b>Time:</b> 9 . 05am
<b>Name:</b>	<b>Class:</b>
<b>Message for:</b>	
<b>Message:</b>	
<b>Contact tel. number:</b>	

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### Activity 3

Look at the tapescript of the listening in activity 2. Practise the dialogue with a partner.

Now, imagine that you are ill – choose one of the health problems from activity 1.

Roleplay ringing the college. Your partner is the secretary and must write down on a blank message page the caller's personal details and their reason for telephoning.

Now, change roles.

### Activity 4

There are other reasons why students can't go to class. Look at the pictures below.



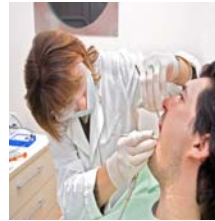
1



2



3



4

Why are these students not in class today?

Think of some other examples.

**I can't come to class today because** .....

**I'm going to miss tomorrow's class because** .....

**It is impossible for me to come to class on Monday because** .....

**I'll be absent tomorrow because** .....

All photos (c) istockphoto.com

1 - Marmion 2 – Willie B. Thomas 3 – David H. Lewis 4 - Ljupco

## Activity 5

Gloria can't go to college because she has to look after her grandchild for a week. She checks her college welcome pack to see what it says about missing classes.

Read the information on attendance first time. Is it a problem to miss a lot of classes?

### Attendance

Good attendance is very important. A minimum of 80% attendance is expected and if you do not attend regularly you will not receive a certificate of attendance at the end of the course. Poor attendance may also mean that you lose your place on the course.

If you are unable to attend class you must contact the college to tell us why – you can do this by phone or by e-mail. Please try to contact the secretary on the morning of the class.

If you know in advance that you are going to miss a class, the best thing to do is to talk directly with your teacher, especially if you are going to be away for more than one day.

You can contact the college on – 0131 357 4928

Or by e-mail – 1[info@waverleycollege.ac.uk](mailto:info@waverleycollege.ac.uk)

Always remember to say what class you are in and to give the name of your teacher when you e-mail.

**Read the information again and answer the following questions.**

- 1 If students attend less than 80% will they get a certificate? \_\_\_\_\_
- 2 What should students do if they can't go to class? \_\_\_\_\_
- 3 Is it possible to e-mail the college to say you can't go to class? \_\_\_\_\_
- 4 Who should you leave your message with? \_\_\_\_\_
- 5 Who should you talk to about longer periods of absence? \_\_\_\_\_

## Activity 6

You are going to miss classes for a while. Write an e-mail to your teacher.

- Explain your absence.
- Ask your teacher to save the class worksheets for you.
- Ask when the next assessments are.

## Homework task

Finish your e-mail from activity 6.

**Lesson**

**11**

**Starting work**

**Your first day at work**

<b>Outcomes:</b> 1, 2, 3, 4	<b>Task:</b> Responding to first day questions
<b>Skills:</b> Speaking, listening, reading, writing	

**Activity 1**

What jobs can people do in a restaurant? Make a list with a partner.

**Activity 2**

Last week Maribel went for an interview at a restaurant.

Today she has received a letter from the company. Has she got the job?

<p>18 June 2007</p> <p>Dear Miss Cruz,</p> <p>We are pleased to tell you that, further to the interview of 11 June, we would like to employ you as a full-time waitress at the Italian Pizza Place.</p> <p>Please come in on Monday 25 June. This will be a training day — you will be shadowing an experienced member of staff during the lunchtime shift, which is from 10am to 3pm. Please report to Bruno, the assistant manager, at 9.45am.</p> <p>You must wear black trousers (not jeans) and black shoes (not trainers). We will provide you with a company t-shirt and an apron. Also, please remember to bring your National Insurance number so that we can add you to the payroll.</p> <p>If you have any questions or are unable to start on the 25th, please contact me as soon as possible. I look forward to working with you.</p> <p>Yours sincerely</p> <p>Marek Pieteron — Manager</p>	<p>The Italian Pizza Place 45 King Street Linlithgow LN3 6RD</p>
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Read the letter again and answer the questions below.

- 1 Is Maribel going to work in the kitchen? \_\_\_\_\_
- 2 When is her first day? \_\_\_\_\_
- 3 How many hours will she work on her first day? \_\_\_\_\_
- 4 Can she wear sports shoes? \_\_\_\_\_
- 5 What does she need to take on the first day? \_\_\_\_\_
- 6 Who is the assistant manager? \_\_\_\_\_

### Activity 3

#### Track 13

It is Maribel's first day at work. She is talking to another employee, Fabio.

- Listen first time. What is Fabio's job?

Now listen again and decide whether each of the following statements is true or false. Circle T (True) or F (False)

- |   |   |   |   |
|---|---|---|---|
| 1 | Maribel has never worked in a restaurant.               | T | F |
| 2 | She hasn't worked in a British restaurant before.       | T | F |
| 3 | The menu is completely new to her.                      | T | F |
| 4 | Orders are sent to the kitchen electronically.          | T | F |
| 5 | She has used an electronic ordering system in the past. | T | F |
| 6 | The system is difficult to learn.                       | T | F |

## Activity 4

Look at these questions from the listening. Are they about the present?

- Have you worked in a restaurant before?
- Have you ever worked in a British restaurant?
- Have you seen the menu before?
- Have you ever used a system like this?

Make similar questions using these prompts. Check the third form in a dictionary.

- work as a waitress
- live in another country
- study computing
- use the internet
- be a shop assistant
- have a job interview
- speak English on the phone
- do a night shift

Now ask your partner the questions.

## Activity 5

Fabio continues Maribel's training session. He shows her the restaurant bar.

Look at the questions he asks.

- Do you know how to use an espresso machine?
- Do you know how to make cocktails?
- Do you know how to start the dish-washer?

Think about three activities you do in your current job.

1 .....

2 .....

3 .....

Make questions with those activities — Do you know how to ...? Ask your partner.

## Activity 6

Practise writing the past simple and the third form of the following verbs.

Use a dictionary to check.

Base form	Past simple	Third form
be		
have		
see		
do		
speak		
study		

## Homework task

Add another 6 verbs to the list in activity 6. Use a dictionary to help you.

**Lesson**  
**12** **Dealing with problems at work**  
**Problems, suggestions and solutions**

<b>Outcomes:</b> 1, 2, 3, 4	<b>Task:</b> Describing problems and finding solutions
<b>Skills:</b> Speaking, listening, reading, writing	

**Activity 1**

What kinds of problems do people have at work?

Match the problems to the jobs.

- |                  |   |
|------------------|---|
| 1 Van driver     | a) I have cut myself.                       |
| 2 Office worker  | b) I have broken down.                      |
| 3 Cleaner        | c) The till-roll has run out.               |
| 4 Kitchen porter | d) There is a paper jam in the photocopier. |
| 5 Shop assistant | e) The Hoover isn't working.                |

**Activity 2**

The photocopier in Shilpa's office is not working.

There is a notice above the photocopier. Who is the notice for?

**Photocopier**

Advice for all members of staff using the photocopier.

Check there is enough paper in the trays — the photocopier works better when the trays are full.

To change the toner, follow the instructions on the toner box — to order more toner use the code printed on the side of the toner cartridge.

If there is a paper jam, follow the instructions on the screen — pull any paper out very carefully so that it doesn't break.

If you forget your photocopy code or have a problem with the copier, please refer to your trained member of staff.

Your trained member of staff is: Jane Masters in reception

If you need an engineer to come out to fix or service the photocopier, please ring: 0151 487 3677.

Read the text again and decide if each of the following statements is true or false. Circle T (True) or F (False).

- |   |  |   |   |
|---|--|---|---|
| 1 | It is good to have a lot of paper in the photocopier.                                    | T | F |
| 2 | You can find the instructions for changing the toner on the side of the toner cartridge. | T | F |
| 3 | You should refer to the instruction booklet if you have a paper jam.                     | T | F |
| 4 | Speak to Jane if you forget your copy code.  | T | F |
| 5 | If you ring 0151 487 3677 you can order paper.   | T | F |

### Activity 3

Shilpa needs some help with the photocopier.

Look what she says to Jane.

- I was making some photocopies when the photocopier jammed.

Which is the short action and which is the long action in the sentence?

Make similar sentences from the prompts below:

- 1 I \_\_\_\_\_ a delivery when the van broke down.  
(make)
- 2 I \_\_\_\_\_ a customer when the till-roll ran out.  
(serve)
- 3 I \_\_\_\_\_ the pizza out of the oven when the fire alarm went off.  
(take)
- 4 I \_\_\_\_\_ the floor when I slipped over.  
(clean)
- 5 I \_\_\_\_\_ onions when I cut myself.  
(chop)
- 6 I \_\_\_\_\_ the van when I dropped a box.  
(load)

## Activity 4

### 🎧 Track 14

Ali also has a problem at work. He discusses it with a work-mate.

- Listen to the conversation. What is the problem?

Listen again and answer the following questions.

- 1 Where was Ali cleaning when the Hoover stopped working? \_\_\_\_\_
- 2 When did Ali last change the Hoover bag? \_\_\_\_\_
- 3 Does Marc suggest checking the cable? \_\_\_\_\_
- 4 Who does Marc suggest telling? \_\_\_\_\_
- 5 Does Ali have a spare Hoover? \_\_\_\_\_

## Activity 5

Here are some of the ways Ali's work-mate offers suggestions:

You could try ...ing.	Why don't you ...?	How about ...ing?
You had better ...	You ought to ...	You should ...
Shall we ...?	It might be a good idea to ... Let's ...	

Make suggestions for each of these problems.

Use different ways of making suggestions for each one. Practise with a partner.

- I can't find the manager.
- There is no photocopied paper left.
- We are short-staffed today.
- Today's delivery hasn't arrived.
- We have run out of £1 coins.

## Activity 6

Imagine that you work in a supermarket.

You were cleaning when something broke. Your boss has already gone home.

Write a short note explaining what happened.

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## Homework task

Finish the note in activity 6.

**Lesson**

**13**

**Missing work**

**Responding to requests to work**

<b>Outcomes:</b> 1, 2, 3, 4	<b>Task:</b> Saying why you can't work
<b>Skills:</b> Speaking, listening, reading, writing	

**Activity 1**

Sometimes people can't go to work. Think of some reasons why.

**Activity 2**

Marvin sees this notice in the staff room at work.

Skim read the notice. What is it about?

**Attention all Staff**

**Thursday 19 May — Staff Meeting, 5pm–6.30pm**

**We have organised an emergency staff meeting in order to talk about various important issues within the supermarket.**

- 1. staff rotas**
- 2. time-keeping**
- 3. Sunday opening hours**
- 4. shoplifting**

**The meeting will take place in the staff canteen as the staff room is not big enough to hold everybody.**

**Although you will not be paid for this meeting, all members of staff are expected to attend.**

**Please speak to Richard if you are unable to make it for any reason.**

***Thank you***

Now read the notice again and answer the following questions.

- 1 When is the meeting? \_\_\_\_\_
- 2 Where does Marvin work? \_\_\_\_\_
- 3 Are they going to talk about lateness in the meeting? \_\_\_\_\_
- 4 Will the meeting be in the staff room? \_\_\_\_\_
- 5 Will the staff be paid to go to the meeting? \_\_\_\_\_
- 6 Whom do they need to see if they can't go? \_\_\_\_\_

### Activity 3

#### Track 15

Marvin can't go to the staff meeting. He goes to see Richard to tell him.

Listen first time. Why can't Marvin go to the meeting?

Now listen again and decide if each of the following statements is true or false.  
Circle T (True) or F (False)

- |   |   |   |   |
|---|---|---|---|
| 1 | The appointment is at 5pm.                    | T | F |
| 2 | The dentist's is always very busy.            | T | F |
| 3 | Marvin is working on Friday.                  | T | F |
| 4 | He starts at 9am on Friday.                   | T | F |
| 5 | He needs to go to Richard's office on Friday. | T | F |

## Activity 4

Look at this sentence from the listening. Is it about the present or the future?

- *I can't come to the staff meeting because I'm taking my daughter to the dentist's.*

Finish these sentences in a similar way.

- 1 I can't work on Wednesday because ***I'm going to the doctor's***  
(go to the doctor's)
- 2 I can't cover your shift because \_\_\_\_\_  
(work)
- 3 I can't work on Friday night because \_\_\_\_\_  
(travel to Skye for a wedding)
- 4 I can't stay late today because \_\_\_\_\_.  
(pick up my son from school)
- 5 I can't come in early tomorrow because \_\_\_\_\_.  
(meet my bank manager)
- 6 I can't work overtime next week because \_\_\_\_\_.  
(my mother visit)

## Activity 5

### Track 16

David also works at the supermarket.

Today, he is due to start work at 7am. However, he has woken up feeling very ill.

- 1 Listen to the phone call he makes to the supermarket. Who answers the phone?
- 2 Your teacher will give you the transcript of the phone call. Listen and read.
- 3 Now practise leaving a similar message. Your partner will be the answering machine.

## Activity 6

Imagine that you work in the supermarket.

Like Marvin you can't go to Thursday's staff meeting. You go to see Richard to explain why but he is not there.

Write him a short note explaining your situation.

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## Homework task

Finish the note in activity 6.

**Lesson**

**14**

**Moving on: work**

**Improving work circumstances**

<b>Outcomes: 1, 2, 3, 4</b>	<b>Task: Asking for changes at work</b>
<b>Skills: Speaking, listening, reading, writing</b>	

**Activity 1**

Look at the list of priorities in a job.

Rank them in order of importance for you. Put numbers 1–10 in the gaps.

- Regular training \_\_\_\_\_
- Good salary \_\_\_\_\_
- Flexible working hours \_\_\_\_\_
- Friendly colleagues \_\_\_\_\_
- Nice boss \_\_\_\_\_
- Workplace close to home \_\_\_\_\_
- Pleasant work environment \_\_\_\_\_
- Possibility for promotion \_\_\_\_\_
- Responsibility \_\_\_\_\_
- Permanent contract \_\_\_\_\_

Look at your top 3 priorities. Are they the same as your partner's?

**Activity 2**

**Track 17**

Chen is currently working in a factory which makes jam.

- Listen to him describe his job. Is he mainly positive or negative?

Listen again and answer the questions below.

- 1 How long has Chen worked for the company? \_\_\_\_\_
- 2 Does he have a permanent or a temporary contract? \_\_\_\_\_
- 3 How far is his house from his workplace? \_\_\_\_\_
- 4 Does he want to work for a bigger company or a smaller company?  
\_\_\_\_\_
- 5 Does Chen want more responsibility? \_\_\_\_\_

### Activity 3

Chen decides to ask his boss about improving his current conditions.

Look at some of the things Chen says. Fill in the gaps with words from the box.

- I have been with the company for a year — I would like to be considered for \_\_\_\_\_.
- My current position is very easy for me — I want more \_\_\_\_\_.
- I work very hard — I think that I deserve a \_\_\_\_\_.
- I have very little job security — I would like to have a \_\_\_\_\_.
- I want to continue learning. I need more \_\_\_\_\_.

<b>training</b>	<b>promotion</b>	<b>pay-rise</b>	<b>responsibility</b>
<b>permanent contract</b>			

Tell your partner which sentences are true for you. Practise saying them.

### Activity 4

Chen decides to look for a new job. He reads about some different factories.

Skim read the 3 company descriptions that he finds on the internet.

What does each company produce?

#### Murray's Shortbread

Murray's is a family-run company based in Aberdeen. The company was set up in 1972 and it has one factory and employs 30 people throughout the year.

The factory produces traditional Scottish shortbread. It mainly sells to the Scottish market but it also supplies some supermarkets in England and Wales.

### The Wild Haggis Company

The Wild Haggis Company began in 1995. Then, it had just one small factory on the island of Skye. Now, it has 4 factories around Scotland and exports to Germany, Canada and the USA, as well as selling to the home market.

The company has been very successful and this means that it now has more than 300 employees.

### Hall's Sweets

Hall's Sweets was started by Hamish Hall in 1988. It makes many kinds of sweets but it is particularly famous for its toffee, which is sold in 10 countries around the world.

Hall's has 2 very large factories in Scotland and employs around 450 people.

Now read the descriptions again and complete the sentences below.

- 1 **The Wild Haggis Company** is bigger than \_\_\_\_\_
- 2 \_\_\_\_\_ is the biggest company.
- 3 **Hall's Sweets** has more factories than \_\_\_\_\_
- 4 \_\_\_\_\_ has the most factories.
- 5 **The Wild Haggis Company** is more international than \_\_\_\_\_
- 6 \_\_\_\_\_ is the most international.
- 7 **Hall's Sweets** is older than \_\_\_\_\_
- 8 \_\_\_\_\_ is the oldest company.

## Activity 5

Chen finds another job with Hall's Sweets. He needs to tell his boss that he is leaving the Jam Company.

He writes a letter of resignation.

There are 4 punctuation and 4 spelling errors in the letter – find them and correct them.

17 Marchmont Road  
Edinburgh  
EH11 5DK

10 March 2007

Dear Mr Connolly,

I am writing to inform you of my decision to resign from my position with the Edinburgh Jam Company.

Giving 2 weeks' notice, my last day of work will be the 24 March 2007.

While I believe that I am moving for good reasons, I am sorry to leave and I thank you for your help during my time with the company.

Please let me know the arrangements for returning my uniform and factory pass

yours sincerely

Chen Xiu

## Homework task

Rewrite the letter from activity 5 including the corrections.

**Lesson**  
**15**

**Review: work**  
**Vocabulary and language review**

<b>Outcomes:</b> 1, 2, 3, 4	<b>Task:</b> Revision: lessons 1–5 & 11–14
<b>Skills:</b> Speaking, listening, reading, writing	

**Activity 1**

Match the word or phrase with the correct definition.

- |   |                 |    |  |
|---|-----------------|----|--|
| 1 | duties          | a) | what you get when you pass assessments         |
| 2 | contract        | b) | what you have gained from previous jobs        |
| 3 | CV              | c) | the things you have to do in a job             |
| 4 | careers officer | d) | what an employer must give you when you start  |
| 5 | qualifications  | e) | someone who gives advice about future jobs     |
| 6 | experience      | f) | the things that you are good at doing          |
| 7 | skills          | g) | a record of your experience and qualifications |

**Activity 2**

Choose a word or phrase from the box to fill the gaps below.

<b>personal qualities</b>	<b>shifts</b>	<b>overtime</b>	<b>colleagues</b>
<b>promotion</b>	<b>salary</b>		

- I work in a restaurant, so I don't work 9 to 5 — I work \_\_\_\_\_.
- My \_\_\_\_\_ is very low – I want a pay-rise.
- My boss is very happy with me — hopefully I'll get a \_\_\_\_\_.
- The best thing about my job is my \_\_\_\_\_ — they are all very nice.
- We are very busy this week, so I'm going to have to work \_\_\_\_\_.
- It is important to talk about your \_\_\_\_\_ in a job interview.

### Activity 3

Go to the internet and log on to [www.jobcentreplus.gov.uk](http://www.jobcentreplus.gov.uk).

Find a job which you would like to do.

Now, make notes about the following aspects of the job.

**Job title:** \_\_\_\_\_

**Job reference number:** \_\_\_\_\_

**Employer's name:** \_\_\_\_\_

**Hours:** \_\_\_\_\_

**Salary:** \_\_\_\_\_

**Duties:** \_\_\_\_\_

\_\_\_\_\_

**Qualifications needed:** \_\_\_\_\_

\_\_\_\_\_

**Skills needed:** \_\_\_\_\_

\_\_\_\_\_

**Experience needed:** \_\_\_\_\_

\_\_\_\_\_

**How to apply:** \_\_\_\_\_

\_\_\_\_\_

## Activity 4

Imagine that a visitor comes to the class. What questions could you ask them about their job?

Look at the prompts below. Work with a partner to make questions.

- 1 Where/work? \_\_\_\_\_
- 2 Duties? \_\_\_\_\_
- 3 Hours? \_\_\_\_\_
- 4 Training? \_\_\_\_\_
- 5 Skills needed? \_\_\_\_\_
- 6 Work experience needed? \_\_\_\_\_
- 7 Personal qualities needed? \_\_\_\_\_
- 8 Previous job? \_\_\_\_\_
- 9 Contract? \_\_\_\_\_
- 10 Reasons for doing job? \_\_\_\_\_
- 11 Promotion prospects? \_\_\_\_\_
- 12 Job would like/future? \_\_\_\_\_

## Activity 5

Now use those questions to interview your teacher. Your teacher will pretend to be a visitor with a different job — Make notes as your teacher speaks.

1 .....

2 .....

3 .....

4 .....

5 .....

6 .....

7 .....

8 .....

9 .....

10 .....

11 .....

12 .....

## Homework task

Review work topics, vocabulary and language — identify areas where you are not confident — advise your teacher.

## Lesson

## 16

## Having a tutorial

## Present circumstances and future objectives

<b>Outcomes:</b> 1, 2, 3, 4	<b>Task:</b> Describing your study aims
<b>Skills:</b> Speaking, listening, reading, writing	

## Activity 1

Salim's teacher gives everyone in the class a letter.

Read the letter. What is it about?

Dear student

As we are already in the third week of the English course, I would like to start organising tutorials with everybody.

As you know, tutorials are a very important part of your course; they give you the opportunity to discuss how you are feeling and where you may have any problems.

They also give you the chance to think about what your aims and objectives are for the year, and we can discuss how to achieve them.

I would like to have the tutorials next week — the best time for me would be before the class, during independent study time. Each tutorial should take about 15 minutes, so I should be able to see two people each morning.

Please let me know this week what day would be best for you. If it is difficult for you to come in before 9.30am, I will try to arrange an alternative time for you.

Now read it again and answer the following questions.

- 1 How long have the students been in the class? \_\_\_\_\_
- 2 What will they talk about in the tutorial? \_\_\_\_\_
- 3 When will the tutorials be? \_\_\_\_\_
- 4 How long will each tutorial take? \_\_\_\_\_
- 5 Is it impossible to have a tutorial after 9.30am? \_\_\_\_\_

## Activity 2

### Track 18

Salim has his tutorial on Monday morning.

- Listen to the conversation between Salim and his teacher. Is Salim happy in the class?

Now listen again and decide if each of the following statements is true or false. Circle T (True) or F (False)

- |   |  |   |   |
|---|--|---|---|
| 1 | Salim is living in Glasgow.                      | T | F |
| 2 | He is working in the mornings.                   | T | F |
| 3 | He doesn't think that the class is fun.          | T | F |
| 4 | He is having one or two problems with the class. | T | F |
| 5 | He is finding it difficult to do the homework.   | T | F |

## Activity 3

Look at some of the things Salim says about his present situation.

What are the questions?

- 1 Where .....?  
I'm living in Livingston.
- 2 Are .....?  
Yes, I'm working in my uncle's newsagents.
- 3 Are .....?  
Yes, I'm enjoying the class.
- 4 Are .....?  
Yes, I'm having one or two problems.
- 5 What .....?  
I'm finding the homework difficult.

Now, ask your partner the same questions.

## Activity 4

During the tutorial the teacher also asks Salim about his aims and objectives.

She wants to put this information on his Independent Learning Plan.

Match Salim's objectives with the teacher's advice.

- 1 I want to speak more fluently.
- 2 I would like to improve my listening skills.
- 3 I need to build my vocabulary.
- 4 I want to get some English qualifications.
- 5 It is important for me to gain more confidence.

\_\_\_ You should prepare for an Access 3 assessment.

\_\_\_ You should try to speak English at every opportunity.

\_\_\_ You shouldn't feel embarrassed if you make mistakes.

\_\_\_ You should listen to the radio and watch films in English.

\_\_\_ You should try to learn 10 new words every day.

Practise the dialogues in pairs.

## Activity 5

What are your aims and objectives? List 4 things that you would particularly like to improve. Ask your partner for their advice.

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## Activity 6

Imagine that you are having a problem in your class.

Write a short note to your teacher explaining what the problem is and asking for advice.

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## Homework task

Finish the note in activity 6.

**Lesson**

**17**

**Study skills**

**Learning to learn**

<b>Outcomes:</b> 1, 2, 3, 4	<b>Task:</b> Improving study skills
<b>Skills:</b> Speaking, listening, reading, writing	

**Activity 1**

We can use all the things listed below to help us when we are studying.

Match the words to the definitions.

- |                   |   |
|-------------------|---|
| 1 ring-binder     | a) We use them to separate worksheets.              |
| 2 hole-punch      | b) We use it to look up words.                      |
| 3 highlighter pen | c) We use it to gain access to college information. |
| 4 intranet        | d) We use it to remember when we have classes.      |
| 5 stapler         | e) We use it to emphasise important information.    |
| 6 dividers        | f) We use it to keep our worksheets in.             |
| 7 dictionary      | g) We use it to connect different bits of paper.    |
| 8 timetable       | h) We use it to make holes in worksheets.           |

**Activity 2**

 **Track 19**

Fatima wants to learn how to study better.

She goes to a study-skills workshop at her college.

- Listen first time. What is this part of the workshop about?

Now listen again and put the points below in the order that you hear them.

The first one has been done for you.

- Use a highlighter pen. \_\_\_\_\_
- Punch all worksheets. \_1\_\_\_\_\_
- Write down the homework at the back of your file. \_\_\_\_\_
- Name and date all worksheets. \_\_\_\_\_
- Use dividers. \_\_\_\_\_
- Put the newest worksheet on top. \_\_\_\_\_
- Put all worksheets in a ring-binder. \_\_\_\_\_

### Activity 3

#### Track 20

Fatima tells her friend about the study-skills workshop.

She tells her friend some of the things that she intends to do from now on.

Listen to Fatima and write down 6 things that she says she is going to do.

The first one has been done as an example.

- 1 I'm going to buy a ring-binder.
- 2 I'm going to \_\_\_\_\_
- 3 I'm going to \_\_\_\_\_
- 4 I'm going to \_\_\_\_\_
- 5 I'm going to \_\_\_\_\_
- 6 I'm going to \_\_\_\_\_

## Activity 4

Think about your study intentions for this year. What are you going to do?

Complete the sentences for you.

- This afternoon I'm going to \_\_\_\_\_
- In the next class I'm going to \_\_\_\_\_
- This year I'm going to \_\_\_\_\_

Now ask your partner about his/her study intentions.

## Activity 5

Fatima was given a leaflet in the study-skills workshop.

Read it quickly. What is it about?

### A Good Place to Study

1. If you are using a place of study that you have to share with other people, organise a timetable for using it.
2. It seems true to say that most students study best in a quiet environment.
3. It is important to have uninterrupted study time. You may have to put a note on the door to ask people not to come in, or you may need to take the phone off the hook.
4. If you are working on a project or studying for a test, use a desk or table that is big enough to hold everything you need.
5. Make sure your place of study includes things such as pens and pencils, paper, ruler, calculator, and anything else you could need.
6. Choose a room temperature which suits you.
7. The amount of light you need depends on what you are doing. The important thing is that you can see what you need to see quite clearly.
8. Choose a chair where you can sit for a long time without losing your concentration.

**Get more study tips at: [www.studywell.ac.uk](http://www.studywell.ac.uk)**

Read the leaflet again and match the ideas below to similar ones in the leaflet.

The first one has been done as an example.

- Make sure the room is not too hot or cold for you. \_\_\_6\_\_\_
- It's not a good idea to try to listen to the radio whilst studying. \_\_\_\_\_
- Make sure you have enough light. \_\_\_\_\_
- A comfortable chair is very important. \_\_\_\_\_
- Turn off your mobile while studying. \_\_\_\_\_
- Don't keep your pens and pencils in another room. \_\_\_\_\_
- Prepare a timetable for using your place of study. \_\_\_\_\_
- A very small table is not good for studying. \_\_\_\_\_

## Activity 6

You have heard that the college VLE (Virtual Learning Environment) has good things on it to help you study.

Write a short e-mail to a friend to find out:

- what you can do on the VLE
- how to log on
- where you can access it.

## Homework task

Search study skills on the internet. Bring in the addresses of any interesting websites you find.

## Lesson

## 18

## Academic skills

## Class and exam skills

<b>Outcomes:</b> 1, 2, 3, 4	<b>Task:</b> Preparing for assessments
<b>Skills:</b> Speaking, listening, reading, writing	

## Activity 1

Look at the questions below. Ask your partner the questions.

Answer: 'Yes, I think so' or 'No, I don't think so.'

- Do you think you will be at this school or college next year?
- Do you think you will have a better level of English next year?
- Do you think you will do any assessments next year?

## Activity 2

Look at the title of this article from a college magazine. What do you think it is about?

Get Ahead in Scotland with SQA ESOL Qualifications

Bijula moved to Scotland in 2004. At first, it was not easy for her because she didn't speak much English; she felt lonely and she started to lose confidence in herself.

She enrolled on an English course at a college in order to improve her communication skills. It was there that she learnt about the SQA ESOL qualifications.

During her English course she developed her speaking, listening, reading and writing skills. It was a very practical course and by preparing for the SQA assessments she quickly gained confidence in communicating in everyday situations such as making phone calls and writing letters. She was also able to help her young son with his homework, which was very important for her.

Bijula achieved the SQA ESOL qualification at Access 3 and then went on to achieve at Intermediate 1. Having these qualifications meant that Bijula felt confident enough to enrol on a computing course at another college. Now, she is excited about the prospect of getting a job where she can use her new skills.

**To see how SQA ESOL Qualifications can help you, go to:**  
[www.sqa.org.uk/esol](http://www.sqa.org.uk/esol)

Read the text again and answer the following questions.

- 1 When did Bijula come to Scotland? \_\_\_\_\_
- 2 Where did she find out about SQA ESOL qualifications? \_\_\_\_\_
- 3 Which skills did she practise on the course? \_\_\_\_\_
- 4 Who was she able to help with his homework? \_\_\_\_\_
- 5 How many SQA ESOL qualifications did she achieve? \_\_\_\_\_
- 6 What kind of course did she do after the English course? \_\_\_\_\_

### Activity 3

#### Track 21

Rose's teacher talks to her about doing assessments.

- Listen first time. Is Rose happy about the idea of doing an assessment?

Listen again and answer the following questions. Tick: a), b) or c).

- 1 Rose's teacher talks to her about:  
a) Access 3 assessments  
b) Intermediate 1 assessments  
c) Intermediate 2 assessments
- 2 Exams make Rose feel:  
a) nervous  
b) anxious  
c) stressed
- 3 Rose started the course:  
a) in January  
b) in September  
c) in August
- 4 She will do her first assessment:  
a) next month  
b) next week  
c) next year
- 5 Today she can do some practice:  
a) reading  
b) speaking  
c) writing

### Activity 4

Look at this sentence from the listening.

- *If you prepare well you will achieve the assessment.*

Match the beginnings and endings of sentences below to make similar sentences and write them out below.

- 1 If you do practice assessments
- 2 If you speak a lot in class
- 3 If you borrow readers
- 4 If you watch films in English
- 5 If you write down new vocabulary in your notebook
- 6 If you don't come to class:
  - you will lose your place on the course.
  - you will improve your fluency.
  - your reading skills will improve.
  - you will know what to expect in the real assessment.
  - you will improve your listening skills.
  - it will help you to remember new words.

1 .....

2 .....

3 .....

4 .....

5 .....

6 .....

## Activity 5

Do you remember the last time you took an exam?

- When was it?
- Where was it?
- What was it for?
- How did you prepare for it?
- How did you feel in the exam?
- Did you pass?

Make notes to answer the above questions. Then use those notes to write a short description.

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## Homework task

Finish your description from activity 5.

**Lesson**  
**19** **Moving on: study**  
**End-of-course evaluation**

<b>Outcomes:</b> 1, 2, 3, 4	<b>Task:</b> Evaluating your college experience
<b>Skills:</b> Speaking, listening, reading, writing	

**Activity 1**

How long have you been studying at this college or school?

Think of some things that you can now do that you couldn't do when you started. Write them down.

Now I can .....

Now I can .....

Now I can .....

Now I can .....

Compare your ideas with your group. Has anyone written the same ideas as you?

**Activity 2**

Read the description below. What is the person describing?

Hello, my name is Jonathan. I have just finished a course in business administration at this college. When I started the course I was a bit nervous because I didn't know anybody and I was worried that the classes would be too difficult for me. In the end, though, it was very easy to make friends, and my teacher was fantastic and helped me a lot so I enjoyed the lessons too. The atmosphere in class was always good, and the teacher made the lessons interesting and fun, which meant it was easy to learn. When I started I didn't know how to write essays or reports but now I can.

The main problem for me was the distance of the college from my house. I had to spend an hour on the bus to get to class and sometimes more if there was bad traffic, so I was often late for class. I also found it difficult to find the time to do all my homework because I had to work most evenings. This also meant that I often felt very

tired during the morning classes; if I do another full-time course I definitely won't work as many hours in the evenings as you need lots of energy to study well.

But, in general, what did I think of the experience? Well, I learnt a lot, I gained a useful qualification and I made friends from all over the world. The course wasn't free but I think that it was certainly worth the money as I now feel confident to start applying for the kind of job I really want.

Read the description again and answer the questions below.

- 1 How did Jonathan feel when he started the course? \_\_\_\_\_
- 2 Was it difficult to make friends? \_\_\_\_\_
- 3 How long was his journey to college? \_\_\_\_\_
- 4 Why couldn't Jonathan always do his homework? \_\_\_\_\_
- 5 Did Jonathan pay for the course? \_\_\_\_\_
- 6 What is he going to do now? \_\_\_\_\_

### Activity 3

#### Track 22

Sam is very near the end of his course.

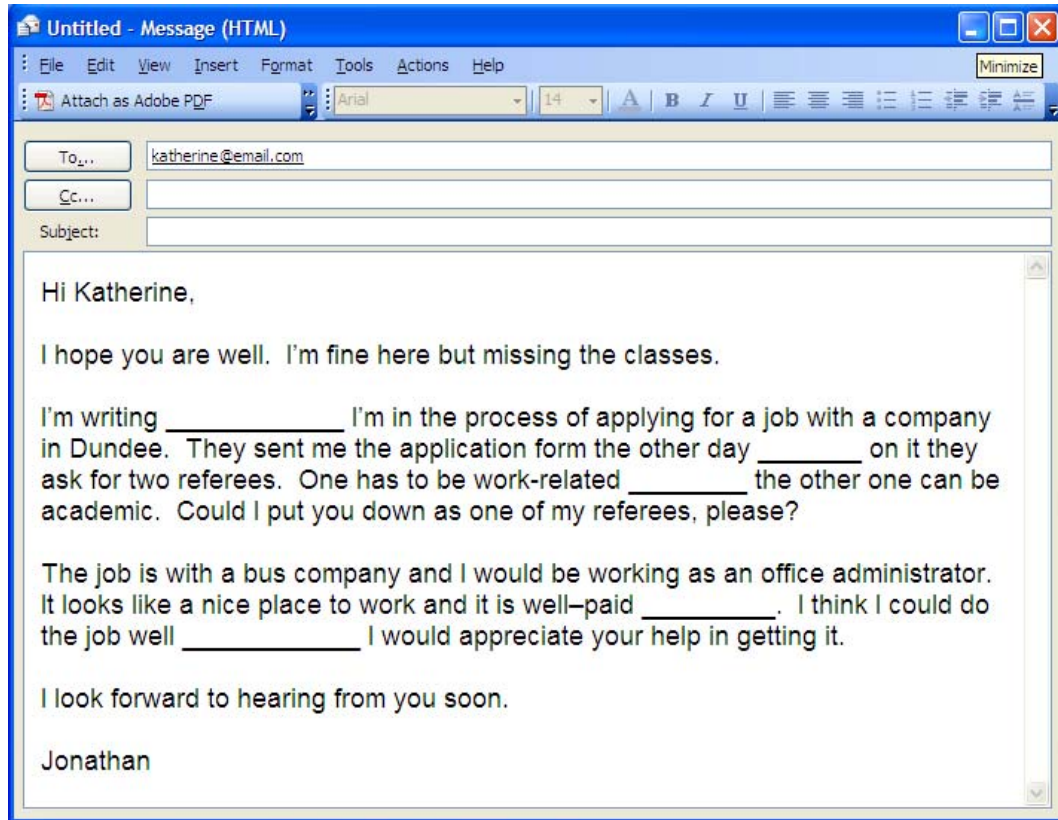
- Listen to him having a guidance meeting with his tutor. What subject has he been studying?
- Listen again and decide if Sam feels positive or negative about the things he talks about.
- Write positive or negative next to each topic.

Length of course	
Timetable	
Teaching	
Class-mates	
Preparation for assessments	
Homework	
College facilities	
Classroom	

## Activity 4

Look at the e-mail below. Who is it to? Who is it from? What is it about?

There are certain words missing. What kind of words are missing?



Choose the correct word from the box to complete the text.

<b>and</b>	<b>so</b>	<b>but</b>	<b>too</b>	<b>because</b>
------------	-----------	------------	------------	----------------

## Activity 5

Think about the college or school where you are now. Write a short description.

Include some of the following:

- How you felt when you started/How you feel now
- Things that you have learnt/can now do
- Positive aspects of your course/college
- Negative aspects of your course/college
- Your general feeling about the experience

## Homework task

Finish your description from activity 5.

**Lesson**  
**20** **Review: study**  
**Vocabulary and language review**

<b>Outcomes:</b> 1, 2, 3, 4	<b>Task:</b> Revision: lessons 6–10 & 16–19
<b>Skills:</b> Speaking, listening, reading, writing	

**Activity 1**

Answer the quiz questions below.

- 1 What **W** is something that you put in your ring-binder? \_\_\_\_\_
- 2 What **S** means to read something quickly? \_\_\_\_\_
- 3 What **S** are maths, English and psychology? \_\_\_\_\_
- 4 What **Q** is something you get when you pass an assessment?  
\_\_\_\_\_
- 5 What **B** is something that tells you about college courses? \_\_\_\_\_
- 6 What **S** are there two of in an academic year? \_\_\_\_\_
- 7 What **R** means to sign up for a course? \_\_\_\_\_

Working in small groups, try to make 5 similar questions connected to 'study'.

Look through your 'study' notes to help you find verbs or nouns to describe.

- .....
- .....
- .....
- .....
- .....

Find another team. Ask the other team your questions.

## Activity 2

Read the sentences and fill in the gaps with the verbs from the box.

- 1 I need a dictionary to \_\_\_\_\_ this word.
- 2 When you have finished, \_\_\_\_\_ your answers with your partner's.
- 3 \_\_\_\_\_ what your partner tells you on a piece of paper.
- 4 It is a good idea to \_\_\_\_\_ the important points with a pen.
- 5 I'm going to \_\_\_\_\_ for a place on the Spanish course.
- 6 It is very important that you \_\_\_\_\_ every class.
- 7 Today we are going to \_\_\_\_\_ your results.
- 8 I want you to \_\_\_\_\_ about your partner's family.

<b>apply</b>	<b>find out</b>	<b>attend</b>	<b>look up</b>
<b>note down</b>	<b>underline</b>	<b>discuss</b>	<b>compare</b>

## Activity 3

Your teacher is going to read out some information about a college course.

- Listen carefully and make notes as the teacher talks.

- 1 Share your notes with a partner.
- 2 Now, join another pair and share your notes again.
- 3 In your group, use those notes to write out a full course description.

Compare your course description with the original. Did you get all the important points?

## Activity 4

You are asked to take part in a survey at your college/school.

Look at the text below. What is a survey?

### Student Survey

We are interested in finding out about our students. Answer the following questions and then post the survey into the special box in the entrance hall; the survey is completely anonymous.

- What are you studying?
- When did you start at the college/school?
- Were you at another college/school before you came here?
- Are you enjoying your course?
- When do you come to class?
- Do you put your child in the crèche?
- Is your course free?
- Do you often borrow college books to use at home?
- Have you ever had a tutorial?
- Are you working as well as studying?
- Are you going to take any exams this year?
- Do you think you will be at this college/school next year?

***Many Thanks!***

Answer the questions in the survey. Write short answers.

## **Activity 5**

Work with a partner. Ask each other the questions in the survey. Try to expand on your short answers.

## **Homework task**

Review everything you have done so far in the course — identify which areas you need more practice in and tell your teacher.