

Lesson
06

Talking about subjects
Types of subjects

	Task: Talking about subjects
Skill: Speaking, Writing, Reading	

Activity 1

Work with a partner.

Which subjects did you study at primary school?

Which subjects did you study/are you studying at high school?

Which subjects did/do you like and not like?

Activity 2

Look at the list of subjects on page 34. Work in small groups and match each subject with a picture.

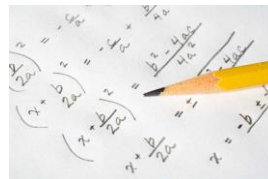
A



E



I



B



F



J



C



G



K



D



H



L



Write the letters of the answers in the box below.

1 Numeracy or Arithmetic		7 History	
2 Computing skills		8 Chemistry	
3 Geography		9 Home Economics	
4 Music		10 Art	
5 Physical Education (PE)		11 Biology	
6 Algebra		12 Physics	

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Activity 3

Now fill in the table below with the subjects you studied at primary school and secondary/high school.

Primary school	High school

Activity 4

Here are some of the subjects which you might choose to study at university.
Match the subjects with their definitions.

- 1 Physics
- 2 Philosophy
- 3 Sociology
- 4 Architecture
- 5 Dentistry
- 6 Engineering
- 7 Economics
- 8 Medicine
- 9 IT
- 10 Law

- a the study of using computers and storing information
- b the study of sound, heat, light and electricity
- c the study of people and how communities live
- d the study of illnesses and treatment
- e the study of planning and designing buildings
- f the study of using money
- g the study of thinking about our world and how people should live
- h the study of designing machines, roads and bridges
- i the study of the treatment of teeth
- j the study of the crimes, work of the police, lawyers and judges

1	2 g	3	4	5
6	7	8	9	10

Activity 5

Read the text and answer the questions.

1 What is the text about?

English for Work and Training (full-time)

This course is for people who speak English as a second language, are living in the UK on a permanent or long-term basis and want to improve their English for work or further study/training. The course aims to build your confidence, improve your English and develop your computing skills.

This course is offered at 3 levels:

Level 1 — For people with basic levels of English, this course develops the core skills including literacy, numeracy and IT.

Level 2 — As well as building on English language skills this course includes SQA units in IT, numeracy and ESOL. You will also find out about qualifications and further education and draw up an action plan to help you decide your next step.

Level 3 — In this course you can gain further qualifications in English and computing, find out about work and training opportunities and enhance your job-seeking skills. You will also have the opportunity to do a work placement.

Entry Requirements:

Minimum entry (Level 1) SQA ESOL Access 3 or equivalent level of English.

Qualification Type:

SQA National Units at Access 3, Intermediate 1, 2 and Higher. ECDL

Start:

Weeks beginning 28 August 06 and 29 January 07.

What can I do next?

Depending on level, you may progress to other vocational qualifications, higher education or work.

(Source: Stevenson College Edinburgh website)

2 Match the phrases with their abbreviations.

SQA	ECDL	EWT	ESOL	IT
-----	------	-----	------	----

English for Work and Training	Information Technology	Scottish Qualifications Authority	English for Speakers of other Languages	European Computing Driving Licence
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3 Find the words in the text which mean the following:

- a live in one place for ever or for a long time _____
- b improve (your skills)_____
- c very important skills_____
- d using numbers_____
- e get_____
- f studying at university level_____
- g to move to a higher level_____
- h reading and writing_____

4 Complete the following sentences with a suitable preposition.

for at in in about

- a I am interesteda computing course.
- b I would like to applya child care course.
- c I wish to gain further qualifications.....business and administration.
- d I am writing to find out.....an evening course.
- e I am very good.....chemistry.

Activity 6

Write a formal letter asking for an application form for the English for Work and Training course. The following questions will help you to write the letter. Work in pairs to decide how many paragraphs your letter should have and what each paragraph should be about.

- 1 Why are you writing?
- 2 Which level do you wish to apply for?
- 3 What are you doing now and what is the level of your English?
- 4 Why are you interested in the course (work/other vocational courses/higher education)?
- 5 How do you ask for an application form?

Homework task

Make a list of all the new subjects. Use a dictionary to find out about their meanings and practise spelling them.

Lesson
07

Talking about Further and Higher Education

	Task:
Skill: Speaking, Listening, Writing	vocabulary and grammar



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Activity 1

Work in pairs to give each other a spelling test. Your teacher will give you a card with five words. Do not show your partner your card. Ask your partner to spell the five subjects.

Activity 2

Here are some words which students at college/university use very often. Work in pairs to match the words in group A to their definitions in group B.

Group A

1 academic writing	2 finance	3 assignment	4 study skills
5 independent	6 loan	7 essay	8 lecture

Group B

a money you borrow from a bank to pay for your course fee	e a formal talk about a subject at university
b a short piece of writing	f a long piece of writing
c money or funds	g writing tasks you do at a college or university
d working on your own without asking your teacher for help all the time	h is about organising your learning and what you need to do

Activity 3

You want to ask questions about a course you are interested in. Here are some of the issues you would like information about. Match each issue to the suitable question.

- a You want a short course because you need to look for a job.
- b You are going on a holiday next month.
- c You are worried about money.
- d You have a High School certificate and you are not sure whether it will be accepted to join the course.
- e You want to know whether you will obtain a Higher National Certificate if you complete the course successfully.
- f You are not sure what you can do after the course finishes.
- g You are moving to England in two years' time.
- h You are worried about tests and assignments.

- 1 How long is the course?
- 2 When exactly does the course finish?
- 3 Do I have to sit an exam at the end of the course?
- 4 How much does the course fee cost?
- 5 When can I start the course?
- 6 What are the entry requirements?
- 7 What type of qualifications will I gain if I complete the course successfully?
- 8 What can I do next?

Write your answers in the table below.

1	2	3	4	5	6	7	8

Cover the questions and rewrite them on a piece of paper.

Activity 4

🎧 Track 5

(A) First listening. Listen and answer the following question:

- 1 What is the topic about?

(B) Second listening: Listen again to complete each gap with one word.

- 2 University life is about study skills, how to handle your own finances and how to _____ your time.
- 3 Managing your time is not easy because you have to decide when you will _____ and when you will go _____.
- 4 You should learn how to write essays using _____ and _____ language.
- 5 Listen carefully to your tutor's advice and ask _____ about the things you are not sure about.

Activity 5

Listen to your teacher who will read a paragraph slowly. Write the paragraph and remember to include full stops, commas and capital letters.

Activity 6

(A) Work with a partner to study these examples.

- 1 You should start from now to learn and practise how to be an independent student (**advice**).
- 2 You don't have to stay in the accommodation provided by the university (**not necessary**).
- 3 You have to listen carefully to their advice and ask questions about the things you are not sure about (**necessary**).

(B) Complete the sentences below with **should**, **have (has) to** or **don't (doesn't) have to**:

- 1 You _____ buy stationery from the college shop.
- 2 You _____ talk to your tutor if you have a problem with writing.
- 3 My friend and I agreed that we _____ help each other.
- 4 Students _____ ask for permission to stay out after midnight.
- 5 My sister _____ pay £25 every month to pay back her loan.

Activity 7

Write an article about your academic interests for a school/college newsletter. Your article should consist of three paragraphs.

The **first** paragraph is about your schooling and any other previous education (**past**).

eg What were your favourite subjects?
What were the subjects you did not like?

The **second** paragraph is about what you are doing now (**present**).

eg What are you studying now?
How often do you go to school/college?

The **last** paragraph is about what you would like to do next (**future**).

Homework task

Use your dictionary to complete the following table. Then use each noun in a sentence.

Noun	Adjective
	financial
independence	
	practical
medicine	
	chemical
health	
biology	
	necessary

Lesson

08

Comparing education systems

	Task: talking about school terms and holidays
Skill: Speaking, Listening, Reading, Writing	vocabulary and grammar

Activity 1

Think about your primary school years. Work with a partner to answer the following questions.

- 1 When did the school year start?
- 2 When did the school year end?
- 3 What did you used to do during the school holidays?



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Activity 2

You are going to work in pairs. Your teacher will give you two cards (A and B). Decide who is going to be A and who is going to be B. Ask the questions about the information you do not have and write the answers your partner will give you. Do not show your partner your card.

Student A

- 1 When does the school year begin in _____?
- 2 When is September holiday in _____?
- 3 How long is the October half term break in _____?
- 4 How long is the Christmas holiday in _____?
- 5 How long is the Easter holiday in _____?
- 6 When does the school year end in _____?

Student B

- 1 When does the school year begin in _____?
- 2 When is September holiday in _____?
- 3 How long is the October half term break in _____?
- 4 How long is the Christmas holiday in _____?
- 5 How long is the Easter holiday in _____?
- 6 When does the school year end in _____?

Activity 3

(A) Read the text quickly to answer the following question:

1 What is the text about? _____.

The Scottish school year starts in August. The entry class is primary 1 (P1) and a child must be 5 before the end of the following February to gain admission to P1. In England the term starts in September, the entry year is reception (R) and children must be 5 before August 31 the following year. Different cut off dates and exam systems can lead to problems. Difficulties will only generally arise with school year differences between the two countries if your child is born between March and August. Those aged 11 or 12 can find that a move North of the border will move them back from High School in England to Primary School in Scotland. Moves North to South can see the same child jumping from Primary School in Scotland to the second year of high schooling in England depending on the time of the move.

(B) Find words or phrases in the text, which mean the following:

- 1 Scotland _____
- 2 England _____
- 3 obtain _____
- 4 problems _____
- 5 begins _____

(C) Are these sentences True (T), False (F), or Doesn't Say (DS)?

- | | | | | |
|---|---|---|---|----|
| 1 | In Scotland primary school children can start school at the age of 4 if they have a birthday before the following August. | T | F | DS |
| 2 | In England, the term starts in September. | T | F | DS |
| 3 | The exams systems in England and Scotland are the same. | T | F | DS |

Activity 4

(A) Look at this example.

EVENT	ENGLAND	SCOTLAND
Christmas	2 weeks	2 weeks

The Christmas holiday in England lasts for two weeks. The Christmas holiday in Scotland lasts for two weeks.

You can join the two sentences as follows using one of these three options.

- 1 England, like Scotland, has two weeks for Christmas Holiday.
- 2 Scotland is similar to England in that it has two weeks for Christmas Holiday.
- 3 Both Scotland and England have two weeks for Christmas Holiday.

Now write the three versions for **Easter Holiday** and **May Day**.

Easter Holiday

- 1 _____

- 2 _____

- 3 _____

May Holiday

- 1 _____

- 2 _____

- 3 _____

Work in pairs to look at another example for joining different ideas in one sentence.

EVENT	ENGLAND	SCOTLAND
Feb 1/2 term	5 days	1 day

On the one hand, February half-term break in Scotland lasts for one day, on the other hand, it lasts for five days in England.

February half-term break in England lasts for five days, whereas in Scotland it lasts for just one day.

In Scotland, schools have one day for February half-term break. However, in England they have five days.

Now write the three versions for the **school year begins** and the **school year ends**.

School year begins

1 _____

2 _____

3 _____

School year ends

1 _____

2 _____

3 _____

Activity 5

🎧 Track 6

(A) Listen to a parent talking to her child's teacher.

1 What is the conversation about? _____

(B) Complete the following sentences with one word.

- 2 There are lots of activities for _____ and for children on their own during school holidays.
- 3 There are lots of sports, _____ education and arts activities.
- 4 Some local authority _____ give information about holiday activities for children.

(C) Are these sentences True (T) or False (F)?

- 5 The parent is not sure about what her child can do during school holidays. T F
- 6 You have the right to take your child on holiday during the school term. T F
- 7 All European countries have the same school holidays. T F

Activity 6

Write a paragraph comparing the school system and holiday dates of a country you know and Scotland.

Homework task

Make a list of all the new words. Use a dictionary to find out about their meanings and practise spelling them.

Lesson
09

Presentation skills

	Task: Talking, reading and writing about academic interests
Skill: Speaking, Reading, Writing	vocabulary and pronunciation



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Activity 1

Work in small groups to discuss the following questions.

- a Did you have to present a talk in your last/present school/college?
- b What was the talk about?
- c How did you prepare for it?

Activity 2

(A) Here are some important stages for giving a talk (Table A). They are not in the right order. First, work in pairs to match the meanings (Table B) of the words in bold to their meanings in Table A. Write your answers in Table A by choosing the right letter of the answer from Table B.

Table A

1 Rehearse your talk many times	2 Write notes about your talk. Write important points of what you want to say.	
3 Conclude your talk by repeating some of the main points	4 Greet your audience	
5 Make your presentation lively and interesting by using your tone of voice effectively	6 Maintain eye contact.	
7 Use gestures	8 Introduce yourself	

Table B

a Main ideas	b The people who are listening to your presentation (talk)
c Practise a lot of times to remember what you want to say	d Finish your talk by repeating the important points
e Body language	f The opposite of boring
g Say who you are	h Look at all your audience

(B) Work in pairs to put these stages in the right order. Use numbers to write your answers between the brackets.

- a** Greet your audience ()
- b** Conclude your talk by repeating some of the main points ()
- c** Thank your audience ()
- d** Rehearse your talk many times ()
- e** Introduce yourself ()
- f** Write notes about your talk ()
- g** Introduce the topic ()

Activity 3

Here are some phrases, which you will need to learn and use for presenting a talk.

- 1 Good morning/afternoon/evening.
- 2 Let me just start by introducing myself. My name is.....
- 3 Today I'd like to speak about
- 4 I'll start by talking about.....
- 5 Then I'll move on to talk about.....
- 6 After that, I'll tell you about.....
- 7 Lastly, I'll conclude with.....
- 8 Firstly,.....
- 9 Now I want to turn to.....
- 10 Thirdly,.....
- 11 That is all I have to say about.....

Activity 4

Here is a full text written by a student. Work in small groups to help the student rewrite the text in note form using the framework provided in Activity 3.

I started my education in Bangladesh where I went to primary school. We studied Maths, Bengali, Geography, History, Art and English. The girls were interested in Home Economics and the boys liked PE. My favourite subject was Art. I had a really good teacher. He was really helpful and all the students enjoyed his lessons. I did not like History. I was not good at memorising dates and old stories about wars.

In high school, in addition to the subjects we had in primary school, I studied Biology, Physics and Chemistry. My favourite subject at school was Biology. I liked doing science experiments. We had a very nice teacher. I hated PE and always tried to pretend I was not feeling well and my teacher was not happy with that. However, I was so glad when I did not have to study History. It was boring and I was not good at it.

My plan is to study nursing. I wanted to apply for a nursing course last year but I couldn't because I had problems with my health and I also need to improve my English, especially my writing. Having a qualification is going to make me feel so much more confident about myself.

Activity 5

(A) One important thing about presentations is speaking clearly. There are some words, which you must stress and some, which you must not stress. Listen to your teacher to learn how to say these sentences.

- a I am **writing** a **letter**.
- b **What** was the **talk** about?
- c He **didn't** arrive on **time**.

(B) The table below shows the type of words which you should stress and the ones which you should not stress.

Stressed words	Examples	Unstressed words	Examples
main verbs	buy, work, speaking	pronouns	he, we, I
nouns	man, pen, house	prepositions	in, above, of
adjectives	small, beautiful, long	articles	the, a, some
adverbs	easily, slowly, loudly	conjunctions	because, and, unless
negative auxiliary verbs	hasn't, don't, wasn't	auxiliary verbs	may, would, is, are
question words	when, what, where		

(C) Work in small groups to fill the table with these words. There are three words for each type.

mustn't reads expensive an Why we write
 doesn't house because on she pen will
 from clever speaking the in cup little
 him shall quickly a but didn't How
 easily am however Who quietly

Stressed words	Examples	Unstressed words	Examples
main verbs		pronouns	
nouns		prepositions	
adjectives		articles	
adverbs		conjunctions	
negative auxiliary verbs		auxiliary verbs	
question words			

(D) Work with a partner to underline the words, which you should stress. Then work together to practise saying the sentences.

- 1 I started my education in Bangladesh.
- 2 We studied Maths, Bengali, Geography, History, Art and English.
- 3 My favourite subject was Art.
- 4 I wanted to apply for a course last year.
- 5 My plan is to study nursing.
- 6 It was boring and I wasn't good at it.

Homework task

Prepare a short presentation for next lesson about your education. Write notes using the framework in Activity 3.

Lesson

10

Presentation skills and review of lessons 6–9

	Task: Talking, reading and writing about academic interests
Skill: Speaking, Listening, Reading, Writing	

Activity 1

You are going to give your presentation today. First work with a partner to put the stages below in the right order.

- a Conclude your talk by repeating some of the main points
- b Introduce the topic
- c Thank your audience
- d Introduce yourself
- e Greet your audience



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Activity 2

While giving your talk, your audience (listeners) and your teacher will fill in the table below to give you feedback.

<p>1 The speaker introduced him/herself.</p> <p>Yes <input type="checkbox"/> No <input type="checkbox"/></p>	<p>5 The talk was lively and interesting.</p> <p>Yes <input type="checkbox"/> No <input type="checkbox"/></p>
<p>2 The speaker introduced the topic.</p> <p>Yes <input type="checkbox"/> No <input type="checkbox"/></p>	<p>6 The speaker used body language.</p> <p>Yes <input type="checkbox"/> No <input type="checkbox"/></p>
<p>3 The speaker maintained eye contact.</p> <p>Yes <input type="checkbox"/> No <input type="checkbox"/></p>	<p>7 The speaker was looking at her/his notes all the time.</p> <p>Yes <input type="checkbox"/> No <input type="checkbox"/></p>
<p>4 The speaker told the audience what she/he was going to say next.</p> <p>Yes <input type="checkbox"/> No <input type="checkbox"/></p>	<p>8 The speaker finished with repeating the main points.</p> <p>Yes <input type="checkbox"/> No <input type="checkbox"/></p>

Activity 3

Write the questions for these answers.

1 _____?

I studied 5 subjects at primary school.

2 _____?

The school year ends in June.

3 _____?

My favourite subject at secondary school was Biology.

4 _____?

I'm interested in a computing course.

5 _____?

The course lasts for one year.

Activity 4

Join these sentences using:

both, on the one hand...on the other hand , whereas

- 1 Smith is interested in studying IT. Selma wants to study Physics. (**on the one hand...on the other hand**)
- 2 My sister has been awarded a diploma in nursing. Her friend has been awarded a diploma in nursing, as well. (**both**)
- 3 Our college has built a new theatre. My friend's college has built a new sports centre. (**whereas**)

Activity 5

Rearrange the letters to spell the words correctly.

- | | | | |
|---|--------------|---|----------------|
| 1 | Phicsys_____ | 2 | Hstoiry_____ |
| 3 | Mhats_____ | 4 | graGeophy_____ |
| 5 | ienceSc_____ | 6 | Meeicidn_____ |

Homework task

Make a list of the titles of 15 subjects. Each subject should start with a different letter of the alphabet.

Lesson

11

Work

Describing work; understanding situations

	Task: Describe what work they have done, are currently doing or would like to do, in some detail. Understand straightforward instructions relating to a particular job.
Skill: Speaking, Reading, Writing	

Activity 1 Speaking

Your work profile

Write the names of any jobs you have done here. Write **student** if you have never worked.

Write the name of your current job here. If you are a full-time student, write this.

Write the names of jobs you would like to do in the future here.

Now work with a partner. Discuss the work you have done, are doing and would like to do.

Activity 2 Vocabulary

Look at the names of these jobs below. Work with a partner. Discuss what they do. Use your dictionaries if you need help. Then match each name with a picture.

bookmaker		bouncer	
collier		joiner	
midwife		solicitor	
undertaker		vicar	



A



B



C



D



E



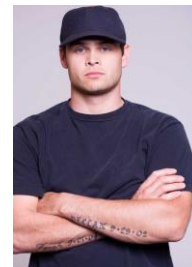
F

All photos i-stockphoto.com

- A Tomas Bercic
- B Bob Thomas
- C Andrew Hill
- D Judith Ashlock
- E Don Bayley
- F James Steidl
- G Slobo Mitic
- H Leigh Schindler



G



H

Activity 3 Reading

Work with a partner. Match each of the job titles in Activity 2 with a description. Write one on each line below.

- 1 _____ Many people use this word, but those who do the job usually call themselves *doormen* or *doorwomen*.
- 2 _____ This word actually means someone who agrees to do something. We use it because we don't like to talk about death, but that is what the job involves — working with dead people. In the US, they also use the word *mortician*. This comes from Latin, and also hides the meaning.
- 3 _____ They make floors, doors, windows, roofs, and so on. Don't confuse them with carpenters, who make wooden furniture.
- 4 _____ They don't make the kind of books that you read. These are made by printers or publishers. The name was first used to mean someone at a racecourse who took bets and wrote them in a book. Now, they have shops in towns and cities too.
- 5 _____ This is the formal word for a coal miner. It can be confusing to some learners of English because in Danish, Dutch, Flemish, Portuguese, Spanish and Greek it means a necklace. This can lead to sentences like, 'She had a nice collier round her neck.'
- 6 _____ Most languages have different words for lawyers, though this form is used in some. It means the kind of lawyer you go to when you need help. If you are in serious trouble, you will need an *advocate* in Scotland or, in England, a *barrister*.
- 7 _____ This job has traditionally been done by women, but there are now around 100 men doing it in the UK.
- 8 _____ This means a priest in the Church of England and the Scottish Episcopal Church. They can be men or women. However, most people who do this kind of work in Scotland are *ministers* (Protestant) or *priests* (Roman Catholic).

Activity 4 Language focus

Work with a partner. Look at the sentences below. Tick the ones where the present continuous is **possible**.

- 1 **'Where do you go/ Where are you going?'** 'The boss wants to see me.' ____
- 2 'Do you like Claire?' **'I don't know/ I'm not knowing** — who is she?' ____
- 3 'Is Ahmed there?' 'No — **he works/ he's working** from home today.' ____
- 4 'Where's Delia?' **'She has/ She's having** lunch with the new manager.' ____
- 5 These figures are wrong. **I'm not believing/ I don't believe** them. ____
- 6 Should we give him a job? **How do you feel?/ How are you feeling?** ____
- 7 'It's not a very good idea.' 'No, **I don't suppose/ I'm not supposing** so.' ____
- 8 **You eat/ You're eating** too much these days. ____
- 9 **I really love/ I'm really loving** my boyfriend. ____
- 10 I don't understand this memo. **What does it mean?/ What is it meaning?** ____

Activity 5 Writing

Think about a job you have done, are doing or would like to do in the future. Write a set of instructions for somebody who is new to the job. For example:

Be ready to start work at 9.00.

Dress smartly. Suits are not necessary but men should wear a tie.

Write your instructions on these lines:

When you finish, work with a partner. Let your partner read your instructions. Explain any points your partner doesn't understand.

Homework task

Think of a job you would like to do in the future. Use the internet or a library and find out more information about it. Write a paragraph describing this job. Write about these things:

- 1** qualifications to start this job
- 2** salary
- 3** type of work
- 4** hours of work
- 5** good things and bad things about this job

Lesson

12

Work

Opinions and arguments; questions and answers

	Task: Express own opinion and present arguments to a limited extent. Ask questions of a fact-finding nature and understand straightforward replies.
Skill: Speaking, Listening, Writing	

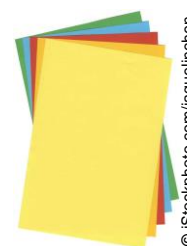
Activity 1 Speaking

Work with a partner. Choose to be Student A or Student B. Your teacher will give you a factsheet. Read it, follow the instructions and have a discussion with your partner.

Activity 2 Listening

Track 7

Barr & Matheson are a wholesale stationery company. They sell and deliver stationery to shops. Look at this extract from their catalogue.



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Code	Description
121	A4 NOTEPAD, 210 x 297 mm, 60 gsm, 80 sheet, ruled
122	A4 NOTEPAD, 210 x 297 mm, 60 gsm, 120 sheet, ruled
123	A4 NOTEPAD, 210 x 297 mm, 60 gsm, 80 sheet, unruled
124	A4 NOTEPAD, 210 x 297 mm, 60 gsm, 120 sheet, unruled
125	8 x 5 NOTEPAD, 125 x 200 mm, 60 gsm, 80 sheet, ruled
126	8 x 5 NOTEPAD, 125 x 200 mm, 60 gsm, 120 sheet, ruled
127	8 x 5 NOTEPAD, 125 x 200 mm, 60 gsm, 80 sheet, unruled
128	8 x 5 NOTEPAD, 125 x 200 mm, 60 gsm, 120 sheet, unruled

Now listen to this telephone conversation and answer the questions below.

- 1 What is the order number?
- 2 Which items did WH Jones order? (write two numbers) ____ ____
- 3 Which items did Barr & Matheson deliver? (write two numbers) ____ ____
- 4 Who does Serena blame for the mistake?
- 5 What size of notepads will they deliver today?
- 6 What discount will Barr & Matheson offer on the new delivery?
- 7 What discount will they offer on the items already delivered?
- 8 What does Serena threaten to do to one of the employees?

Activity 3 Language focus

Work with a partner. Look at these sentences. All of them are about events in the future. Write the verbs in either the **present simple** or the **present continuous**. Remember to pay attention to questions and negatives.

- 1 Martin (**see**) the dentist at four.
- 2 You (**have**) another meeting at 4 o'clock?
- 3 I've left the company — I (**start**) a new job on Monday.
- 4 I'm going to the station now — the train (**leave**) in half an hour.
- 5 Marlina (**come**) to the staff party?
- 6 Finish this quickly — the lunch break (**start**) in twenty minutes.
- 7 I (**have**) lunch with the new engineer tomorrow.
- 8 What time the plane (**arrive**)?
- 9 I'm too busy — I (**not go**) on holiday this year.
- 10 Where he (**have**) his retirement dinner?
- 11 The contract (**not end**) for another two months.
- 12 I have to leave now — I (**meet**) the sales rep in ten minutes.

Activity 4 Vocabulary

Work with a partner. Match the jobs in the box with the workplaces below. Write one on each line. Use your dictionary if you need help.

anaesthetist	artist	doctor	executive	officer
PA	private	sculptor	surgeon	vet

workplaces

jobs

barracks	_____	_____
office	_____	_____
studio	_____	_____
surgery	_____	_____
theatre	_____	_____

Activity 5 Writing

In the speaking part in Activity 1, you discussed your ideas for developing the Slippers restaurant business. Your partner has now agreed to your ideas. You both want to borrow money from the bank to pay for them. The bank wants a business development plan. As a start to this, your partner has asked you to write down your ideas. You were either Student A or Student B. Look again at the notes your teacher gave you. Write your plan in around 150 words.

Memo

From: _____

To: Partner

Re: Slippers restaurant, business development plan

Homework task

Entrepreneurs Scotland is a Scottish Executive agency. It offers low-interest loans and advice to people who want to start small businesses.

Write a letter to them. Write about:

- the kind of business you want to start
- what you hope to sell and to whom
- how you see the business developing
- how much you want to borrow
- when you hope to pay it back

Lesson

13

Work

Routine requirements and processes; requests; telephone calls

	Task: State routine requirements/processes within job area. Deal with predictable requests from a client/customer. Make and receive routine telephone calls.
Skill: Speaking, Reading, Writing	



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Activity 1 Speaking

Work with a partner. Decide to be Student A or Student B. Your teacher will give you a worksheet. Read this and talk to your partner. Do the task.

Activity 2 Reading

Work with a partner. Read the passage below. Four sentences have been taken out. These appear below. There is also one extra sentence. Write one letter **A–E** on each line **1–5**.

From typewriter to PA

As the position of women in white-collar jobs has changed, so have the words used to describe them.

When the first computers appeared in offices, companies assumed that men wouldn't use them because they were similar to typewriters, and typewriters were operated by women. **1** ____

It was at this time that thousands of women entered clerical work. They were educated and largely came from middle-class backgrounds. **2** ____.

This rule lasted well into the 20th century and some companies continued to employ only single women as late as the 1950s. However, by this time their general position in commerce had steadily improved. Initially, women were completely segregated.

3 ____ But as time went on, more and more women moved into the offices where their male managers worked and became personal secretaries.

The standard of male boss and obedient female helper began to change as more management positions were occupied by women. The development of the personal computer was also significant. **4** ____ Now freed from the burden of constant typing, secretaries began to take on more responsible roles, and the Personal Assistant, or PA, was born.

Extra sentence: **5** _____

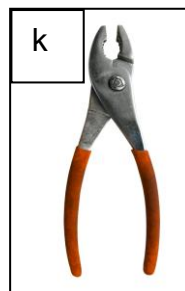
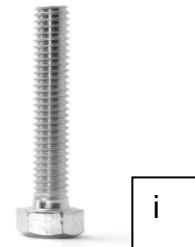
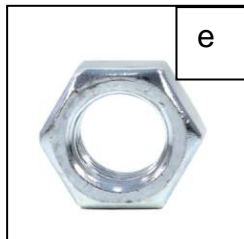
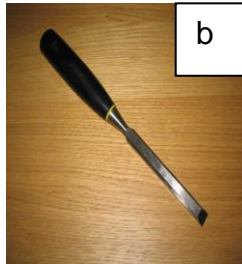
- A** These women were also unmarried. If they got married, they had to leave their jobs.
- B** Rather than dictating letters to their secretaries, many managers now found it quicker and easier to write their own.
- C** At one of the major British banks, this rule was still in force in 1961.
- D** In fact, for a short time at the end of the 19th century, a typewriter was a woman, one who typed, as well as the machine that she used.
- E** Work to be done was sent to the typing pool, a large room filled with lines of desks.

Activity 3 Vocabulary

1 Work with a partner. Look at the words in the box. These are all names of tools or things that you use tools with. Match the names to the pictures.

bolt chisel drill hammer nail nut plane
pliers saw screw screwdriver spanner

a



All photos i-stockphoto.com
(except b & f – courtesy of BTL)

a Flor S
c Carol Gering
d Steve Diddle
e Cole Vineyard
g Alex Kotlov
h Stas Perov
i Illych
j LongHa2006
k Denise Campione
l Diane Rutt

2 Some of these words have other meanings. Write one of them on each line below.

- a You can eat it. _____
- b You can travel in it. _____
- c A kind of practice. _____
- d A part of the body. _____
- e A past tense. _____
- f To run suddenly and fast. _____

Activity 4 Language focus

Look at these three sentences.

- a When I'll leave school I'll look for a job. **x**
- b When I'll leave school I look for a job. **x**
- c When I leave school I'll look for a job. **✓**

The tense used in every sentence is the **present simple**. We often use this tense in sentences containing **when, before, after, until, as soon as**, and **if**.

Why is sentence **c** correct? Both actions are in the future — but **'ll** doesn't **signal** future. It signals **intention**. You don't need to signal intention with 'leave school'. This is a **fact** — sooner or later everybody leaves school, so the present simple is fine here. But getting a job is an intention, so we use **'ll**.

Now work with a partner. Choose the correct forms in these sentences.

- 1 Bill's having lunch just now. **I tell/I'll tell** him when he gets back.
- 2 If **she's/she'll be** in London tomorrow **we see/we'll see** her then.
- 3 If I **have/I'll have** time tonight, I **finish/I'll finish** the report.
- 4 **I get/I'll get** home late tonight because of the interviews.
- 5 **I go/I'll go** home and sleep as soon as this shift **ends/will end**.
- 6 I'm busy for the next hour. After that I think I **go/I'll go** home.
- 7 When I **leave/I'll leave** the company I **go/I'll go** and work in France.
- 8 I have a meeting tomorrow as soon as I **get/I'll get** to work.
- 9 **I make/I'll make** some coffee when this meeting **finishes/will finish**.
- 10 **I give/I'll give** you a ring after lunch.

Activity 5 Writing

You work for a newspaper. The editor has asked you to write 150 words on the subject of **Women and Work**. Cover the following points:

- The change in the jobs that women do over the past hundred years. (The reading above will give you some information about women in commerce, but write about other areas too, such as education, manufacturing and technology.)
- Jobs which women still don't do or do in small numbers.
- The numbers of women in higher — and lower — paid jobs.
- Changes that you expect to see in the future.

Homework task

Choose a job that interests you. Do some research, on the internet or a library, about the numbers of men and women in this type of work, and of their positions — for example, at the top level of this job, are there more men than women?

Write a brief report to read to the class.

Lesson

14

Work

Talking about work

	Task: Give short prepared talk on a work-related matter
Skill: Speaking, Listening, Writing	

Activity 1 Speaking

Imagine a place you have worked in, are working in, or hope to work in. The manager has asked you to give a short talk, of about two minutes in length. You have to talk about changes you would make to improve life for employees. Think about:

- facilities
- working conditions
- staff catering
- the way managers treat the workers

and anything else you want to mention.

Take some notes about what you want to say, but don't write out the whole talk.



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Activity 2 Listening

Track 8

Work with a partner. Sentences 1–7 below are the first parts of conversations. Complete each with a sentence **a–g**. Each of these contains an idiom. Use your dictionary if you need help with these.

- 1 'The profits are down for the third month in a row.' _____
 - 2 'Do you think I'll ever make any money?' _____
 - 3 'Why don't we invest some money in the stock market?' _____
 - 4 'The boss keeps finding fault with my work.' _____
 - 5 'How much money did we make last week?' _____
 - 6 'You'll never make it as an actor — you've got no talent at all.' _____
 - 7 'I've just lost my job.' _____
-
- a 'Because we don't have much. Playing the market is a rich man's game.'
 - b 'Hardly anything — in fact, we're barely getting by.'
 - c 'Don't worry — I'm sure the tide's going to turn soon.'
 - d 'What are you trying to do — shatter all my dreams?'
 - e 'Do you think he's out to get you?'
 - f 'We're in the same boat — I've just been sacked too.'
 - g 'Oh yes, of course — one day your ship will come in.'

Activity 3 Language focus

1st conditionals

Work with a partner. For each question, match a clause on the left with one on the right.

- | | |
|-------------------------------------|--|
| 1 If you like him, | a if she leaves her job. |
| 2 Tony must be crazy | b I'll see if Mr Brown's available. |
| 3 I can help you finish this | c give him the job. |
| 4 Leave me alone | d it'll be too late to finish the job. |
| 5 If I've told her once | e he'll have to pay for it. |
| 6 If Maria's coming here after 3.00 | f if you want me to. |
| 7 She'll have problems | g if you can't help me. |
| 8 If you'll take a seat | h if he thinks I'll work for him. |
| 9 If he's lost the key | i I've told her a hundred times. |

Activity 4 Vocabulary

Work with a partner. The phrases below are all to do with work. Complete each one with a word from the box. Use your dictionaries if you need help.

fired flexi job leave maternity offered
promoted redundant sack shift strike retirement

- | | |
|---------------------|-----------------------------|
| 1 be _____ | 7 take early _____ |
| 2 apply for a _____ | 8 be on / take sick _____ |
| 3 work _____-work | 9 be on / take _____ leave |
| 4 be on _____-time | 10 be made _____ / laid off |
| 5 be _____ a job | 11 get the _____ / be |
| 6 go / be on _____ | _____ / be dismissed |

Activity 5 Writing

Your manager was very impressed by your presentation in the **speaking** section, and has asked you to send your ideas in the form of an email.

That was very impressive. You've got some good ideas. Look, could you send me them in an e-mail? I can show that to the directors and we might get some changes made.



Write your ideas below. Write around 150 words.

Homework task

Study today's newspapers, or look at recent articles on the internet or in a library. Find a situation where workers are on strike or in dispute with their management. Write a paragraph saying what is happening and why.