

Learning Support Materials



English for Speakers of Other Languages: ESOL in Context (National 4)

Teacher's Notes



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

Introduction

These materials are designed to support learning and teaching for the National 4 Unit *English for Speakers of Other Languages: In Context*. They form part of a series of materials for the three National 4 Units.

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

The teacher's notes are arranged in 4 sections as follows:

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

Contents

	Page
Teacher's Notes	3
Answer Key	44
Tapescript	72
Supplementary materials	83

01 Talking about organisational skills and stationery

Task: Vocabulary relating to stationery, grammar and spelling

Skill: Speaking, listening, reading

Materials: PowerPoint/OHP may be required for showing answers (if this is desirable); CD player, CD; team cards; handouts

Notes: The aim of the lesson is to provide students with vocabulary relating to some of the necessary stationery items, which they need for writing and school/college work. The lesson finishes with an activity to help students with how to create a system for organising their folders, a skill needed for higher education and jobs.

Although the lesson is not related directly to SQA, it is recommended that it should be delivered at the beginning of the course as it establishes the ground for helping students getting organised.

Activity 1

The activity is straightforward and there is no need to pre-teach the word **stationery**. The students should focus on the objects which they actually have in their bags that they need for school/college work. No personal items should be mentioned.

Activity 2

🎧 Track 2
First listening:

(A) Give the students the chance to study questions 1–4 to create a purpose for listening. If you feel that they might be distracted by the rest of the questions, write the first 4 questions on the board before you give them the worksheet.

(B) Check that the students understand the meaning of the word **stationery** and write it on the board and explain that it is uncountable. If necessary, also teach the spelling and meaning of the word **stationary** to highlight the difference in spelling and meaning or skip that if you feel this might interrupt the flow of the listening activity.

Give the students the opportunity to read the questions first before they listen. If necessary, explain the meaning of the word **bargain**.

Activity 3

Check that the students can pronounce the items correctly. Explain that they should match the objects to their names using the letters, which refer to the name of the objects in the table provided.

Activity 4

This activity should be conducted in pairs. Explain how the table should be used to record the answers. The person who is answering the questions should keep looking at the objects; not the page with the questions. Remind them they should give reasons for their answers. Show how they can ask a direct question and make sure they get it right.

*Which of the stationery items do you always keep in your bag? Why do you always bring them with you?
Which ones do you keep at home? Why don't you bring them with you?
Which ones do you not have at all? Why?*

Feedback: when the students have finished, shout each item one at a time and ask them to put up their hands if they do not have it at all. This will give them the chance to hear the pronunciation of the new words which they are not familiar with.

Activity 5

Cut up the two cards. Divide the class into two teams: **Team A** and **Team B** and give each team their cards.

Make sure the students understand how to play the game. Give them 5 minutes to study the objects and to discuss what they are used for and try to learn how to spell them.

Divide the board into 4 columns. Each team has two columns. One for recording the points for getting the answer right and the other for recording the points for getting the spelling correct.

Advise them to consult with one another before they nominate someone to answer. The student who has been chosen to answer should not be offered any help from the team after consultation.

Activity 6

This is the most important activity in the lesson.
Give the students 5 minutes to come up with some ideas following the instructions in Activity 6.

Emphasise that the objective of the lesson is not just about vocabulary. It is also to give them advice on how to organise their ring binders and how to develop a system for arranging their worksheets into sections separated by dividers.

Highlight that when they go to university or get a job, they are expected to be well organised and they need to be able to find information or a particular piece of paper quickly.

Hand out the suggestions and talk the students through them. Feel free to adapt the suggestions and add any other ideas.

Advise the students to adopt the system and tell them that you will monitor it from time to time. Encourage them to ask if they are not sure into which section a particular worksheet should be put.

Homework task

Explain the homework task and give more examples for the structure.

02 Talking about long-term aims and short-term objectives

Task:

Skill: Speaking, listening, writing

Materials: PowerPoint/OHP may be required for showing answers (if this is desirable); CD player, CD

Notes: This is the most important lesson in this Unit. The main aim of the lesson is to help students think about learning English in order to take on more responsibility for their own learning. It focuses on the importance of establishing **long-term aims** and **short-term objectives**. The lesson also provides activities to raise students' awareness about the importance of thinking about the specific situations and language skills they need to consider to achieve their aims.

Activity 1

Before the students start the activity, give an example of a possible answer and add that the same question can be formulated differently:

What is your main purpose for learning English?

What is your main reason for learning English?

Why are you learning English?

Why do you need to learn English?

Ask some students to give examples of their answers to make sure they have understood the question.

Activity 2

This should be a straightforward activity. No need to spend a long time on the meaning and examples of **long-term aims** and **short-term objectives** as activity 3 (listening) will help them to grasp the difference between the two concepts.

Activity 3

🎧 Track 3

Pre-teach the word **consider** = **think about**.

Tell the students that they are going to listen twice.

Give the students the opportunity to study the questions before they listen.

Activity 4

This activity should help the students to grasp the meaning of short-term objectives.

Remind them that it is a very important issue at tutorials. Remind them to always check their work and reflect on their mistakes to prioritise what they need to work on. Emphasise that short-term objectives are objectives, which they should set with dates to achieve them.

Activity 5

This activity adds two new concepts: the situations in which they need to use English and the language skills they need for each situation. Give more examples and encourage them to give you other examples to check that they have understood the concept of **situation**.

Encourage them to use highlighter pens for the first part as mentioned in the instructions in their worksheet. Give them some time to study the words and phrases in the box and make sure they understand them.

Activity 6

This activity focuses on particular purposes (reasons) for learning English. Remind them that the aim is to train them to think about their own contexts. There are more than two answers.

Activity 7

The activity serves two purposes: (1) to practise grammar (**so that** and **in order to**) (2) to train students to consider their own short-term objectives.

Useful language for this lesson:

1. Vocabulary
consider, purpose, reason, long-term aims, short-term objectives

I need toin order to..
I want to.....so that....

Homework task

Go through the homework instructions and ask the student to think of situations and language skills for their particular job or course.

Instruct them that they will report back to the rest of their group at the beginning of the next lesson.

03 Talking about learning how to learn

Task:

Skill: Speaking, reading

Materials: OHP may be required for showing answers (if this is desirable)

Notes: The lesson focuses primarily on promoting the concept of learning how to learn and to encourage students to develop practical learning strategies.

Activity 1

Encourage the students to justify their answers. Relying on a friend for food is not a good idea. S/he might get ill, move to another city or just change their mind. Learning a foreign language does take a long time and therefore students need to learn how to learn: you cannot rely on the teacher all the time.

Activity 2

Questions 1, 2 and 3 should not take more than two minutes. Advise the students that they do not need to read slowly to answer the first 3 questions.

For the rest of the questions follow the instructions, which are in the student's worksheet.

Activity 3

Check that the students know when they can use **many** (countable) and **much** (uncountable) before they do the activity.

Activity 4

The students should work in small groups to identify the learning strategies mentioned in the text.

Activity 5

Explain the grammar point: **so that + I can + verb, in order to + verb.**

Activity 6

Students should select a learning strategy which they have never used before for each language skill. Encourage them to feedback to the members of their groups. Ask some students to give you some examples of the learning strategies which they have selected.

Activity 7

Explain the **Look, Say, Cover, Write, Check** worksheet for practising spelling.

They should write each word three times.

Explain that that is an example of a learning strategy for improving spelling. They should use it on their own at home any time. Practise here by getting the students to choose five new words from the reading text.

Recap by asking the students what the objectives of the lesson were. Emphasise the importance of independent learning and learning how to learn.

Homework task

The homework focuses on a learning strategy for improving spelling. Advise them that they should use it any time they want to practise learning how to spell new words. This can be done at home or even in the classroom after they have finished a task. They should not wait for their teacher to tell them what to do.

04 Talking about computing skills

Task: Vocabulary and grammar
Skill: Speaking, writing, reading, listening

Materials: OHP may be required for showing answers (if this is desirable), CD player, CD

Notes: The lesson is about computing skills, which is one of the core skills ESOL learners have to learn about. It also introduces learners to a facility, which they should use to help them address their learning objectives and to promote learning how to learn.

Activity 1

Ask the class to form two groups: computer literate and computer illiterate. Re-arrange the groups to include some who are computer literate in each group.

Follow the instructions in the student's worksheet to carry out activity 1.

Activity 2

The activity focuses on basic terms about computer hardware.

Explain the meaning of the word **hardware**: any part of the computer which you can see and touch.

Follow the instructions in the student's worksheet. Do not explain the function of the hardware parts. This will be catered for in activity 4.

Activity 3

The activity guides the students gradually to learn about what they do not know about the basic computer hardware parts.

Activity 4

Part 1

Give the students five minutes to study the hardware parts and to learn how to spell them.

Divide the class into four teams and then each team into two groups. Each group will have four definitions of some of the hardware parts they studied in activity 2.

Each group will read out one definition and the other group will have to identify the hardware part and spell it. The group answering will get one point for the correct answer and another point for the correct spelling.

For other hardware parts not covered in the activities above, check that the students understand their use.

Part 2

This activity gives students the opportunity to learn the meaning of some new words. Follow the instructions shown in the student's worksheet.

Activity 5

The activity paves the way to the listening activity. Form the groups to include students who are familiar with the internet, to work with those who are not. The students who are internet illiterate should ask the questions.

Activity 6

 Track 4

Follow the instructions in the student's worksheet.

Highlight that the internet is very useful for addressing their learning objectives to improve their English. Encourage them to use the computers in a self-access suite or other facility in their school/college.

Activity 7

The activity shows an example of how the internet can be useful for getting information. Ask the students to give you a sentence for each piece of information orally to draw their attention to the use of **prepositions**, **articles** and **auxiliary verbs**.

Homework task

Explain the instructions for the homework. See the student's worksheet.

05 Review of lessons 1–4

Skill: Speaking, writing, reading

Materials: OHP may be required for showing answers (if this is desirable). Stationery items for Activity 3

Notes: The lesson gives the students the opportunity to review what they have been taught in lessons 1–4.

Activity 1

Ask the students to work in pairs to check if they remember the topics of the first 4 lessons: **stationery, learning objectives, learning strategies** and **computing skills**.

Activity 2

Explain the instructions for the activity. Explain that they should use their answers to complete the sentences.

Activity 3

Bring real objects for the stationery items and put them on a table in the middle of the class. Give the students two minutes to look at the objects. Cover the objects and ask them to work in pairs to recall their names.

Explain the instructions for the word search game. Give out the answer key for the students to check their answers.

Activity 4

The activity revisits the pattern **as ...as**.

Ask them to work in pairs to complete the sentences in writing first using the patterns. Show the answers. Demonstrate that **as much as** and the rest of the patterns are stressed.

Ask them to work in pairs to do the activity orally to practise the stress point. Each partner should ask/prompt three sentences.

Activity 5

The activity reviews long-term aims and short-term objectives. It should also remind them to reflect on their learning. Ask them to work in pairs to tell each other if they have short-term learning objectives they are working on. Follow the instructions shown in the student's worksheet.

Activity 6

Explain the meaning of the phrase **action plan**. Give examples of the things they can discuss, such as an action plan for losing weight, learning a new skill, saving for a holiday, etc. Encourage some students to give you some examples from their action plans.

Explain how the activity should be done. They should write their action plans using the framework provided.

Homework task

Emphasise that the homework task is very important and they should do it. Explain that they should concentrate on the schooling stage they have done: some students might not have gone beyond primary school. Some students may be studying at school at the moment.

06 Talking about subjects

Types of subjects

Task: Talking about subjects
Skill: Speaking, writing, reading

Materials: OHP may be required for showing answers (if this is desirable)

Notes: **Activity 1**

The purpose of this activity is to get students tuned into school subjects by focusing on their own background. Bear in mind that some students might have not progressed to secondary level or university. For this reason, students should work in groups according to their schooling background. For school children these questions could be in the present tense.

Activity 2

Some students might struggle with matching the subjects with the pictures. It is recommended that they should use their bilingual dictionaries to look up the subjects which they do not know.

Activity 3

This activity is another opportunity for students to revisit the subjects. Please ask students to add other subjects which are not included in activity 2. They should also work in pairs to tell each other about their lists.

Activity 4

Progression is very important. Students should understand that studying a subject will contribute towards improving their English. The activity is also an opportunity for students, who have children at school, to understand what their children are studying.

Activity 5

The activity helps the students to practise skimming and scanning and sets the context for the writing activity.

Activity 6

The activity includes preparatory exercises to pave the way for writing a formal letter. Questions 1–5 reflect the purpose of the activity.

Highlight the importance of writing formal letters using paragraphs and how to use the questions for guidance.

Homework task

The students should be told that the next lesson will start with a spelling test based on the homework task.

07 Talking about Further and Higher Education

Task:

Skill: Speaking, listening, writing

Materials: PowerPoint/OHP may be required for showing answers (if this is desirable). Spelling cards from answer key; CD player, CD

Notes: The lesson focuses on Further and Higher Education subjects. It also gives students the opportunity to talk about their previous and present education experiences and what they are interested in doing in the future.

Activity 1

The activity is based on the homework task for lesson 6, which is a spelling test.

Ask the students to work in pairs to give each other a spelling test. Give each student their card (Card A and Card B).

Activity 2

Follow the instructions shown in the student's worksheet. Give more explanation of the words and phrases if required.

Activity 3

Discuss the issues with the students and make sure they understand them.

Ask them to work in pairs to match the issues to the questions.

Give the students three minutes to look at the questions again.

Ask them to cover the questions and rewrite them on a piece of paper using **a** to **h** as prompts.

Activity 4

 Track 5

There is no need to pre-teach any new words or phrases. Follow the instructions written in the student's worksheet. Give students time to look at the questions first before they listen.

Activity 5

Dictation: read the last paragraph from the listening text below slowly for the students to write. Remind them to include full stops, commas and capital letters.

At university, it's all about money. You need to think about fees, student loans, rent, and bills. By the way, you don't have to stay in the accommodation provided by the university. If you have financial, academic, health or personal problems, there are some people who can help you. Your university support services book will give you information about who you should speak to.

Activity 6

The activity focuses on grammar: **have/has to**, **should** and **don't/doesn't have to**. The meaning of each phrase is explained in the student's worksheet.

Give more examples before the students attempt doing the exercises. Follow the instructions shown in the student's worksheet.

Activity 7

The activity gives the students the opportunity to write about their academic interests. Their text should consist of three paragraphs.

Check that the students understand the instructions. School pupils should write about their time at primary school (past), what they are doing now at secondary school and what they would like to focus on at college/university.

Homework task

Explain the instructions for the homework. See the student's worksheet.

08 Comparing education systems

Task: Talking about school terms and holidays

Skill: Speaking, listening, reading, writing

Materials: PowerPoint/OHP may be required for showing answers (if this is desirable)

Notes: The lesson focuses on talking about school terms and holidays. It gives the students the opportunity to use the relevant vocabulary and grammar which can be used to compare two different systems.

Activity 1

This is a straightforward activity. However, it might be tricky for some students who might not remember a lot about their primary schooling. If that is the case, ask students who come from the same country of origin, where they had their primary schooling, to work together to help each other. Trying to remember can add some fun, as well.

Activity 2

Pre-teach not applicable. This is for September weekend in England.

Explain the instructions for the information gap activity.

Use the student's worksheet.

Activity 3

There is no need to pre-teach any new words. Explain that knowing the meaning of all the words is not necessary to answer the questions.

Activity 4

This is a grammar activity to help students to learn and practise how to join two similar or contrasting ideas in one sentence.

Remind them that this is the style required for academic and formal writing. Mention the word **essay** and **assignment** when talking about this. Demonstrate on the board/OHP how the sentences are structured.

Explain the first pattern and ask the students to do (A) first.

Show the answers and ask them to check their sentences.
Explain the other pattern following the same procedure.

Activity 5

Track 6

There is no need to pre-teach any words.
Follow the instructions shown in the student's worksheet.

Activity 6

Follow the instructions shown in the student's worksheet.
Advise the students to use the language used in activities 3
and 4.

Homework task

Explain the instructions for the homework. See the student's
worksheet.

09 Presentation skills

Task: Talking, reading and writing about academic interests

Skill: Speaking, reading, writing

Materials: PowerPoint/OHP may be required for showing answers (if this is desirable)

Notes: The lesson focuses on presentation skills.

Activity 1

Give students five minutes to talk about their previous experiences in giving a talk.

Explain the meaning of the word **presentation**. Highlight that it is a very important skill for **education** (projects, business English courses, etc) and **jobs** (job interviews, conferences, meetings etc).

Activity 2

(A) The activity focuses on vocabulary relating to the topic of the lesson. Follow the instructions shown in the student's worksheet.

(B) Follow the instructions shown in the student's worksheet. Students work in their same group to put the stages in the right order.

Activity 3

Explain the importance of writing notes on the talk first. It helps the speaker to keep eye contact, use gestures and talk to the audience rather than read.

Go through the signposts given and explain what they entail.

Activity 4

The activity helps the students to experience the difference between a full text and notes.

Using the framework given in Activity 3, they should work in small groups to include from the text the important notes. Remind them that preparation and rehearsal will help them to remember what they need to say. See the suggestions outlined in the answers sections.

Activity 5

(A) The activity focuses on **stressed words (content words/ meaning)** and **unstressed words (function words/grammar)** in sentences.

Highlight that the suggested unstressed words might sometimes be stressed depending on the context and speaker's attitude. Demonstrate and ask the students to repeat the sentences after you.

(B) Explain the grammar terms and invite the students to give more examples to ensure that they grasp the concept. This should help with independent learning when using grammar references. Follow the instructions shown in the student's worksheet.

(C) Follow the instructions shown in the student's worksheet.

(D) Follow the instructions shown in the student's worksheet. Remind them to use **B** as a guide. Show them the answers to check their work. Let them repeat the sentences after you before they do the activity on their own.

Useful language for this lesson:

pronunciation: sentence stress
grammar terms: main verbs, nouns, adjectives, adverbs, negative auxiliary verbs, prepositions, articles, questions words, pronouns, conjunctions

Talking about the past, present and future
Firstly,.....
Then, I.....
After that,....
Now I want to turn to...
Thirdly,.....
Lastly,.....

Homework task

The homework task is to give students the opportunity to practise giving a talk. They should write it in note form and rehearse it. Draw their attention to the activities that will help them to prepare for the task.

10 Presentation skills and review of lessons 6–9

Task: Talking, reading and writing about academic interests

Skill: Speaking, listening, reading, writing

Materials: PowerPoint/OHP may be required for showing answers (if this is desirable)

Notes: The lesson focuses on presentation skills and review of some of the previous lessons.

Activity 1

The activity reminds the students of the presentation stages which they studied in lesson 9.

They should work in pairs to put the stages in the right order. Each student should take two or three minutes to deliver their talk. Remind the students of sentence stress.

Activity 2

Explain how the feedback form should be filled in. Make extra copies of the form as they need one copy per speaker. Encourage students to give constructive feedback and raise any other relevant comments. Give your own feedback.

Activity 3

If there is time left ask the students to work in pairs to do activity 3 which is a review of some subjects and asking questions.

Activity 4

Follow the instructions shown in the student's worksheet.

Activity 5

Follow the instructions shown in the student's worksheet.

Homework task

Explain the instructions for the homework. See the student's worksheet.

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

Materials:

Notes: Activity 1 Speaking

The information which the students record on their forms will obviously vary widely depending on their previous and present experience. However, all can be counted on to have ambitions and at least be able to fill in the section about the future.

Ask the students to fill in the forms individually. Go round the class and help them with this as they do so. Then pair them up and encourage them to discuss their profiles.

When they finish, make a list on the board of jobs they have done, are doing, and hope to do.

Activity 2 Vocabulary

The jobs listed here have confusing or obscure names. Ask the students, in pairs, to discuss their meanings, using their dictionaries where they need help, then to match each name with a picture. Collate results with the whole class.

Activity 3 Reading

Ask the students to complete this in pairs. When they finish, give some attention to the grammar of the text. Many of the sentences have a number of clauses, and they may find some of these forms unfamiliar.

Activity 4 Language focus

Introduce verbs that don't work in the continuous introduction. Students at this level can be expected to be reasonably familiar with the use of the present simple and continuous. Use this activity to elicit and discuss the following:

The present simple is simply the basic verb in context. As such it can be used for periods of time ranging from instant — '...and he scores!' to unlimited — 'The sun rises in the east.'

The duration is signalled by the context.

The present continuous has the fixed meaning of 'limited duration' and can be used to signal either that the action has some duration — 'The light is flashing' or is limited in time — 'I'm working in Glasgow at the moment.'

As such, it isn't suitable for use with state verbs, whose meaning denotes permanence. In the exercise, these are **know** (2), **believe** (5), **suppose** (7), **love** (9), and **mean** (10).

Procedure

Ask the students to work in pairs. As they work, or when they finish, elicit ideas and move towards a class discussion of the above.

Activity 5 Writing

With the class, discuss possible instructions for different types of work. Draw on the students' experience if possible. Write some examples on the board. Possible grammar includes the imperative and 'You should ...' Help them with ideas and with the grammar as they write. Afterwards, help them to pair up and encourage them to discuss and understand the rules for different types of work.

Homework task

This has the potential to become a class project, where students could compile information about different types of work. If they have access to PCs, their reports could be typed up and compiled into one file which all have access to.

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

Materials: Tasksheets; CD player, CD

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

Make photocopies of the tasksheets in the **supplementary material** for this lesson.

Ask the students to work in pairs. Give out copies of the tasksheets to each pair. Student A and Student B are partners in a small restaurant and have different ideas for expanding business. While the students read their tasksheets, emphasise that you want each pair to come to an agreement. Circulate as they discuss and contribute arguments as they occur to you. Afterwards, count up scores on the board of the winners of the argument — those who want to develop the existing business and those who want to open another restaurant.

Activity 2 **Listening**

 Track 7

The students are likely to be familiar with A4 and 8 x 5 notepads but may not know what they are called. Clarify this by bringing examples into the class or simply borrowing these from students and showing them around. Prime the students by explaining the context, that they will hear a telephone conversation between a supplier and a shop, concerning a mix-up in a delivery. Play the CD track twice before collating answers with the whole class.

Activity 3 **Language focus**

Ask the students to complete the activity in groups then, with the class, elicit the different types of future events that these tenses are used for: the present simple for simple facts and the present continuous for arrangements. In some cases, such as **9**, 'I'm too busy — I (**not go**) on holiday this year,' these can be arrangements with yourself providing that the decision is made before the moment of speaking.

Activity 4 **Vocabulary**

The relationship between the names of jobs and workplaces can be confusing. Police or armed services **officers** don't generally work in **offices** and **surgeons** don't work in **surgeries**. Ask the students to complete the exercise in pairs, making use of their dictionaries where necessary.

Activity 5 Writing

Remind the students of the discussion they had in the **speaking** activity. Ask them to look again at the tasksheets they used — have some spare copies available. Discuss the situation: that their partner has agreed to their proposals and now wants them in writing so that a business development plan can be written and given to the bank as part of negotiations for a loan.

Homework task

Discuss the task with the students, then put them into pairs or small groups in order to think about specifics. Circulate and help them to focus on their particular proposals. Ask them to take notes which can be expanded at home.

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

Materials: Tasksheets

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

Make copies of the tasksheets in the **supplementary material** for this lesson.

Ask the students to work in pairs. Give out copies of the tasksheets. Go through the task with the class. Make it clear to the Student As that if the item isn't available, or is less than the quantity required, they have to order something else. Afterwards, put the students into groups of four and ask them to compare the alternative items they ordered.

Activity 2 **Reading**

Ask the students to do this exercise in pairs. Make sure they understand what they have to do. Afterwards, collate answers with the whole class.

At this point, give out photocopies of text A from the supplementary material and ask the students to mark the words which told them which sentence went where. When they have done this, give out copies of text B, which shows the linking words.

Activity 3 **Vocabulary**

Some of the students may have very little idea of the names of these items, DIY not being a universal activity. Nevertheless, they are fairly basic. Ask the students to complete exercise 1 in pairs. Clarify that they understand what is being asked in exercise 2 before asking them to do it.

Activity 4 **Language focus**

Introduction

Sentences like *When I'll leave school I'll look for a job* show a common type of mistake. This comes from students believing that 'll/will indicates future time, and since both events in this sentence are in the future, there is no apparent reason why 'll shouldn't be used in both. In fact, 'll/will signals either intention or judgement, depending on context. There is a strong association with the future due to the meaning of these two notions — many intentions and judgements refer to the future. However, this is a tendency rather than a rule, and many uses of 'll/will are in present time, eg *She'll be at work now. / That'll be right.*

Procedure

Discuss the introduction in the student's notes and the contents of the introduction above. Ask the students, in pairs, to choose the correct forms in the sentences.

Activity 5 Writing

Introduce this with group discussions or a class discussion on the subject. Some students may have quite conservative views in this area. Challenge these by asking them to name jobs that they feel women can't or shouldn't do. Ask them to think about gender balance and the management structure in their own workplace or school/college. Stress that this is not an essay; it is a commissioned article and as such must cover the points indicated and reach some sort of conclusion.

Homework task

Prepare the students for this with a class discussion of different jobs and their gender/power balance. At the point where the class's ability to contribute information dries up, send them off to do more research. When they return to class, ask at least some of the students to present their findings to the class.

14 Work Talking about work

Task: Give short prepared talk on a work-related matter

Skill: Speaking, listening, writing

Materials: CD player, CD

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

Depending on the level of the students and the amount of time available, you may want them to give the talk to a group or to the whole class. Make sure they understand the nature of the task, then allow some time for each to prepare.

Circulate and help them with ideas. For students who have never worked, some imagination will be required here. For students who have never worked, and who find it difficult to imagine what it is like, you could allow them to talk about improving conditions for pupils/students in school/college. You may decide to record all or some of the presentations.

Activity 2 **Listening**

🎧 Track 8

Play the CD track. Then ask the students to do exercise 1 in pairs, using their dictionaries where necessary. The idioms in sentences **a–g** are all in the conversation. When they finish, play the CD track again, pausing to highlight the idioms.

Activity 3 **Language focus**

Introduction

The point of this activity is to make students aware that there are more possibilities in 1st conditionals than the formulaic **If + present simple / will + present simple**. The basic facts are that 1st conditionals use any combination of forms capable of present/future time reference. The sentences in the exercise use present simple, continuous and perfect, the modals *will*, *can* and *must*, together with *have to* and the imperative. Half begin with the *if*- clause and half with the result clause and in **9**, *will* appears in both clauses.

Procedure

Ask the students to do the exercise in pairs. Afterwards, ask them to look at the structures. Elicit the content above from the whole class.

Activity 4 Vocabulary

Ask the students to complete this exercise in pairs. Afterwards, have a class discussion to clarify meanings. This could be extended into a discussion, either in groups or with the whole class, of work practices in different countries, covering such topics as maternity leave, redundancy/sickness payments and retirement age.

Activity 5 Writing

This exercise derives from the speaking section, and mimics a common workplace activity, where verbal ideas, given in a presentation or a meeting, are turned into written proposals to management. Ask the students to think back to what they said in the **speaking**, and to look at their notes, in order to convert these into writing.

Homework task

Use this activity to introduce students to the world of industrial relations. You may want to key in some relevant vocabulary, such as **strike**, **work-to-rule**, **shop steward**, **trade union**, **picket (line)**, **pay offer**, **ballot**, **working conditions**, etc. These can be introduced either before or after they do the activity.

15 **Work**
Review of lessons 11–14

Task:

Skill: Speaking, reading, writing

Materials: Text for Activity 2

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

Ask the students to complete the profiles individually. Stress that this is not a maths exercise, but just an attempt to make them analyse which aspects of jobs they consider more or less important. Circulate, clarify any points of misunderstanding and help the students to think about what different factors might be important. Now, with partners, ask them to move towards consideration of how these factors affect their preferences for jobs. This is a two-way process. A student might be interested in a particular job for a number of reasons, and analyse it in terms of these aspects.

Alternatively, they might start with a profile and be able to fit a job to it.

End with a class discussion of the profiles of different jobs.

Activity 2 **Reading**

This text is common on the internet. Begin with a general discussion of the contrast between prison and work, and why some workers might find themselves envious of prisoners in some ways! Ask the students to complete the exercise in pairs. Collate results with the whole class. The complete version is in the supplementary material. This can be photocopied and given out to the students afterwards.

Activity 3 **Language focus**

The sentences here use the grammar in the **language awareness** sections of lessons **11–14**. Ask the students to work in pairs and choose the better form in each one.

Activity 4 **Vocabulary**

The answers to the crossword are in the **vocabulary** sections of **lessons 11–14**. Ask the students to complete it in pairs.

Activity 5 **Writing**

Prepare the students by putting them into groups. It can be expected that each group will be able to produce some mobile phones, MP3 players or at least calculators. Ask the owners to tell the others how to use these. Encourage the others to ask questions.

Homework task

While doing this task, the students may discover that instructions for technological items are often brief to the point of obscurity, unrelated to the actual item, written in appallingly bad English, or a combination of all three. This can apply just as much to British and US companies as to those based overseas. The prevailing philosophy seems to be that once you've bought the item, it's your job to figure out how it works. The students need to be aware of this, if only to realise that it is not their lack of proficiency in English that is preventing them from understanding the latest piece of techno-babble. There is mileage in taking an example of poorly written technical instructions and improving them.

16 **Work**
Messages; Demonstrations/presentations

Task: Understand/pass on/leave straightforward messages.
Follow a straightforward demonstration/presentation.

Skill: Speaking, listening, writing

Materials: Tasksheets; CD player, CD

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

For this exercise you will need copies of the **speaking** tasksheets from the **supplementary materials** for this lesson. The students need to pair up and choose to be **student A** or **student B**. Once this is done it might be best to separate the two groups, so that they can write out their messages without their partners seeing them. This also allows students working on the same messages to help each other, and for you to help them. When both groups have produced competent messages, let them work with their partners again and say the messages while their partners write them down. It is important at this stage that they do not read from each other's tasksheets. When all the messages have been delivered, ask them to compare the dictated forms with the originals.

Full versions of the messages appear in the **answers** section.

Activity 2 **Listening**

 Track 9

This exercise gives students practise in relating a presentation to PowerPoint slides. Make sure the students are familiar with these, either by demonstrating or describing. Ask the students to complete the exercise individually. Play CD track 9 twice. After either the first or second play they can be asked to compare their answers with a partner. Afterwards, collate the results with the whole class. If necessary, play the CD track again and point out significant items of language.

Activity 3 **Language focus**

The main purpose of this activity is for students to think about the meaning and use of the past continuous. Let them read the introduction and discuss it with them, highlighting the examples on the board. Make it clear that some of the sentences in exercise 1 are correct. Put them into pairs and ask them to change tenses where necessary. For question 2, ask them first to write sentences individually and monitor their

use of the past continuous in these. Then, in pairs, ask them to ask and answer the questions.

Activity 4 Vocabulary

Ask the students to complete this activity in pairs. Afterwards, collate answers with the whole class. Give attention to the pronunciation of some words, eg **chiroprapist**, **paediatrician**. Point out that the equivalent of an **advocate** in England is a **barrister**, while a **janitor** is a **caretaker** (though **janitor** is also used in the US).

Activity 5 Writing

Help the students to prepare for this by discussing the concept of a presentation in a company. Ask them to think back to the listening activity — you may play the CD track again to help them remember. Then move to the idea of the new offices. Ask them to discuss the advantages and disadvantages of old city centre premises versus purpose-built accommodation in the suburbs. Write their ideas on the board and suggest more if necessary. Then establish the idea that they have to sell the move to their staff by playing up the advantages.

When the presentations are written, you might ask some of the more confident students to relay them to the class, and to follow this by a question and answer session where still reluctant staff question the boss.

Homework task

Prepare the students for this by putting them into small groups and asking them to discuss the reasons why they don't want to move.

17 Work

Advertisements and job descriptions; Instructions

Task: Read simple texts relating to employment opportunities, eg advertisements, job descriptions.

Understand instructions in the form of a continuous text in own job area

Skill: Speaking, reading, writing

Materials:

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

Make sure the students understand the different steps in the procedure here. Step 4, where they have to judge their partner's self-awareness, will work better if they know their partner. If they don't, encourage them to guess. This may lead to some frank and possibly heated exchanges. Count this as a success.

Afterwards, write the names of the jobs elicited on the board and discuss necessary qualities with the whole class.

Activity 2 **Reading**

This exercise is intended to give students experience of internet job adverts. The four here are closely modelled on real adverts, though shortened and simplified. The layout is deliberately varied, and the information given for each job is not the same, to reflect the real situation. Make sure the students understand the concept and ask them to complete the answers in pairs. Afterwards collate the results with the whole class.

As a follow-up you might ask them to look at some internet job sites and perform basic searches.

Activity 3 **Language focus**

The present perfect

Discuss the theory with the students. Emphasise the fact that time diagrams can be a useful aid to memory, but that the core of the difference between the two tenses is that we use the present perfect to connect events with the time of speaking and the past simple to distance them. Note that the recent past use of the present perfect — 'She's just left' — isn't covered here.

Activity 4 **Vocabulary**

Ask the students to work in pairs, and stress that they should number the various levels from the top down. Afterwards collate their answers, and make these points:

The jobs given in the boxes may not correspond exactly with those used in their local area, particularly those in education and nursing.

Police and armed forces ranks are only some of those in use.

Give some attention to pronunciation. Words like **commis chef** and **colonel** can be troublesome.

Note that this is quite a high level of vocabulary and you wouldn't necessarily expect the students to learn all these terms.

Activity 5 Writing

Prepare the students for this by asking them to describe a job they do, have done, or know something about to a partner or other members of a group. Then focus them on turning this description into a set of instructions. You might extend this into a roleplay where one of the pair is a new employee and the other is telling them how to do the job.

Homework task

When the students return with the homework, put them into groups according to the areas of work they researched. Ask them to compare their ideas and to choose one member of the group to present these findings to the rest of the class.

18 Work

Requests; letters; e-mails; memos, etc

Task: Write requests on a range of routine matters.
Write straightforward letters, e-mails, memos, etc

Skill: Speaking, listening, writing

Materials: CD player, CD

Notes: **Activity 1 Speaking**

This activity allows the students to search for job names that they may not have thought of before. To ensure communication, ask them to work in groups of three. Ensure that they only have one list, and that they choose one student to write. Depending on the level of the class, you might decide to make this competitive, to see which group can complete their alphabet first. When they finish, collate the results with the whole class.

Activity 2 Listening

🎧 Track 10

This exercise takes the form of six messages left on answer phones. Ask the students to complete it individually. After either the first or second play of the CD track, they might compare their answers with a partner's. Collate results with the whole class afterwards and play the track again if necessary.

Activity 3 Language focus

Introduction

The purpose of this activity is to make students aware of the use of the past simple for unreal present time as well as real past time. They may have already encountered this in 2nd conditionals but it is important that they understand this is only one example of a wider field of reference.

All the sentences in the set contain a past simple. Five of these (**1, 3, 5, 6 & 8**) relate to real past time and the other five to unreal present time. Of these, **2** is a polite suggestion with *it's time*, **4** is a 2nd conditional, **7** expresses a wish, **9** is a hypothesis with *imagine* and **10** is a polite enquiry or reminder.

Procedure

Pair the students up and talk through the rubric with them. Give them time to do the exercise and collate the answers. Ask them to discuss, in pairs, the questions that follow:

Why do we use the past simple in some sentences about present time? What kind of sentences are these?

Elicit what you can, writing concept words on the board as they are given. Then summarise under the general term **unreal**.

Activity 4 Vocabulary

The phrases here relate to pay and conditions and industrial relations. Ask the students to complete them in pairs, using their dictionaries when they need help.

Activity 5 Writing

The e-mail used here is similar to the first answer phone message in the **listening** activity. Either of these might be innocent enough between colleagues who know and respect each other, but when delivered on to a new and insecure employee, could be intimidating. This is the sort of low-level harassment that the students might encounter in any workplace. The purpose of this exercise is to convey the idea of putting a marker in the sand at an early stage.

Talk through the task with the students. Stress that they should make their case in a coldly factual way, and with the specific intention of arranging a meeting with the MD present. Make the point that in the real world, they would copy the e-mail to her.

Homework task

The students should have some awareness of the procedures in their school/college. Remind them of these by giving out copies of the appropriate literature. If they are in work, ask them to investigate the situation there — though this may require tact in some workplaces. As regards the wider picture, make sure they learn about the work of the SCRE, employment/industrial tribunals, National Bullying Helpline, Bullying Online, etc. Ask the students to present their findings to others in a group and to the class.

19 **Work**
Letters; application forms

Task: Understand and act on a standard letter
Complete application forms with some assistance

Skill: Speaking, reading, writing

Materials:

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

This is a quasi-real text and students may need some help with vocabulary here. There is no easy way round the difficulty since contracts are not written in basic English. Ask the students to work in pairs and to use their dictionaries if necessary. Depending on the level of the class, you may decide to talk them through the text. The questions that follow take the form of hypothetical situations. Encourage as much discussion as possible while they answer these. Afterward, collate results with the whole class.

Activity 2 **Speaking**

Ask the students to do this exercise in pairs. Allow them to read both sets of notes so that they understand the situation. Stress the importance of negotiation, that the aim is to reach an agreement, and that both sides should be prepared to compromise. When they finish, check those who achieved the objective and ask what moves were made on each side. Depending on the time available, you may like them to repeat the activity with other situations.

Activity 3 **Language focus**

Remind the students of the difference between 1st and 2nd conditionals in terms of present reality. Pair them up and ask them to decide whether each sentence relates to a real or unreal situation. If both are possible, ask them to think of which is the more likely context.

Activity 4 **Vocabulary**

Coupling each idiom with its parent sentence still only provides minimal context for an understanding of the idioms here. When the class has agreed on the correct answers, encourage a wider discussion of their meanings. Ask the students to think of equivalents in their own language. You might also develop the activity by having the students write other illustrative sentences.

Activity 5 **Writing**

Help the students to imagine a job that they would like to do, and to write a short description of it. It can be assumed that students at this level will be able to fill in the factual sections of an application form. However, it is often the personal essay that separates out the candidates, and they need to know how to set about this. You might help them move towards writing by putting them into groups and asking them to say to the other group members what they intend to write.

Homework task

This exercise allows the students to map out their plans for the future, in terms of more language learning, education and training. When they bring these to class, put them into pairs or small groups and ask them to compare their ideas.

20 **Work**
Review of lessons 16–19

Task:

Skill: Speaking, listening, writing

Materials: CD player, CD; interview checklist

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

🎧 Track 11

Since the answers depend largely on expressed attitudes, there may be an element of debate in some of the answers, so ask the students to work in pairs and encourage them to discuss. Collate results with the class, either before or after the second play of the CD track.

Afterwards, ask them to discuss whether they would give Jessica the job. Draw the results together into a class discussion. Ask them to say how Jessica could give better answers.

Activity 2 **Speaking**

This follows on from the listening activity. Here are the student's notes:

Work in a group of four. Your teacher will give three of you copies of the **interview checklist** above. You work for Philby Information Systems. You are going to interview the fourth member of the group for a job as Clerical Assistant in the Finance section. All three of you should sit behind a desk. The interviewee then comes in. Exchange greetings and invite them to sit down. Ask questions to cover the points on the checklist. Mark the interviewee's answers as **good** or **poor**. Afterwards, discuss your answers with the others on the panel and decide if you will offer a job.

You will need copies of the **interview checklist** from the **supplementary material**. Put the students into groups of four and ask them to read the **student's notes**. Check that they understand what they have to do. Depending on level, you might want to practise the questions they need to ask. These can be helped by playing **CD track 11** again, or even giving them a copy of the transcript.

There is a choice as to how much of a roleplay you want this to be. The panel should certainly sit behind a desk and the interviewee walk forward and sit down. However, afterwards, you might want the interviewees to leave the room while the panels decide on the results of the interviews.

If there is time, rotate the roles and let the students conduct more interviews.

Activity 3 Language focus

The sentences here use the grammar in the **language awareness** sections of lessons **16–19**. Ask the students to work in pairs and choose the better form in each one.

Activity 4 Vocabulary

This exercise revises the names of jobs from the **vocabulary** sections of lessons 16 and 17. Ask the students to complete it in pairs. You may want to make it competitive, the winners being the first to call out the answer, 'chiroprapist'.

Activity 5 Writing

The situation the students might be in five years from now will obviously depend on their current circumstances. Ask them to discuss their ideas and plans in pairs or small groups before they begin to write.

Homework task

Think about what you wrote about in the **writing** section above. Use the internet or a library to do some research into your future job or course of study.

Answer Key

01 Talking about organisational skills and stationery

Activity 2

🎧 Track 2

- 1 3 students
- 2 Susan, Margaret and Mona
- 3 where to buy stationery
- 4 stationery
- 5 Susan
- 6 c
- 7 plastic folders
- 8 T
- 9 T
- 10 F

Activity 3

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
h	k	o	i	d	f	c	j	e	g	a	l	b	n	m

Activity 6

Suggested answers

Highlighter pens

Highlighter pens are very important because they can help you mark important words, phrases and sentences in a text and find them quickly.

Some tips for using highlighters

- (1) Use different colours. If your teacher, for example, asks you to find the nouns and adjectives in a text you can use blue for the nouns and pink for the adjectives.
- (2) You can — highlight the date for handing in your homework.
- (3) You can — mark in a TV guide the TV programme you want to watch as a reminder and also to find the day and time quickly.

Your ring binder and worksheets

To organise your ring binder and keep your worksheets tidy you need:

- 1 A ring binder
- 2 Dividers
- 3 A hole punch
- 4 A stapler (to fasten two or more sheets of paper together, if necessary)

Divide your folder into sections using dividers. Here are some suggestions for a contents page.

- 1 Programme of work (timetable)
- 2 Grammar
- 3 Vocabulary
- 4 Spelling
- 5 Reading
- 6 Writing
- 7 Listening
- 8 Pronunciation
- 9 Numeracy

Make sure you put the worksheet in the right section according to the title of the section in the contents page. For example, all spelling worksheets should always go into section 4.

02 Talking about long-term aims and short-term objectives

Activity 2

a 1 b 2 c 1

Activity 3

🎧 Track 3

1 c 2 b 3 a 4 F 5 T 6 T

Activity 4

Long-term aims: 1-6-7

Short-term objectives: 2-3-4-5-8

Activity 5

Purposes of learning English	Situations you need to use English	Language skills you need to use
To pass the taxi driver exam	reading motorway signs	listening
To get a job as a hairdresser	filling in a job application form	speaking
To study business and administration	attending a job interview	reading
To get a job as a nursery nurse	writing a CV	writing
To pass a citizenship test	chatting to a neighbour	vocabulary building
		numeracy

Activity 6

Possible suggestions are:

To be a chef

Situations: Reading the menu/orders, following cooking instructions, listening/speaking to the manager/staff, writing orders, etc

Language skills: Vocabulary building, speaking, listening, reading, numeracy and writing

To study Biology

Situations: Academic writing, summarising texts, answering questions, following instructions, completing tables, etc.

Skills: All 6

To be a postman

Situations: Reading maps/addresses/streets names, filling cards for recorded delivery, asking people to sign recorded mail forms, listening to manager's instructions etc

Skills: All 6

03 Talking about learning how to learn

Activity 1

(B) a 2 b 1

Activity 2

(A)

1 Learning strategies to improve listening, speaking, reading and writing

2 A-3 B-4 C-2 D-1

3 A. Reading B. Writing C. Speaking D. Listening

(B) 4 a 5 c

(C) 6 F 7 T 8 T 9 F 10 T

(D) 11 carefully 12 errors 13 predict 14 improve

Activity 3

- 1 Listen to as many pop songs as you can.
- 2 Use as many new words as you can.
- 3 Use as many reading skills as you can.
- 4 Write about as many different topics as you can.
- 5 Increase your reading speed as much as you can.
- 6 Speak English as much as you can.
- 7 Watch as much TV as you can.

Activity 4 (Use OHP)

Listening	Speaking
1 Listen to the radio.	1 Speak to as many students as you can.
2 Do not worry about new words.	2 Use what you have learnt.
3 Listen carefully to the words you know to understand what the speaker is talking about.	3 Do not worry about making mistakes.
4 Watch TV/ videos/DVDs, go to the cinema	4 If you do not have someone to speak to in English at home, try to speak as much as possible in the college or school during breaks.
5 Observe how the speakers talk and repeat what they are saying copying the stress and intonation.	5 Speak in pairs and in group work activities.
	6 Listen to cassettes and repeat words and phrases after the speaker to improve your pronunciation.

Reading	Writing
1 Read English books, newspapers and magazines.	1 Write more to improve your writing.
2 Read what you are interested in.	2 Use some of the new words and phrases.
3 Do not use the dictionary all the time while reading.	3 Learn from your mistakes.
4 Increasing your reading speed by using different reading skills.	4 Ask another student or your teacher for help with mistakes.
5 Use a highlighter to select useful words and phrases and record them in your vocabulary notebook.	
6 Divide your notebook into sections.	

04 Talking about computing skills

Activity 2

1 printer B	2 webcam L	3 scanner A	4 mouse D	5 keyboard H
6 headset G	7 speakers E	8 monitor F	9 floppy disk J	10 laptop K
11 digital camera C	12 CD I	13 memory stick M	14 CPU N	15 telephone line O

Activity 4 (2)

1 f 2 d 3 a 4 e 5 b 6 c 7 g

Activity 6

🎧 Track 4

1 b 2 c 3 a 4 t 5 f 6 b

05 Review of lessons 1–4

Activity 1

- 1 stationery
- 2 learning objectives
- 3 learning strategies
- 4 computing skills

Activity 2

(A) 1 f 2 e 3 a 4 b 5 c 6 d

- (B)
- | | |
|--------------------------|-------------------------------|
| 1 shut down the computer | 2 type in the website address |
| 3 check my e-mail | 4 search the Internet |
| 5 visit their website | 6 Internet Explorer |

Activity 3

S + D + + R U B B E R + R + +
+ H + A + + + + + E U E + +
T + A + P + + + + + L + T + +
+ I + R + E + + D E P P H + +
+ + P + P + T I R Y A A G + +
+ + + P + E V O R + T P I + +
E U L G E I N E N R S E L + +
+ + + + D X N E E B + R H + +
+ + + E + O + D R O + + G + +
+ + R + I + L + + O + + I + +
+ S + T + O + + + K + + H + +
+ + A + F + + + + + + + + +
+ T + + + C O M P A S S E S +
S E L L O T A P E R + + + + +
+ + + + + + + + K + + + + +

Activity 4

- 1 You should **take as much time as you want.** / You should **take as long as you want.**
- 2 Use **as many words as you want.**
- 3 We should **walk as fast as** we can.
- 4 I'll **return it as soon as** I can.
- 5 **Use it as much as you need.**
- 6 **Read as much as** you can.

Activity 5

Long-term aims 2, 3, 5, 9

short-term objectives 1, 4, 6, 7, 8

Activity 6 (2)

My purpose for learning English

Things I am good at

Things I need to improve

a sales assistant

do not worry

should speak

for me

new words

This week

06 Talking about subjects
Types of subjects

Activity 2

1 B	2 E	3 D	4 H	5 G	6 I
7 J	8 C	9 K	10 F	11 L	12 A

Activity 4

1 b	2 g	3 c	4 e	5 i
6 h	7 f	8 d	9 a	10 j

Activity 5

(A) 1 Information about an English for Work and Training course

(B)

SQA= Scottish Qualifications Authority
ECDL= European Computing Driving Licence
EWT= English for Work and Training
ESOL = English for Speakers of other Languages
IT = Information Technology

(C)

a permanent b develop c core skills d numeracy
e gain f higher education g progress h literacy

(D) a in b for c in d about e at

07 Talking about Further and Higher Education

Activity 2

1 academic writing	g	2 finance	c	3 assignment	f	4 study skills	h
5 independent	d	6 loan	a	7 essay	b	8 lecture	e

Activity 3

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

Activity 4

🎧 Track 5

1 university life 2 manage 3 study and shopping
4 paragraphs and formal 5 questions

Activity 5

At university, it's all about money. You need to think about fees, student loans, rent, and bills. By the way, you don't have to stay in the accommodation provided by the university. If you have financial, academic, health or personal problems, there are some people who can help you. Your university support services book will give you information about who you should speak to.

Activity 6

(B)

1 don't have to 2 should 3 should
4 don't have to 5 has to

08 Comparing education systems

Activity 3

- (A) 1 Differences in schools in Scotland and England
- (B) 1 North of the border 2 South 3 gain 4 difficulties
5 starts
- (C) 1 F 2 T 3 F

Activity 5

- (A) 1 A mother talking to her child's teacher about school holidays
- (B) 2 families 3 outdoor 4 websites
- (C) 5 T 6 F 7 F

09 Presentation skills

Activity 2

(A)

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

(B)

a 3 b 6 c 7 d 2 e 4 f 1 g 5

Activity 4

(PowerPoint/OHT)

Suggested format for the notes for the students to compare with their work.

- 1 Good morning/afternoon/evening.
- 2 Let me just start by introducing myself. My name is
- 3 Today I'd like to speak about my education.
- 4 I'll start by talking about PS.
- 5 Then I'll move on to talk about HS.
- 6 After that, I'll tell you about my future plans.
- 7 Lastly, I'll conclude with giving you / chance/ ask/questions.
- 8 Firstly, let me start with PS.
I started / Bangladesh / PS.
studied / M, B,G, H, A and E.
Girls/interested HE / boys/PE.
Favourite / A.
good teacher / helpful / enjoyed.
H / boring.
- 9 Now I want to turn to HS.
Bio, Ph, Ch.
favourite subject / Bio.
liked / experiments / nice teacher.
hated PE.
glad / not H.
- 10 Thirdly, my plan / study nursing.
need to improve English / especially writing.
- 11 That is all I have to say about my education / I enjoyed PS and HS
Any questions?

Activity 5

(C)

Stressed words	Examples	Unstressed words	Examples
main verbs	reads, speaking, write	pronouns	she, him, we
nouns	house, cup, pen	prepositions	from, in, on
adjectives	clever, little, expensive	articles	an, the, a
adverbs	quickly, easily, quietly	conjunctions	but, because however
negative auxiliary verbs	doesn't, didn't, mustn't	auxiliary verbs	shall, am, will
question words	How, Why, Who		

(D)

- 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.

10 Presentation skills and review of lessons 6–9

Activity 3

- 1 How many subjects did you study at primary school?
- 2 When does the school year end?
- 3 What was your favourite subject at secondary school?
- 4 What do you wish to study? What are you interested in?
- 5 How long does the course last?

Activity 4

- 1 On the one hand Smith is interested in studying IT, on the other hand, Selma wants to study Physics.
- 2 Both my sister and her friend have been awarded a diploma in nursing.
- 3 Our college has built a new theatre, whereas my friend's college has built a new sports centre.

Activity 5

- 1 Physics
- 2 History
- 3 Maths
- 4 Geography
- 5 Science
- 6 Medicine

11 **Work**
Describing work; understanding situations

Activity 2

- a collier
- b vicar
- c bookmaker
- d undertaker
- e midwife
- f joiner
- g solicitor
- h bouncer

Activity 3

- 1 bouncer
- 2 undertaker
- 3 joiner
- 4 bookmaker
- 5 collier
- 6 solicitor
- 7 midwife
- 8 vicar

Activity 4

Nos. 1, 3, 4, 6, 8

12 Work

Opinions and arguments; Questions and answers

Activity 2

🎧 Track 7

- 1 43572
- 2 121, 127
- 3 123, 125
- 4 Eric
- 5 A4
- 6 15%
- 7 0% / none
- 8 kill him

Activity 3

- 1 's/is seeing
- 2 Do you have
- 3 'm/am starting
- 4 leaves
- 5 Is Marlena coming
- 6 starts
- 7 'm/am having
- 8 does the plane arrive
- 9 'm/am not going
- 10 's/is he having
- 11 doesn't end
- 12 I'm/am meeting

Activity 4

barracks	officer	private
office	executive	PA
studio	artist	sculptor
surgery	doctor	vet
theatre	anaesthetist	surgeon

13 **Work**
Routine requirements and processes; Requests;
Telephone calls

Activity 2

1 D, 2 A, 3 E, 4 B, 5 C

Activity 3

- 1 a hammer
b chisel
c plane
d nail
e nut
f drill
g spanner
h saw
i bolt
j screwdriver
k pliers
l screw

- 2 a nut
b plane
c drill
d nail
e saw
f bolt

Activity 4

- 1 I'll tell
- 2 she's, we'll see
- 3 I have, I'll finish
- 4 I'll get
- 5 I'll go, ends
- 6 I'll go
- 7 I leave, I'll go
- 8 I get
- 9 I'll make, finishes
- 10 I'll give

14 Work

Talking about work

Activity 2

🎧 Track 8

1 c, 2 g, 3 a, 4 e, 5 b, 6 d, 7 f

Activity 3

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

Activity 4

- 1 be **promoted**
- 2 apply for a **job**
- 3 work **shift**-work
- 4 be on **flexi**-time
- 5 be **offered** a job
- 6 go / be on **strike**
- 7 take early **retirement**
- 8 be on / take sick **leave**
- 9 be on / take **maternity** leave
- 10 be made **redundant** / laid off
- 11 get the **sack** / be **fired** / be dismissed

15 Work
Review of lessons 11–14

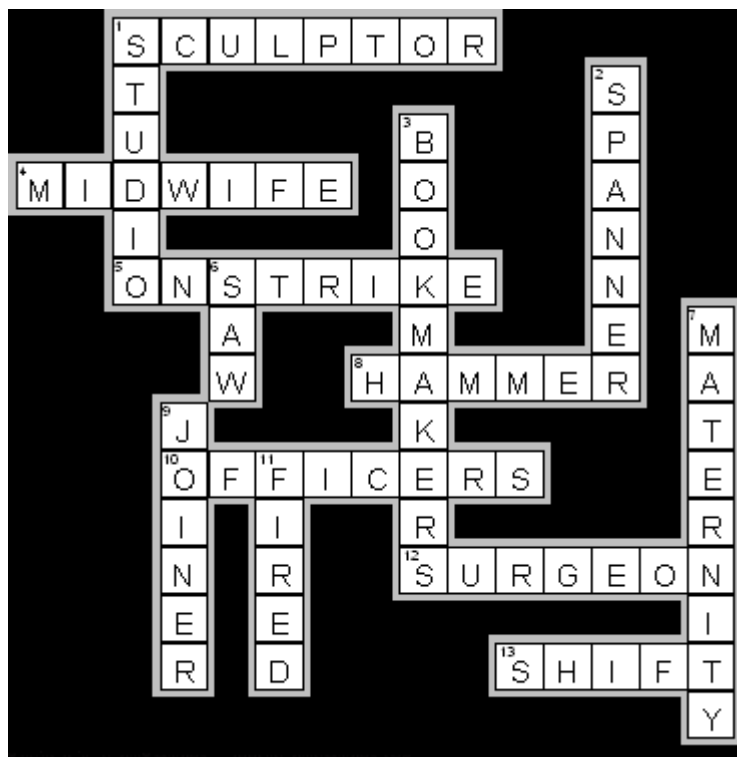
Activity 2

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

Activity 3

- 1 What are you doing?
- 2 How do you feel
- 3 You're working
- 4 finishes
- 5 I'm giving
- 6 She's taking
- 7 I see
- 8 you want
- 9 I'll quit

Activity 4



16 **Work**
Messages; demonstrations/presentations

Activity 1

These are possible full forms:

student A

William is off work today. He may be back tomorrow.

Mrs Sander called the boss at 1.00. She wants the boss to return the call.

The cooking oil delivery has been held up. The company hopes to deliver it tomorrow.

There are no more ring binders in the stationery cupboard. Order more.

student B

Julia, in hospital, phoned. She says thanks for the flowers.

Peter is a vegetarian. He wants a vegetarian dish on the menu for the staff lunch.

Ask Caroline when the monthly report will be ready.

There is no money in the staff coffee fund. Staff should give some.

Activity 2

 Track 9

Slide 2: **b**

Slide 3: **c**

Slide 4: **c**

Activity 3

1 was driving

2 ✓

3 dropped

4 finished

5 ✓

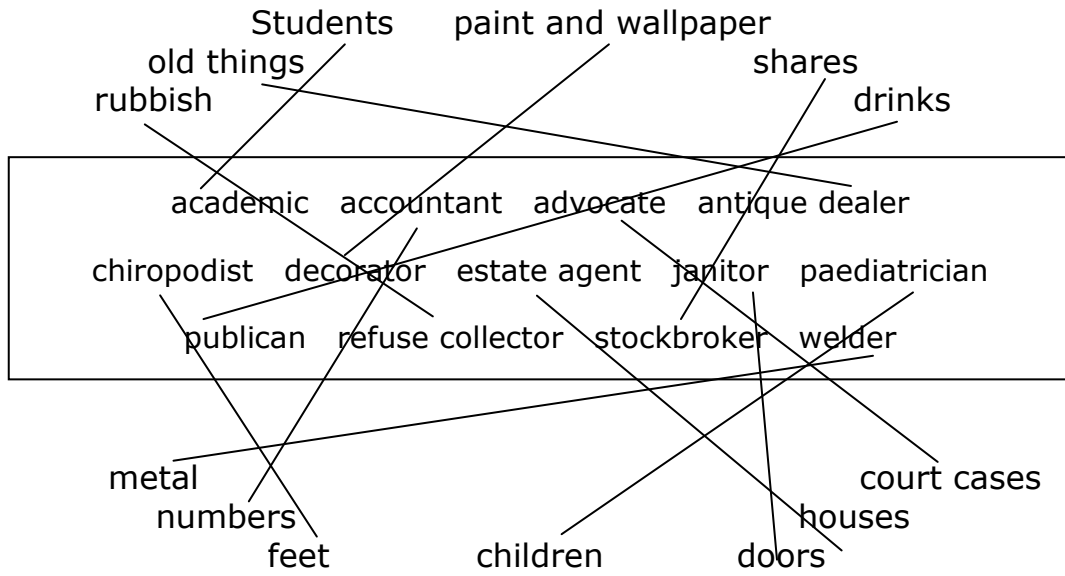
6 fell

7 ✓

8 lost

9 ✓

Activity 4



17 **Work**
Advertisements and job descriptions; instructions

Activity 2

	1	2	3	4
1 You work part-time.	___	___	✓	___
2 You work on some Saturdays.	___	___	✓	___
3 You work shifts.	___	___	___	✓
4 You must sound pleasant on the phone.	___	___	✓	___
5 You have the chance to get more training.	___	___	___	✓
6 You can get more information from a website.	✓	___	___	___
7 You are in charge of other workers.	✓	___	___	___
8 You need to know about computers.	___	✓	___	___
9 You can get some things at a lower cost.	___	✓	___	___

There is sometimes more than one possible answer or a situation is implied. Ask the students to explain why they have ticked that particular job.

Activity 3

- 1 has/'s sat
- 2 have not/haven't seen
- 3 have/'ve bought
- 4 bought
- 5 worked
- 6 have/'ve had
- 7 started
- 8 has worked
- 9 Did you do

Activity 4

<p>school deputy head teacher <u>2</u> head teacher <u>1</u> principal teacher <u>3</u> teacher <u>4</u></p>	<p>nursing matron <u>1</u> nurse <u>4</u> sister <u>2</u> staff nurse <u>3</u></p>	<p>university head of department <u>2</u> lecturer <u>4</u> professor <u>1</u> senior lecturer <u>3</u></p>
<p>commerce chair/chief executive officer (CEO) <u>1</u> director <u>2</u> executive <u>3</u> personal assistant (PA) <u>4</u></p>	<p>police constable <u>4</u> inspector <u>2</u> sergeant <u>3</u> superintendent <u>1</u></p>	
<p>politics member of parliament (MP) <u>4</u> minister <u>3</u> prime minister <u>1</u> secretary of state <u>2</u></p>	<p>Roman Catholic Church bishop <u>3</u> cardinal <u>2</u> pope <u>1</u> priest <u>4</u></p>	
<p>navy admiral <u>1</u> captain <u>2</u> lieutenant <u>3</u> seaman <u>4</u></p>	<p>army captain <u>2</u> colonel <u>1</u> private <u>4</u> sergeant <u>3</u></p>	<p>air force air marshal <u>1</u> flight lieutenant <u>4</u> group captain <u>2</u> squadron leader <u>3</u></p>
<p>kitchen chef <u>1</u> commis chef <u>3</u> kitchen porter <u>4</u> sous chef <u>2</u></p>		

18 **Work**
Requests; letters, e-mails, memos, etc

Activity 2

🎧 Track 10

1 b, 2 c, 3 a, 4 c, 5 c, 6 d

Activity 3

past time: 1, 3, 5, 6, 8

present time: 2, 4, 7, 9, 10

Activity 4

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

19 **Work**
Letters; application forms

Activity 1

- 1 No
- 2 30th June
- 3 No
- 4 Yes
- 5 No
- 6 Paul Scott Suits
- 7 Yes

Activity 3

- 1 goes on, 'll/will be
- 2 was (were), would/'d agree
- 3 would/'d help, was (were)
- 4 will/'ll give, have
- 5 's/is, will/'ll ask
- 6 did, would/'d tell
- 7 would/'d expand, had
- 8 is, will/'ll see

Activity 4

- 1 b, 2 f, 3 g, 4 c, 5 e, 6 d, 7 a

20 **Work**
Review of lessons 16-19

Activity 1

🎧 Track 11

Strength of application form: strong ___ average weak ___

Initial greeting and introduction: good ___ poor

Reason for application for work: good poor ___

Reason for choosing Philby Information Systems:
good poor ___

Positive qualities: hard-working
punctual / would turn up on time

Attitude to overtime: good ___ poor

Attitude to emergency extra work: good poor ___

Software skills: Microsoft Word: good poor ___
Microsoft Excel: good ___ poor

Attitude to travel: good ___ poor

Activity 3

- 1 was running, twisted
- 2 had
- 3 've known
- 4 signed
- 5 was leaving, arrived
- 6 looked
- 7 drove
- 8 know

Activity 4

1			A	C	C	O	U	N	T	A	N	T
2		T	E	A	C	H	E	R				
3	C	A	P	T	A	I	N					
4				N	U	R	S	E				
5		B	I	S	H	O	P					
6			I	N	S	P	E	C	T	O	R	
7				P	R	O	F	E	S	S	O	R
8					A	D	V	O	C	A	T	E
9		C	O	M	M	I	S	C	H	E	F	
10		M	I	N	I	S	T	E	R			
11		J	A	N	I	T	O	R				

Tapescripts

01 Talking about organisational skills and stationery

Activity 2 Track 2

Susan is asking her friends Mona and Margaret about where she can get the cheapest stationery for college.

Susan: What's the best place, well, I mean the cheapest place to get stationery for college?

Mona: What do you mean by stationery, Susan?

Susan: I mean things we need for writing and doing school/college work.

Margaret: What are you after?

Susan: Well! Margaret, I'm after folders, pens, ring binders and stuff like that. Any suggestions, Mona?

Mona: Oh yes, Asda has cheap prices for stationery items. I used to get my stationery from there. You can get 10 pencils for 25p, rulers are 10p and they have lots of other things, but I don't remember their exact prices.

Susan: Asda, is not a bad idea, but it is a long way away from my place. Not one around here though? Any other suggestions, Margaret?

Margaret: Tesco has quite a few good things for students, too. Oh! Pound Stretchers are also good for stationery. Their plastic folders and bound writing pads are cheap.

Mona: Why don't you try charity shops. They are definitely one of the cheapest places for notebooks, pens, punch holes and pencil cases. You never know, you might even find bilingual dictionaries and dividers there. I bought last year two highlighters, a rubber, and a glue stick for just £1. Lovely bargains!

Susan: OK, thanks, I will have a check round tomorrow.

02 Talking about long-term aims and short-term objectives

Activity 3 Track 3

Listen to a teacher giving advice to her students about studying English

Good morning everyone! I'm going to talk to you today about something very important. This will really help you to improve your English. So listen carefully. I'm going to talk about two important things which you need to think about carefully. We call them long-term aims and short-term objectives.

Let me start with long-term aims. Before you start an English course, it is a good idea to ask yourself a very important question, which is why are you studying English? I mean what is the main reason for studying English?

Are you learning English because you are looking for a particular job? Or do you wish to go to college or university? Some of you might say: Well, I am learning English because I want to work as a receptionist, or I'm studying English because I want to go to university to study Chemistry. I hope you all know your long-term aims.

Now I'm going to tell a short story to help you understand the meaning of short-term objectives.

One of my favourite students told me the other day that every time I correct his work, he goes home and checks his mistakes. Last week he came back to me and said: 'You know what! I checked the exercise you marked the other day. I counted my mistakes and I found that I had made seven mistakes. Four mistakes on capital letters, one spelling mistake and two mistakes on prepositions'. Then he said to me: 'Please, I want my homework today to be on capital letters. I want to learn when I can use capital letters'. I was so happy because he knows what his problem is. I said to him: 'Now you know your short-term objective, you must work hard to achieve it before you choose another one'. Then I asked him: 'By the way! Why are you learning English?' He answered straight away: 'I want to improve my English because I want to work as a librarian. I was so happy because now I'll be able to plan the topics and the situations and skills he needs to improve his English.'

04 Talking about computing skills

Activity 6 Track 4

Two students talking about how to use the internet

Lang: Hi Sanchez. How are you today?

Sanchez: I'm fine thanks, Lang. And you?

Lang: Very well, thanks, but my computer is driving me mad. I can't use the internet. I think there's something wrong with Internet Explorer.

Sanchez: I'm afraid I can't help you with that. What is the internet?

Lang: Well, the internet is a collection of websites of organisations, which give you information about what they do.

Sanchez: I still don't understand what you are talking about. What is a website?

Lang: When you use the internet, you hear people talking about websites very often. A website is information about a company, school, a football club or a bank. There are also websites designed by many people about themselves. There are billions of websites in many different countries all around the world.

Sanchez: How does the internet work?

Lang: Well, let me give you a simple example. The Bank of Scotland has information about their business on their computer. Their computer is connected to their telephone line. If you have the internet on your computer and you know the Bank of Scotland website address, you can read on your computer what they say about their bank.

Sanchez: That's amazing! I'm really interested in following the news about my country, but I can't find my favourite newspaper in Britain. Can I see it on the Internet?

Lang: Yes, if you know your newspaper website address, you just type it into the address box of your browser.

Sanchez: Browser! What's that?

Lang: It is a programme that you can use to see the internet. There are different browsers, but a popular one is called Microsoft Internet Explorer.

Sanchez: What should I do if I do not know the address of the website I want to visit?

Lang: Well, it's not easy to explain, but I tell you what: I'll show you how you can use the internet tomorrow. Are you coming to college tomorrow?

Sanchez: Yes.

Lang: See you then. We can use the college computer room during lunch break.

Sanchez: Thanks Lang. See you tomorrow.

Lang: Not at all.

07 Talking about Further and Higher Education

Activity 4 Track 5

University Life

Are you studying to go to university? Well! Let me tell you about university life and give you some advice.

University life is about study skills, how to handle your own finances and how to manage your own time. That might sound easy but it is not because you have to decide when you'll study, when you'll go shopping, when you'll have to finish your assignments and when you'll go out with your friends. The good news is you don't have to wear a uniform.

My advice is you should start from now to learn and practise how to be an independent student, how to listen to your teacher and take notes, how to improve your reading speed, how to do presentation talks and how to write essays using paragraphs and formal language.

When you go to university, you will have a personal tutor to help with any problems you might have or you can speak to your lecturers and other tutors if you have questions. You have to listen carefully to their advice and ask questions about the things you are not sure about.

At university, it's all about money. You need to think about fees, student loans, rent, and bills. By the way you don't have to stay in the accommodation provided by the university. If you have financial, academic, health or personal problems, there are some people who can help you. Your university support services book will give you information about who you should speak to.

08 Comparing education systems

Activity 5 Track 6

- Parent:** What should I do to help my child learn something during the school's holiday?
- Teacher:** At the start of the holiday, ask them what they want to do. Help them to think about the different things, which they want to do.
- Parent:** How can I help them?
- Teacher:** There are lots of activities for families and for children on their own during school holidays which can be relaxing, fun and a chance to learn. There are lots of sports, outdoor education, arts activities, music, dance, drama and many more.
- Parent:** Where can I find information about all these activities?
- Teacher:** Some local authority websites give information of holiday activities for children. The activities may take place in schools, libraries, leisure centres and community centres.
- Parent:** What about going abroad? Do all European countries have the same school holidays?
- Teacher:** Dates between European countries are different, but only slightly. That means it is generally very easy to plan a holiday.
- Parent:** Can I take my child out of school early during the school term?
- Teacher:** I'm afraid that you have no rights to take your child out of school early. Your child should attend during the term dates. Only illnesses and family circumstances are accepted for absences.
- Parent:** Thanks. That's very useful.
- Teacher:** Not at all.

12 Work

Opinions and arguments; questions and answers

Activity 2 Track 7

- Serena** Barr & Matheson, Serena Forrest speaking. Good afternoon.
Elaine Hi Serena, this is Elaine, at WH Jones.
Serena Oh, hi, Elaine — what can I do for you?
Elaine Well, it's about our order — the one you delivered this morning.
Serena OK — could you tell me the order number?
Elaine Yes, it's 43572.
Serena Wait a minute, I'll just get that up on my screen. OK, got it. What's the problem?
Elaine Well, most of it's fine, but we asked for five hundred A4 notepads — that's the 80 sheet ones — ruled, and two hundred 8 by 5, 80 sheet, unruled.
Serena Wait a second — yes — I can see that.
Elaine Well, you've sent us five hundred A4 80 sheet **unruled** and two hundred 8 by 5, 80 sheet **ruled**.
Serena Oh no — I bet it's that new guy in Dispatch — what's his name? Eric. He's an idiot. OK, let's see what we can do. Right, I can get the correct A4s round this afternoon. That's five hundred A4 80 sheet ruled.
Elaine Fine.
Serena But ... look, I'm sorry, the 8 by 5s will have to wait 'til tomorrow. We've none in stock right now. There's a truck coming in later, but the guys won't have the stuff ready to go 'til the morning.
Elaine Meanwhile, this is costing us money.
Serena Yes, I understand that. How about if we give you a discount of 10 per cent on the new delivery?
Elaine That's the A4s and the 8 by 5s?
Serena Yes.
Elaine How about 15 percent?
Serena 15? Oh, right, 15 per cent it is. Now, what about the ones that were delivered? Do you want to keep them or shall we send round a van to pick them up?
Elaine No, we might as well keep them. We can sell them... sooner or later. Would you be prepared to offer a discount on these?
Serena Oh, come on, Elaine. I'm already pushing things here.
Elaine OK, no harm in asking. Anyway, we'll expect the correct A4s this afternoon, and the 8 by 5s tomorrow morning.
Serena That's it. And now I'm going to go down to Dispatch and kill Eric.
Elaine OK, have fun — see you.
Serena Bye, Elaine.
Elaine Bye.

14 **Work**
Talking about work

Activity 2 Track 8

- Amy** OK, Charlie — there's your coffee. I got you a scone too.
Charlie Thanks, mum.
Amy So how are things?
Charlie Well, not too good, actually.
Amy Oh?
Charlie I've been sacked.
Amy What? But ...why didn't you tell me before?
Charlie Well, it only happened last week. I didn't want to worry you. I thought I'd wait till I saw you again.
Amy Why were you sacked? What went wrong?
Charlie Simple enough, really. The firm wasn't making any money. We were just getting by. And the boss, Lorna ...
Amy Lorna? I never liked that woman. I think she was out to get you from the start.
Charlie No, actually, she was nice enough about it. She just said they couldn't afford me any more and that they'd have to let me go.
Amy Huh! So what are you going to do now?
Charlie Well, I've still got some shares and they bring in a bit of money.
Amy Charlie, playing the market's a rich man's game — you can't make enough to live on with the money you've got.
Charlie Oh, come on, mum, don't shatter all my dreams — one day my ship will come in.
Amy One day, maybe. Meanwhile, get yourself another job.
Charlie I haven't had much luck so far. I've been looking for a week.
Amy A week? That's nothing. Keep at it — I'm sure the tide's going to turn soon.
Charlie Well, I hope so. Do you want another coffee?
Amy Good idea — can you afford it?
Charlie Mum, for goodness sake ...

16

Work

Messages; demonstrations/presentations

Activity 2 Track 9

Hi, you've all got coffee, biscuits, all you need? That's fine. I'm sorry we're a bit late in starting but we had some problems with the projector. But Craig here has managed to sort it out. Thanks, Craig — stay near a phone — I'll give you a ring if it plays up again.

Right, the reason I've asked you all here today, as you all know, is to talk about our latest development at Stonyburn College. This, of course, is our new sports centre and swimming pool. We use the facilities in the town at the moment, but it isn't a very satisfactory arrangement, so we've managed to get funding to go ahead on land to the south of the college. At the moment, this is occupied by the Marlon's Biscuit Factory, but they're moving to a new site and we're buying the land. I'll just put up a slide to show things as they are — OK, that's it.

So, the first stage is to clear the land. After that we build the sports centre. Now, as you know, we've had lots of discussions about the plans, and I'd like to thank all of you who put in so much time. It's always difficult trying to find a compromise between what we want and what the architects and planners say is possible. However, the final agreement is to have the sports centre attached to the west side of the college, and the swimming pool separate. I'll just put that up now — there you are.

Now, we have two new buildings — what will they look like? Once again, we've had lots of discussion about this, and we've talked to a few experts. There's also the question of cost, because we don't have an unlimited budget. Anyway, the swimming pool will be 50 metres long — that's full Olympic size. The building will have one storey, but the roof will be quite high. The Sports Centre will have two storeys, with a large sports hall on the ground floor, and upstairs: exercise rooms, squash courts, and so on. Let's look at these two buildings from the front. We have separate plans for each one — here they are.

Well, that's it for the exterior. Let's have a look inside now ...

18 **Work**
Requests; letters, e-mails, memos, etc

Activity 2 Track 10

1

Cheryl, this is Audrey. You've sent me the wrong file. You sent the expenditure figures for April. I need the income figures for May. For goodness sake, get a grip! Send the right ones now, or start looking for another job.

2

Hi Mark — hi. I'm calling from the train. We're running late — what a surprise. We won't be in at half past seven — more like 8 o'clock, but not at platform 11. I don't know which one — they'll announce that at the station. See you.

3

This is Conway Electrical. We're still waiting for payment for the invoice we sent you in August. That's number 5684 for 450 pounds. You paid the September one — number 5713, for 295 pounds but we're still waiting for the other one.

4

Farzana, on your way to work tomorrow could you drop in at RS Morrison's in Andrew Street? It's just on the corner. They've got a package for us but we need it tomorrow. The reference number is VS98239. It's paid for, so just sign for it and bring it in to work with you.

5

Lorraine, it's Mehmet. I'm stuck in the traffic near the Forth Road Bridge. I've got a meeting with Joe at 9.30. Tell him I'll be a bit late — I'll call him when I get to the office.

6

Charles, this is Wendy. I've got 500 ordinary shares in Marcel Insurance. They're going down again and I want you to sell them. Put the money into something safe. Cambus Computers looks good right now, but I'll wait 'til I see you. Just bank the money for the moment.

20

Work

Review of lessons 16–19

Activity 1 Track 11

- Ken** Good morning, Ms Boyd. I'm Ken Philby. Please come in. Take a seat.
- Jessica** Sure, ta. Hi Ken.
- Ken** Hello. Well, let me introduce you to my colleagues. This is Laura Fitzroy, Head of Finance, and Sadia Kaur, from Human Resources.
- Jessica** Hi Laura. Hi Sadia.
- Sadia** Hello, Jessica.
- Laura** Hello.
- Ken** Now Jessica, we've been looking at your application form, and I must say it's ... quite impressive. Tell me, why did you decide to apply for this post?
- Jessica** Um ... well, I need a job. I've been out of work for weeks.
- Ken** I see. Well, that's honest enough, I suppose. And is there any special reason why you chose Philby Information Systems?
- Jessica** Well, I was so pleased when I saw your advert. I've always wanted to work for Philby. It's the best company, certainly in this area. That's in terms of technology and work conditions. Everybody knows that.
- Ken** Good, good, that's nice to hear.
- Laura** Ken, if I could just cut in here, Ms Boyd, if we decided to appoint you, what qualities would you be able to bring to the job?
- Jessica** Qualities — do you mean like, I'm hard-working? Well, I am. And I'd turn up on time. But I'd expect to leave on time too. I'm not really interested in overtime.
- Laura** Well, that's not so important normally, but let's imagine a situation. It's Friday afternoon, and we have a big order to finish. Would you be willing to stay behind to help finish it?
- Jessica** Oh, now you're asking. Yes, I would — if it was important to the company. Yes.
- Laura** That's good. Tell me, what skills do you have that would be useful to us?
- Jessica** Well, I can handle a computer — Microsoft Word, anyway. That's easy. Though I have problems with Excel. I lost a whole file in my last job. The boss wasn't happy.
- Ken** Well, at least you're honest about it. Ms. Boyd, can I ask you about travel?
- Jessica** Ask away, Ken.
- Ken** Er ... well, if we asked you maybe to go to London with one of our teams, would you be happy to do that?
- Jessica** London? That's hundreds of miles away. No, I don't think I could do that. I'm terrified of flying and it's hours in the train... I might go to Glasgow, or somewhere like that. I've never been to Glasgow and it might be interesting.
- Ken** Er ...

Sadia Right, Ms Boyd. I think we've heard enough. Thank you very much. We'll send out a letter.

Jessica OK, bye. Nice meeting you all.

Others Goodbye.

Supplementary Materials

01 Talking about organisational skills and stationery

Activity 5

Cards

Team A

- 1 It is used for fastening sheets of paper together. **a stapler**
- 2 It is used for sharpening pencils. **a sharpener**
- 3 It is used for keeping pens, pencils and small objects which you need for writing. **a pencil case**
- 4 It is used for keeping your worksheets. **a ring binder**
- 5 It is used for writing important things you want to do. **a diary**
- 6 It is used for erasing mistakes you have made with pencils. **a rubber**

Team B

- 1 It is used for painting over mistakes you have made with pens. **correction fluid (Tippex)**
- 2 They are used for protecting sheets of paper from getting dirty or wet. **plastic folders**
- 3 It is used for making holes on a piece of paper so that you can put it into your ring binder. **a hole punch**
- 4 They are used for separating worksheets and organising your ring binders into sections. **dividers**
- 5 It is used between the pages of a book so that you can find the page easily. **a bookmark**
- 6 It is used for recording vocabulary. **a notepad**

04 Talking about computing skills

Activity 4 (1)

Group A card

1	It is the main part of the computer that makes everything work.	CPU
2	It consists of keys that you can press to enter text into the computer.	keyboard
3	It is used to store data. You can also use it to transfer data from one computer to another.	floppy Disc
4	It looks like a television screen. It shows the user images and information.	monitor

Group B card

5	It is a video camera designed to take images and transmit them over the Internet.	webcam
6	It is used to copy a printed page or image so that you can see it on a computer.	scanner
7	It is a camera that captures photographs electronically rather than on film.	digital camera
8	It works like a floppy disc but it is faster and stores more information.	memory stick

07 Talking about Further and Higher Education

Activity 1

Spelling test card

Card A

1 Physics	2 Philosophy	3 Sociology	4 Architecture	5 Dentistry
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Card B

6 Engineering	7 Economics	8 Medicine	9 Chemistry	10 Law
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08 Comparing education systems

Activity 2

Cards

Student A

EVENT	ENGLAND	SCOTLAND
School Year Begins		Approx 20 August
Sept Weekend		Fri & Mon of 3rd wk in Sept
October 1/2 term		5 days (Wk 2 or 3)
Christmas	2 weeks	
Feb 1/2 term	5 days	1 day
Easter		2 weeks
May day	1 day	1 day
School Year Ends		Last week in June

Student B

EVENT	ENGLAND	SCOTLAND
School Year Begins	Approx 4 September	
Sept Weekend	N/A	
October 1/2 term	5 days (Wk 3 or 4)	
Christmas		2 weeks
Feb 1/2 term	5 days	1 day
Easter	2 weeks	
May day	1 day	1 day
School Year Ends	3rd week in July	

12 **Work**
Opinions and arguments; questions and answers

Activity 1 **Speaking**

Student A

You and your partner are the owners of a small restaurant called **Slippers**. It is about a mile from the city centre. The restaurant is fairly successful. You both make a living out of it, but you are not getting rich. You think you can make the restaurant busier by spending money in these ways:

- redecorate the place and buy new tables and chairs
- get a new and better chef and pay a higher salary
- ask the new chef to redesign the menu
- increase advertising and tell people about the changes

Your partner has different ideas for making more money. Have a discussion and try to make your partner agree with you.

Student B

You and your partner are the owners of a small restaurant called **Slippers**. It is about a mile from the city centre. The restaurant is fairly successful. You both make a living out of it, but you are not getting rich. You think that the number of customers for your restaurant in the area is limited and that the only way to make more money is to open another, similar restaurant, in the city centre. You'd like to call it **Slippers Too**.

Your partner has different ideas for making more money. Have a discussion and try to make your partner agree with you.

13 **Work**
Routine requirements and processes; requests;
telephone calls

Activity 1 **Speaking**

Student A

You work in a factory canteen. One morning you arrive at work and find a memo on your desk.

Read it then phone Student B at Delco Provisions. Order some food.

Hi,

Chef's still off sick and things are getting into a mess. There's some stuff we'll need this week. Can you ring up Delco Provisions and get what you can? If they don't have the stuff in stock, think of something else. Just get me some food to work with!

Tony

20 catering-size tins of tomato soup, if not, get some other kind of soup.

20 10 kg bags of frozen chips.

150 frozen haddock. If no haddock, get cod, or a mixture.

25 litres of vanilla ice cream. Or maybe raspberry – or anything.

3 x 500 g tins of Nespro instant coffee.

Student B

You work for Delco Provisions. One day you get a phone call. The caller wants to order some food. You have had delivery problems and only have some of the things in stock. Where you don't have them, suggest something else. Write what you agree to deliver in the **sold** boxes on the right:

When you speak to **Student A**, sit with your backs to each other — because you can't see the other person's face when you talk on the phone.

item	size	in stock	sold
tomato soup	5 litre tins	10	
chicken soup	5 litre tins	20	
mushroom soup	5 litre tins	10	
frozen chips	10 kg bags	10	
oven chips	10 kg bags	30	
pasta	5 kg bags	20	
haddock, frozen	single	50	
cod, frozen	single	100	
ice cream, vanilla	5 litre tub	3	
ice cream, strawberry	5 litre tub	10	
instant coffee, Nespro	500g tins	2	
instant coffee, Maxton House	750g tins	1	

Activity 2 Reading

Text A

This is the complete text with the inserted sentences in bold.

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. **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.**

It was at this time that thousands of women entered clerical work. They were educated and largely came from middle-class backgrounds. **These women were also unmarried. If they got married, they had to leave their jobs.**

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. **Work to be done was sent to the typing pool, a large room filled with lines of desks.** 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. **Rather than dictating letters to their secretaries, many managers now found it quicker and easier to write their own.** Now freed from the burden of constant typing, secretaries began to take on more responsible roles, and the Personal Assistant, or PA, was born.

Text B

This shows all the sentences in place, with the linking words in bold.

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 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.

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

2 A **These women** were also unmarried. **If they got married, they had to leave their jobs.**

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 E Work to be done was sent to the typing pool, **a large room filled with lines of desks.**

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 B Rather than dictating letters to their secretaries, many managers now found it **quicker and easier to write their own**.

5 C Now freed from the burden of constant typing, secretaries began to take on more responsible roles, and the Personal Assistant, or PA, was born.

15 **Work**
Review of lessons 11–14

Activity 2 **Reading**

IN PRISON you spend most of your time in a small cell.
AT WORK you spend most of your time in a smaller cubicle.

IN PRISON you get three meals a day.
AT WORK you only get a break for one meal and you have to pay for it.

IN PRISON you get time off for good behaviour.
AT WORK you get rewarded for good behaviour with more work.

IN PRISON a guard locks and unlocks all the doors for you.
AT WORK you have to carry a security card and unlock and open all the doors yourself.

IN PRISON you can watch TV and play games.
AT WORK you get fired for watching TV and playing games.

IN PRISON you get your own toilet.
AT WORK you have to share.

IN PRISON they allow your family and friends to visit.
AT WORK you can't even speak to your family and friends.

IN PRISON all expenses are paid by taxpayers and you don't have to work.
AT WORK you pay all the expenses to go to work and then they deduct taxes from your salary to pay for prisoners.

IN PRISON you spend most of your life looking through bars from the inside wanting to get out.
AT WORK you spend most of your time wanting to get out and go inside bars.

IN PRISON there are wardens who are negative.
AT WORK they are called managers.

16 **Work**
Messages; demonstrations/presentations

Activity 1 **Speaking**

Student A

The messages below each have missing words. Write a full version of each underneath.

WILLIAM ILL OFF WORK TODAY MAYBE BACK TOMORROW

MRS SANDER CALLED BOSS 1.00. WANTS BOSS RETURN CALL

COOKING OIL DELIVERY HELD UP COMPANY HOPES DELIVER TOMORROW

NO MORE RING BINDERS IN STATIONERY CUPBOARD ORDER MORE.

- Now read a message to **Student B**.
 - **Student B** writes it down.
 - **Student B** reads you a message. You write it down.
 - Continue until you have both read and written four messages.
 - Then compare your written messages.
-

Student B

The messages below each have missing words. Write a full version of each underneath.

JULIA IN HOSPITAL PHONED THANKS FOR THE FLOWERS

PETER VEGETARIAN WANTS VEGETARIAN DISH ON MENU STAFF LUNCH.

ASK CAROLINE WHEN MONTHLY REPORT READY

NO MONEY STAFF COFFEE FUND STAFF GIVE SOME

- Now read a message to **Student A**.
 - **Student A** writes it down.
 - **Student A** reads you a message. You write it down.
 - Continue until you have both read and written four messages.
 - Then compare your written messages.
-

20 **Work**
Review of lessons 16–19

Activity 2 Speaking

Philby Information Systems

Interview checklist

Name of interviewee: _____ **Date:** _____

Panel: _____

Post: Clerical assistant, Finance

Initial greeting and introduction: good ___ poor ___

Reason for application for work: good ___ poor ___

Reason for choosing Philby Information Systems:
good ___ poor ___

Positive qualities: _____

Attitude to overtime: good ___ poor ___

Attitude to emergency extra work: good ___ poor ___

Software skills: Microsoft Word: good ___ poor ___
Microsoft Excel: good ___ poor ___

Attitude to travel: good ___ poor ___

Recommended for acceptance: yes ___ no ___