



Learning Support Materials

English for Speakers of Other Languages:
Work and Study-Related Contexts
(Intermediate 1)

F1AE 10

Student Notes



ENGLISH FOR SPEAKERS OF OTHER LANGUAGES



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Lesson

01

Talking about organisational skills and stationery

Outcome: 1, 3, 4	Task: Talking about organisational skills and stationery
Skill: Listening, Speaking, Reading	vocabulary relating to stationery grammar and spelling

Activity 1

Work with a partner and make a list of the things you keep in your bag to help you with writing and school/college work.

Activity 2

Track 2

You are going to listen twice to a conversation between students.

(A) First listening: Listen and answer these four questions:

- 1 How many students are talking?
- 2 What are their names?
- 3 What are they talking about?
- 4 One of the students asks for the meaning of a word. What is the word?

(B) Second listening: Listen again and answer the following questions:

- 5 The student who starts the conversation is:
 - a Margaret
 - b Susan
 - c Mona
- 6 Susan does not like to go to Asda for her stationery because:
 - a Things are expensive there.
 - b They don't have all the things she wants.
 - c It is not near her house.
- 7 Margaret thinks that the _____ and bound writing pads are cheap.

Are these statements True (T) or False (F)? Circle your answer.


- 8 Mona thinks that you can get 10 pencils for 25 pence from Asda. T F
- 9 Pound Stretchers has cheap plastic folders. T F
- 10 Susan will start shopping for her stationery next week. T F

Activity 3

Here are typical items of stationery which students need for writing and their school/college work. Work in small groups to match them to their names.

Write your answers in the table below.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

 1	 2	 3	 4	 5
 6	 7	 8	 9	 10
 11	 12	 13	 14	 15

a a diary	b text correction fluid	c a pencil case
d a notepad	e a pen	f ring binder
g dividers	h a stapler	i a highlighter pen
j a hole punch	k a rubber	l plastic pockets
m a sharpener	n a bookmark	o a ruler

All Photos © I-stockphoto.com		
1 Eric Delmar	7 Jeff Gynane	13 Libby Chapman
2 DSGPro	8 Rainforestaustralia	14 Amanda Rohde
3 James Ferrie	9 Christine Balderas	15 Ales Veluscek
4 Studioaraminta	10 Emily2k	
5 Gerald Jones	11 Lai Leng Yap	
6 Emrah Turudu		

Activity 4

Now work in pairs to ask and answer the following questions. Write your answers in the table below.

- 1 Which of the stationery items does your partner always keep in her/his bag? Why?
- 2 Which ones does he/she keep at home? Why?
- 3 Which ones doesn't she/he have at all? Why?

always has	keeps at home	doesn't have

Activity 5

Your teacher will divide the class into teams to play a game to help you remember the names and spellings of the words in Activity 3.

Each team has six questions to ask the other team. The team will score one point if they get the answer right and another point if they spell the word correctly.

Lesson

02

Talking about long-term aims and short-term objectives

Outcome: 1, 2, 3	Task:
Skill: Speaking, Listening, Writing	vocabulary, grammar

Activity 1

Work with a partner to discuss these questions:

- 1 How long have you been learning English?
- 2 What is your main purpose (reason) for studying English?

Activity 2

Work with your partner to check if you both understand the meaning of these two phrases:

- 1 Long-term aim
- 2 Short-term objectives
 - a Which one is general and takes a long time to achieve?
 - b Which one is specific and takes a short time to achieve?
 - c Which one should you consider (think about) first? Why?

Activity 3

Track 3

(A) First listening: Listen to a teacher giving her students advice about studying English.

Listen then complete the following sentences:

- 1 The teacher is talking about:
- a short-term objectives
 - b long-term aims
 - c long-term aims and short-term objectives

(B) Second listening: Listen again to answer the following sentences.




- 2 Before you start an English course you must consider:
- a your learning objectives
 - b your main reason for learning English
 - c checking your mistakes
- 3 An example which the teacher gives for long-term aims is:
- a studying chemistry at university
 - b practising using capital letters
 - c correcting mistakes

Are these statements True (T) or False (F)? Circle T or F.

- 4 The student had made 7 spelling mistakes. T F
- 5 Practising capital letters is an example of a short-term objective. T F
- 6 The teacher can now plan the topics and the skills the student needs. T F

Activity 4

Work in pairs to decide whether these students are talking about long-term aims or short-term objectives.

 <p>1</p> <p>I want to improve my writing to get a better job.</p>	 <p>2</p> <p>I need to describe symptoms to the doctor.</p>
 <p>3</p> <p>I want to improve my listening so that I can understand TV news better.</p>	 <p>4</p> <p>I need to improve my formal writing skills in order to write letters to my daughter's teachers.</p>
 <p>5</p> <p>I need to improve my reading in order to read recipes.</p>	 <p>6</p> <p>I want to study childcare at college.</p>
 <p>7</p> <p>I want to improve my English to be able to study at university here.</p>	 <p>8</p> <p>I need to improve my speaking in order to ask questions in the supermarket.</p>

Write your answers here (use numbers):

Long-term aims	
Short-term objectives	

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1 Soubrette

2 Soubrette

3 Jacques Crozier

4 Ian McDonnell

5 Phil Date

6 Anneke Schram

7 Jaymaal

8 Karim Hesham

Activity 5

In activity 3 (listening) the teacher talks about:

- 1 Purpose of learning English
- 2 Situations where people need to use English
- 3 Language skills people need to use for each situation





Here are some examples of purposes, situations and language skills. Work in small groups to put each example under the suitable heading. Use a highlighter pen to mark the phrases of each group first (a different colour for each group), before you include them in the table.

1 filling in a job application form	2 speaking
3 to get a job as a hairdresser	4 reading motorway signs
5 listening	6 to pass the taxi driver exam
7 to study business and administration	8 reading
9 numeracy	10 vocabulary building
11 writing	12 chatting to a neighbour
13 to pass a citizenship test	14 writing a CV
15 to get a job as a nursery nurse	16 attending a job interview

Purposes of learning English	Situations you need to use English	Language skills you need to use

Activity 6

Here are more purposes for studying English. Fill in the blanks with two more suitable situations and language skills for the **chef**, **studying Biology** and **postman**.

Purpose	Situations	Skills
To get a job as a receptionist  1	talking on the phone arranging appointments taking telephone messages giving directions	speaking, listening, reading and writing
To be a chef  2	ordering vegetables and meat _____ _____	vocabulary building, listening, numeracy _____ _____
To study biology  3	taking notes _____ _____	listening, speaking _____ _____
To be a postman  4	_____ _____	_____ _____

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1 Norman Pogson

2 Kelly Cline

3 Nancy Louie

4 Steve Snyder

Activity 7

Study these examples and then write **two** similar sentences about your own short-term objectives for each one. Use **in order to** and **so that**.

Writing

1 I need to improve my writing **in order to** write letters to my daughter's teachers.

a I need to improve my writing **in order to** _____

b I need to improve my writing **so that I can** _____

Listening

2 I want to improve my listening **so that I can** understand TV news better.

a I want to improve my listening **so that I can** _____

b I want to improve my listening **in order to** _____

Reading

3 I need to improve my reading **in order to** read maps and street names better.

a I need to improve my reading **in order to** _____

b I need to improve my reading **so that I can** _____

Vocabulary

4 I want to improve my vocabulary **so that I can** describe symptoms to my doctor.

a I want to improve my vocabulary **so that I can** _____

b I want to improve my vocabulary **in order to** _____

Homework task

Think about a job or a course other than English which you want to do. Make a list of the situations where you think you would need to use English for the job/course you have chosen and the language skills you would need to use.

Lesson
03

Talking about learning how to learn
Learning strategies

Outcome: 1, 4	Task:
Skill: Speaking, Reading	vocabulary, spelling and grammar

Activity 1

(A) Work with a partner to discuss these two statements. Which one do you agree with? Why?

- a I would like my friend to give me a fish every day.
- b I would like my friend to teach me how to fish.

(B) Match these two statements below with the two sentences above.

- 1 I would like my teacher to teach me how to learn English.
- 2 I would like my teacher to just teach me English.



courtesy BTL

Activity 2

(A) Read the text on the next page to answer these two questions.

- 1 What is the text about?
- 2 Match each paragraph with one picture.



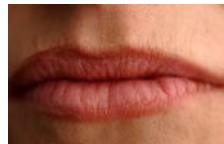
A

paragraph 1



B

paragraph 2



C

paragraph 3



D

paragraph 4

3 What does each picture refer to?

All photos: © iStockphoto.com

A Olympus

B Christine Balderas

C James Paws

D Sergey Kogun

Listen every day to English. Listen to the radio from time to time. Do not worry about the words which you do not understand. Listen carefully to the words which you already know and that will help you to understand what the speaker is talking about. You should also watch TV, go to the cinema or borrow videos or DVDs from video rental shops. While watching, look carefully at the mouth of the speaker. Observe how they talk focusing on stress and intonation. Try to repeat what they are saying copying the stress and intonation.

Speaking is very important. It takes time to speak English well. Speak to as many students as you can. You should always use what you have learnt. Do not worry about making errors. We even make mistakes when we speak in our own language. 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 and in the classroom, especially when your teacher asks the class to work in pairs or groups. Borrow some cassettes and try to repeat words and phrases after the speaker to improve your pronunciation.

Read as many English books, newspapers and magazines as you can find. Read what you are interested in. Do not interrupt your reading at each unfamiliar word to use the dictionary. You do not need every word to understand the meaning of what you read. Try to practise increasing your reading speed by using different reading skills such as guessing meanings of new words, predicting and reading groups of words together rather than focusing on single words. When you finish reading, use a highlighter to highlight some useful words and phrases and record them in your vocabulary notebook. Divide your notebook into sections (eg shopping, health or education).

You can only improve your writing by using the words and phrases you have learned. If you use the same words and sentences, which you know already, your writing will not improve. Try to use some of the new words and phrases in your writing. When you use them once or twice, you will remember them easily. Do not forget to learn from your mistakes. If you do not know how to correct your mistakes, ask one of the other students or your teacher.

(B) Read the text again to answer the following questions.

4 When you watch TV observe how the speaker uses their:

- a mouth
- b eyes
- c vocabulary

5 You can only improve your writing by:

- a watching TV
- b listening to the radio
- c using the words and phrases you have learned

(C) Are these statements True (T), False (F) or Doesn't say (DS)? Circle your answer.

- | | | | | |
|----|--|---|---|----|
| 6 | It takes a little time to speak English well. | T | F | DS |
| 7 | Watching a video can help you improve your pronunciation. | T | F | DS |
| 8 | Your vocabulary notebook should be divided into sections. | T | F | DS |
| 9 | If you do not understand what kind of mistake you have made, you should always ask your teacher. | T | F | DS |
| 10 | Reading groups of words together increases your reading speed. | T | F | DS |

(D)

11 Find a word in Paragraph 1 which means the opposite of **carelessly**.

12 Find a word in paragraph 2 which means **mistakes**.

13 Find a word in Paragraph 3 which means **guess what will happen next**.

14 Find a word in Paragraph 4 which means **get better**.

Activity 3

Work with a partner and study these two examples taken from the text.

- 1 Speak to as many students as you can.
- 2 Try to speak as much as you can.

Make some sentences using **as many as** and **as much as**.

- 1 Listen / pop songs _____
- 2 Use / new words _____
- 3 Use / reading skills _____
- 4 Write / different topics _____
- 5 Increase / your reading speed _____
- 6 Speak / English _____
- 7 Watch / TV _____

Activity 4

- 1 Work in small groups to complete the following table with the learning strategies suggested in the text for improving listening and speaking.

Listening	Speaking

- 2 Work in small groups to complete the following table with the learning strategies suggested in the text for improving reading and writing.

Reading	Writing

Activity 5

Write sentences explaining some of the above learning strategies. For example:

I am going to listen to the radio as much as possible so that I can improve my listening skills.

Activity 6

Work on your own and choose one learning strategy for each language skill, which you would like to try using from now on. Then discuss your strategies with a partner.

Listening: _____






Speaking: _____

Reading: _____

Writing: _____

Activity 7

Here is a learning strategy, which you can use to practise learning how to spell words. Your teacher will explain to you how to use the spelling worksheet below.

Look  A	Say  B	Cover  C	Write  D	Check  E
1				
2				
3				
4				
5				
6				
7				
8				

All photos: © iStockphoto.com

A Cristian Ardelean B James Pauls C James Paws D studioaraminta E Tatiana Popova

Homework task

Learn how to spell these words:

- 1 predict
- 2 unfamiliar
- 3 section
- 4 observe
- 5 focus
- 6 borrow
- 7 carefully
- 8 guessing
- 9 rental
- 10 divide

Use the spelling practice sheet on page 21.

Lesson
04

Talking about computing skills
Learning strategies

Outcome: 1, 2, 3, 4	Task:
Skill: Speaking, Writing, Listening, Reading	vocabulary and grammar


Activity 1

Work with a partner to discuss the following questions.

Have you ever used a computer?
Do you have a computer at home?
What do you use it for?

Activity 2

Work in small groups to match the objects with their names.

 A	 B	 C	 D	 E
 F	 G	 H	 I	 J
 K	 L	 M	 N	 O

Write your answers in the table below. The first answer has been done for you.

1 printer	B	2 webcam		3 scanner		4 mouse		5 keyboard	
6 headset		7speakers		8 monitor		9 floppy disk		10 laptop	
11digital camera		12 CD		13 memory stick		14 CPU		15 telephone line	

All photos: © iStockphoto.com (Except B, D, H, and I – Courtesy of BTL) A Krzysiek_z_poczty C Michal Rozanski E Stas Perov F Matjaz Boncina G Aleksandar Kolundzija J Norma Zaro K Costin T L Michael Civ M Tatiana Popova N Ed Hidden O Olivier Blondeau

Activity 3

Work with a partner and ask her/him the following questions. Write your partner's answers in the table below.

- 1 Which of the hardware parts do you have at home?
- 2 Which of the hardware parts do you know, but you have never used?
- 3 Which of the hardware parts do you not know what you can do with?

1 Which of the hardware parts do you have at home?	2 Which of the hardware parts do you know, but you have never used?	3 Which of the hardware parts do you not know what you can do with?

Activity 4

- 1 Your teacher will divide the class into 4 groups to play a game about the hardware parts from Activity 2. Your teacher will explain to you how to play the game.
- 2 Draw a line to match the word to its meaning.

1 capture
2 transmit
3 store
4 designed
5 convert
6 data
7 image

a keep
b change
c information
d send
e made
f take
g picture

Activity 5

Work with a partner to talk about the internet. Ask each other the following questions:

- 1 Do you use the internet?
- 2 What do you use it for?

Activity 6

Track 4

(A) First listening.

- 1 The conversation is about:
 - a how to use the computer
 - b how to use the internet
 - c Sanchez's computer

(B) Listen again to answer the following questions.

- 2 Lang is not happy because:
 - a he is mad
 - b he has a problem with his computer
 - c he has a problem with Internet Explorer
- 3 Sanchez is interested in learning:
 - a how to use the internet
 - b how to use the college / school computer room
 - c how to use the Bank of Scotland website

(C) Are these statements True (T) or False (F)? Circle your answer.

- 4 To use the internet your computer needs to be connected to a telephone line. T F
- 5 A browser is a program, which helps you to store information on the computer. T F
- 6 Lang wants to teach Sanchez how to use the internet:
 - a at his home
 - b at the college
 - c at Sanchez's home

Activity 7

Here is some information about Brazil taken from the BBC News website. Use the notes to write a short paragraph about Brazil. The website address is:

http://news.bbc.co.uk/1/hi/country_profiles/default.stm

FACTS

Full name:	Federative Republic of Brazil
Population:	182.8 million (UN, 2005)
Capital:	Brasilia
Largest city:	Sao Paulo
Area:	8.55 million sq km (3.3 million sq miles)
Major language:	Portuguese
Major religion:	Christianity
Life expectancy:	66 years (men), 74 years (women) (UN)
Main exports:	Manufactured goods, iron ore, coffee, oranges, other agricultural produce
International dialling code:	+55

Homework task

Visit the following website, which includes words and phrases translated from English into other languages. Find your language and learn some new words about computing skills.

http://www.becta.org.uk/teachers/teachers.cfm?section=1_3_2_1&id=2625

Lesson

05

Review of lessons 1–4

Outcome: 1, 2, 4	Task:
Skill: Speaking, Writing, Reading	vocabulary, grammar and pronunciation

Activity 1

Work with a partner to ask each other if you remember the topics of the first four lessons.

Activity 2

(A) Work in small groups to match the words we use when we talk about the internet.

1 visit
2 search
3 shut down
4 type in
5 check
6 Internet

a the computer
b the website address
c my e-mail
d Explorer
e the internet
f their website

(B) Complete the following sentences with the phrases from the table above.

- 1 Remember to _____ when you finish.
- 2 You must _____ first to get to their website.
- 3 Can I _____ to see if they have sent me a message?
- 4 Why don't you _____? You might find what you are looking for.
- 5 They have a lot of information about their company on the internet. You should _____.
- 6 _____ is a popular web browser.

Activity 3

Find the following words in the grid. Use a highlighter to mark the letters of the words. The words run from:

- left to right
- right to left
- top to bottom
- bottom to top
- diagonally from top to bottom
- diagonally from bottom to top

BOOKMARK

COMPASSES

DIVIDERS

FOLDER

GLUE

HIGHLIGHTER

NOTEPAD

PAPER

RUBBER

RULER

SELLOTAPE

SHARPENER

STAPLER

STATIONERY

TIPPEX

STATIONERY

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

Activity 4

(A) Study the following example:

Student A: I need to improve my speaking.

Student B: Speak **as much as** you can

Now complete the sentences with a suitable phrase from the following.

as much as	as long as	as often as
as fast as	as many as	as soon as

1 How long should I take to finish the exercise?

You should _____ want.

2 How many words should I use?

Use _____ want.

3 Oh! We are going to miss the bus.

We should _____ we can.

4 How soon can you give me back the book you borrowed?

I'll _____ can.

5 Can we use the computer room?

Use _____ need.

6 I haven't got time to finish reading the story.

Read _____ can.

(B) Your teacher will show you the words and phrases you should stress. Listen and repeat. Then work in pairs to do the activity orally.

Activity 5

Work with a partner to check the difference between these two phrases:

- long-term aims
- short-term objectives

Which is general and takes a long time to achieve, and which is specific and takes a short time to achieve?

Work with a partner to complete the table below with these sentences.

- 1 I need to practise how to spell the days of week, months and seasons.
- 2 I want to improve my English.
- 3 I want to speak English fluently.
- 4 I want to learn how to pronounce correctly **sh** and **ch**.
- 5 I'm interested in improving my overall reading.
- 6 I need to learn how to write a formal letter to ask for a job application form.
- 7 I want to improve my pronunciation of plurals.
- 8 I want to improve my spelling of irregular past verbs.
- 9 I'm interested in learning how to ask questions for all situations at work.

Long-term aims (general)	Short-term objectives (specific)

Activity 6

- 1 Work with a partner to discuss these questions:
 - a Have you ever made an **action plan** to do or improve something?
 - b Did you succeed or fail?
 - c How did you feel when you succeeded/failed?
- 2 Here is an action plan of a student who is interested in improving his English. Read the action plan to fill in the gaps with the missing phrases.

do not worry/a sales assistant/new words/This week/should speak/for me

My purpose for learning English

I am studying English because I want to work as _____ at some point in the future. Listening, speaking, reading and writing are all important _____.
My action plan is as follows:

Things I am good at

I am very good at reading and I _____ about new words when I read.

I always practise how to spell new words.

I always write _____ in my vocabulary notebook.

Things I need to improve

I need to improve my speaking. I _____ more in class and outside class.

I also need to organise my vocabulary notebook.

_____ I want to practise writing formal letters asking for information.

Things I need to buy

I need to buy a bilingual dictionary and plastic pockets to keep my worksheets tidy.

- 3 Write your action plan on a piece of paper using the framework below. Show your action plan to another student and invite them to ask you questions about it.

1 My purpose for learning English

2 Things I am good at:

1

2

3

3 Things I need to improve:

1

2

3

4 Things I need to buy:

1

2

3

Homework task

Make a list of the subjects which you studied at school and the subjects which you are studying now.

Lesson
06

Talking about subjects
Types of subjects

Outcome: 1, 2, 4	Task: Talking about subjects
Skill: Speaking, Writing, Reading	

Activity 1

Work with a partner.

Which subjects did you study at primary school?

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

Which subjects did/do you like and not like?

Activity 2

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

A



E



I



B



F



J



C



G



K



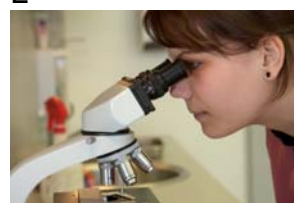
D



H



L



Write the letters of the answers in the box below.

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

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 A Andrey Prokhorov B Onur Döngel C Lise Gagne D Jan Rysavy E Lisa Klumpp F Rafal Zdeb G Terry Healy
 H Joachim Angeltun I Bluestocking J © Bonnie Jacobs K Eva Serrabassa L Ann Edde

Activity 3

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

Primary school	High school

Activity 4

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

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

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

1	2 g	3	4	5
6	7	8	9	10

Activity 5

Read the text and answer the questions.

1 What is the text about?

English for Work and Training (full-time)

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

This course is offered at 3 levels:

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

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

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

Entry Requirements:

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

Qualification Type:

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

Start:

Weeks beginning 28 August 06 and 29 January 07.

What can I do next?

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

(Source: Stevenson College Edinburgh website)

2 Match the phrases with their abbreviations.

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

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

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

4 Complete the following sentences with a suitable preposition.

for at in in about

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

Activity 6

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

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

Homework task

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

Lesson
07

Talking about Further and Higher Education

Outcome: 1, 2, 3	Task:
Skill: Speaking, Listening, Writing	vocabulary and grammar



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Activity 1

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

Activity 2

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

Group A

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

Group B

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

Activity 3

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

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

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

Write your answers in the table below.

1	2	3	4	5	6	7	8

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

Activity 4

🎧 Track 5

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

- 1 What is the topic about?

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

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

Activity 5

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

Activity 6

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

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

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

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

Activity 7

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

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

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

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

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

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

Homework task

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

Noun	Adjective
	financial
independence	
	practical
medicine	
	chemical
health	
biology	
	necessary

Lesson

08

Comparing education systems

Outcome: 1, 2, 3, 4	Task: talking about school terms and holidays
Skill: Speaking, Listening, Reading, Writing	vocabulary and grammar

Activity 1

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

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



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Activity 2

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

Student A

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

Student B

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

Activity 3

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

1 What is the text about? _____.

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

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

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

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

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

Activity 4

(A) Look at this example.

EVENT	ENGLAND	SCOTLAND
Christmas	2 weeks	2 weeks

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

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

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

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

Easter Holiday

- 1 _____

- 2 _____

- 3 _____

May Holiday

- 1 _____

- 2 _____

- 3 _____

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

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

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

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

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

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

School year begins

1 _____

2 _____

3 _____

School year ends

1 _____

2 _____

3 _____

Activity 5

🎧 Track 6

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

1 What is the conversation about? _____

(B) Complete the following sentences with one word.

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

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

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

Activity 6

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

Homework task

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

Lesson
09

Presentation skills

Outcome: 1, 2, 4	Task: Talking, reading and writing about academic interests
Skill: Speaking, Reading, Writing	vocabulary and pronunciation



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Activity 1

Work in small groups to discuss the following questions.

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

Activity 2

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

Table A

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

Table B

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

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

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

Activity 3

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

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

Activity 4

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

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

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

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

Activity 5

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

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

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

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

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

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

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

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

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

Homework task

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

Lesson

10

Presentation skills and review of lessons 6–9

Outcome: 1, 2, 3, 4	Task: Talking, reading and writing about academic interests
Skill: Speaking, Listening, Reading, Writing	

Activity 1

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

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



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Activity 2

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

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

Activity 3

Write the questions for these answers.

1 _____?

I studied 5 subjects at primary school.

2 _____?

The school year ends in June.

3 _____?

My favourite subject at secondary school was Biology.

4 _____?

I'm interested in a computing course.

5 _____?

The course lasts for one year.

Activity 4

Join these sentences using:

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

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

Activity 5

Rearrange the letters to spell the words correctly.

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

Homework task

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

Lesson

11

Work

Describing work; understanding situations

Outcome: 1, 2, 4	Task: Describe what work they have done, are currently doing or would like to do, in some detail. Understand straightforward instructions relating to a particular job.
Skill: Speaking, Reading, Writing	

Activity 1 Speaking

Your work profile

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

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

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

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

Activity 2 Vocabulary

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

bookmaker		bouncer	
collier		joiner	
midwife		solicitor	
undertaker		vicar	



A



B



C



D



E



F

All photos i-stockphoto.com

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



G



H

Activity 3 Reading

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

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

Activity 4 Language focus

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

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

Activity 5 Writing

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

Be ready to start work at 9.00.

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

Write your instructions on these lines:

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

Homework task

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

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

Lesson

12

Work

Opinions and arguments; questions and answers

Outcome: 1, 2, 3	Task: Express own opinion and present arguments to a limited extent. Ask questions of a fact-finding nature and understand straightforward replies.
Skill: Speaking, Listening, Writing	

Activity 1 Speaking

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

Activity 2 Listening

Track 7

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



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

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

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

Activity 3 Language focus

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

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

Activity 4 Vocabulary

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

anaesthetist	artist	doctor	executive	officer
PA	private	sculptor	surgeon	vet

workplaces

jobs

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

Activity 5 Writing

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

Memo

From: _____

To: Partner

Re: Slippers restaurant, business development plan

Homework task

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

Write a letter to them. Write about:

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

Lesson

13

Work

Routine requirements and processes; requests; telephone calls

<p>Outcome: 1, 2, 4</p>	<p>Task: State routine requirements/processes within job area. Deal with predictable requests from a client/customer. Make and receive routine telephone calls.</p>
<p>Skill: Speaking, Reading, Writing</p>	



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Activity 1 Speaking

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

Activity 2 Reading

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

From typewriter to PA

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

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

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

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

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

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

Extra sentence: **5** ____

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

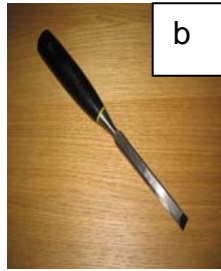
Activity 3 Vocabulary

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

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



a



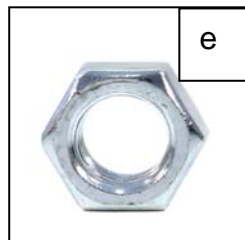
b



c



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e



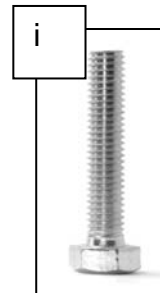
f



g



h



i



j



k



l

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

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

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

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

Activity 4 Language focus

Look at these three sentences.

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

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

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

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

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

Activity 5 Writing

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

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

Homework task

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

Write a brief report to read to the class.

Lesson

14

Work

Talking about work

Outcome: 1, 2, 3	Task: Give short prepared talk on a work-related matter
Skill: Speaking, Listening, Writing	

Activity 1 Speaking

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

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

and anything else you want to mention.

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



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Activity 2 Listening

Track 8

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

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

Activity 3 Language focus

1st conditionals

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

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

Activity 4 Vocabulary

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

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

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

Activity 5 Writing

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

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



Write your ideas below. Write around 150 words.

Homework task

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

Lesson
15 **Work**
Review of lessons 11–14

Outcome: 1, 2, 4	Task: Discussing different jobs
Skill: Speaking, Reading, Writing	

Activity 1 Speaking

Look at these aspects of a job:

- salary:** high or low _____
- extras:** company car, free private health care, etc _____
- location 1:** new purpose-built premises or old/not too suitable _____
- location 2:** inside an office or outdoors _____
- location 3:** in one place or with travelling _____
- dress:** formal or casual _____
- hours of work:** 9 to 5 / shift work / having to finish work at home _____
- contacts 1:** working from home, with colleagues or with the public _____
- contacts 2:** working with adults, children, animals or computers _____
- employer:** private company / local authority / the government _____

Think of jobs you have done, are doing or hope to do in the future. Why did you choose these jobs, or why are you interested in these jobs? Now rank the aspects above in your order of priority. For example:



I don't care much about money, or having a company car and so on. I don't want to work inside though, and I'd like to travel, so location's important. Put that at number 1. I don't like wearing a suit. I don't mind what hours I work, but I don't want to work alone. Colleagues maybe, not the public, and definitely not children or animals. I don't mind who I work for — private or public, as long as I enjoy the work.

Write 1 after the most important aspect, 2 after the next, and so on down to 10 against the one you care least about.

Now work with a partner. Discuss your different preferences, the jobs you would like to do and why.

Activity 2 Reading

The text below compares life in prison and at work. Some of the endings are not there. You'll find them below.



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Work with a partner. Write one letter a–i on each line.

IN PRISON you spend most of your time in a small cell.

AT WORK you spend most of your time in a smaller cubicle.

- 1 IN PRISON ____
AT WORK you only get a break for one meal and you have to pay for it.
- 2 IN PRISON you get time off for good behaviour.
AT WORK ____
- 3 IN PRISON a guard locks and unlocks all the doors for you.
AT WORK ____
- 4 IN PRISON ____
AT WORK you get fired for watching TV and playing games.
- 5 IN PRISON ____
AT WORK you have to share.
- 6 IN PRISON they allow your family and friends to visit.
AT WORK ____
- 7 IN PRISON ____
AT WORK you pay all the expenses to go to work and then they deduct taxes from your salary to pay for prisoners.
- 8 IN PRISON ____
AT WORK you spend most of your time wanting to get out and go inside bars.
- 9 IN PRISON there are wardens who are negative.
AT WORK ____
 - a all expenses are paid by taxpayers and you don't have to work.
 - b they are called managers.

- c** you can't even speak to your family and friends.
- d** you get rewarded for good behaviour with more work.
- e** you get three meals a day.
- f** you get your own toilet.
- g** you have to carry a security card and unlock and open all the doors yourself.
- h** you spend most of your life looking through bars from the inside wanting to get out.
- i** you can watch TV and play games.

Activity 3 Language focus

Work with a partner. The sentences below use the grammar in the language focus sections of lessons 11–14. Choose the better form in each one.

1 **'What do you do / What are you doing?'** 'Just having some lunch.'

2 **How do you feel / How are you feeling** about the new boss?

3 **You work / You're working** too hard this week.

4 The dayshift **finishes / is finishing** at six o'clock.

5 **I give / I'm giving** a presentation to the sales team tomorrow.

6 **She takes / She's taking** some time off next week.

7 When **I see / I'll see** George **I tell / I'll tell** him about this.

8 If **you want / you'll want** the job, apply for it.

9 **I quit / I'll quit** if I have another day like this.

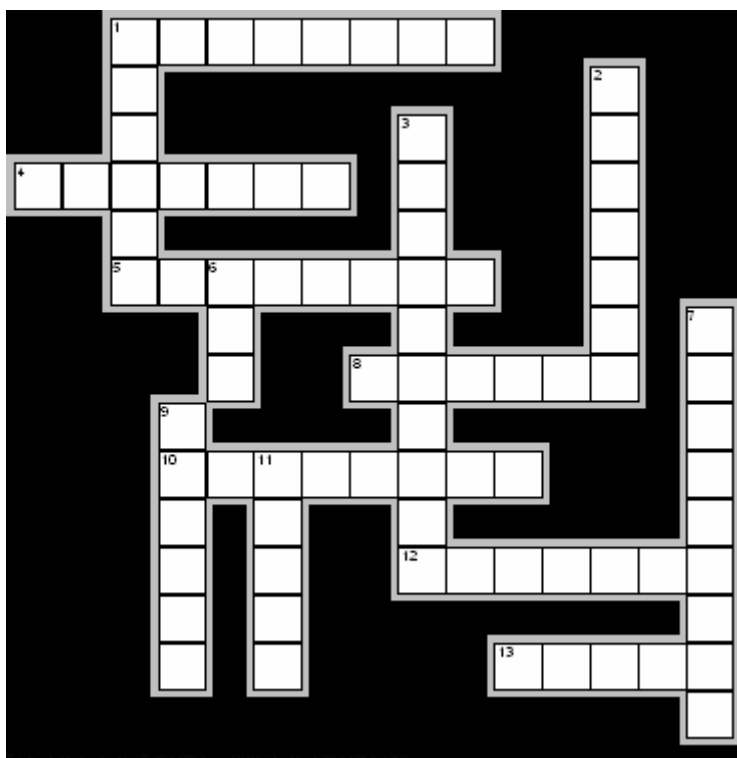


Activity 4 Vocabulary

Work with a partner to solve the crossword puzzle on the next page. The answers to the crossword are in the vocabulary sections of lessons 11–14. See if you can work them out.

Photos © iStockphoto.com

1 – Matt Jeacock 2 – VisualField 3 – absolut_100



down

- 1 Artists work here. (6)
- 2 You turn nuts with it. (7)
- 3 They don't make books to read. (10)
- 6 For cutting wood. (3)
- 7 A kind of leave to have a baby. (9)
- 9 Makes doors and windows. (6)
- 11 Told to leave your job. (5)

across

- 1 Makes statues. (8)
- 4 Delivers babies. (7)
- 5 You stop work to get more money. (2, 6)
- 8 You hit nails with it. (6)
- 10 They are not people who work in offices. (8)
- 12 Works in a theatre, but isn't an actor. (7)
- 13 There are three of these — day, night or back. (5)

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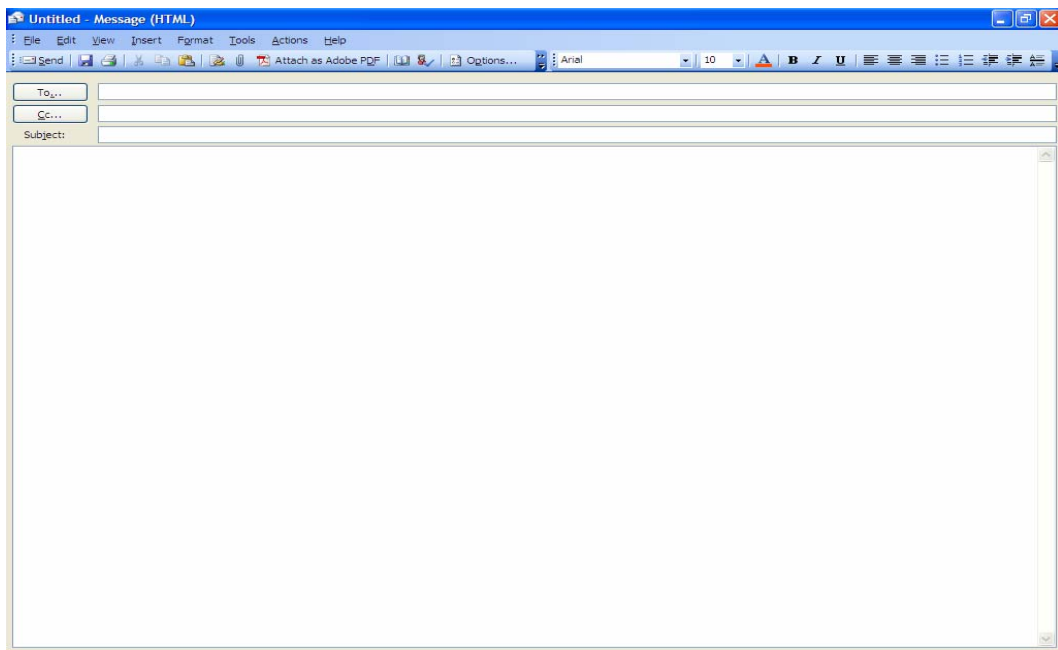
Activity 5 Writing

Choose a piece of technology that you use. This might be your mobile phone, MP3 player, camera, CD/DVD player, etc.

A friend has just bought the same item but can't understand the instructions. Write an e-mail and tell them how to use it.



If you want to make a call, just type in the number. Then press the button on the top left, where it says 'call'. When you finish, press the button on the top left that says 'end call'. If you want to store a number...



Homework task

Find a set of instructions for a piece of technology. If you haven't got these at home, use the internet. Compare the language with what you wrote yourself. In what ways are they similar or different? Which do you think is most helpful? Bring your instructions into class and show them to other students in a group.

Lesson

16

Work

Messages; demonstrations/presentations

<p>Outcome: 1, 2, 3</p>	<p>Task: Understand/pass on/leave straightforward messages. Follow a straightforward demonstration/presentation</p>
<p>Skill: Speaking, Listening, Writing</p>	

Activity 1 Speaking

Work with a partner. Choose to be Student A or Student B. Your teacher will give each of you a tasksheet. Read yours and follow the instructions.

Activity 2 Listening

Track 9

Listen to this talk by a college principal to some members of staff. As she talks, she shows some PowerPoint slides. For slides **2, 3** and **4**, decide if she shows slide **a, b, c** or **d**. Tick (✓) one slide.

Slide 1

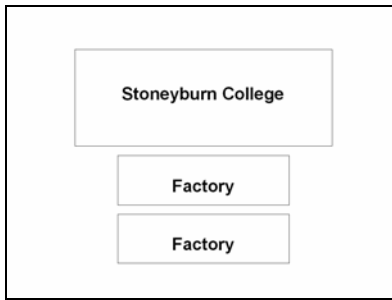
Stonyburn College

- **Improving minds –**
 – creating opportunities

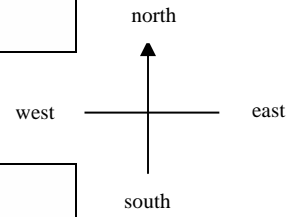
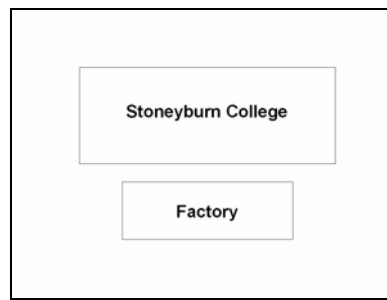
**Proposed Sports Centre and Swimming
Pool Development**

Slide 2

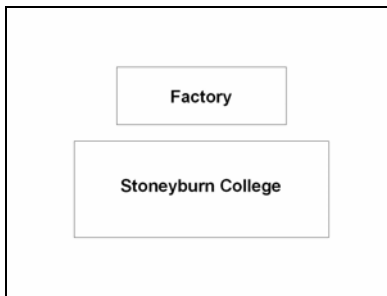
a



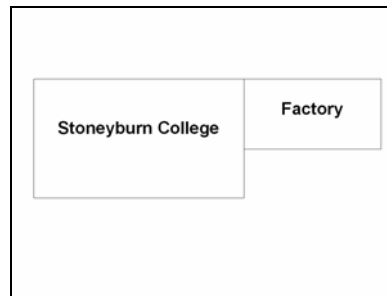
b



c



d

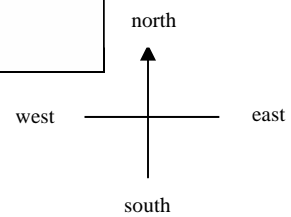
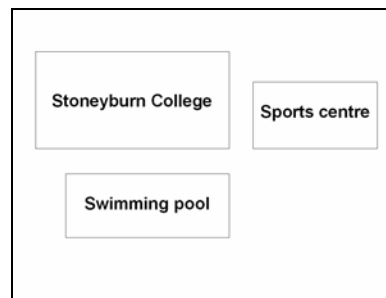


Slide 3

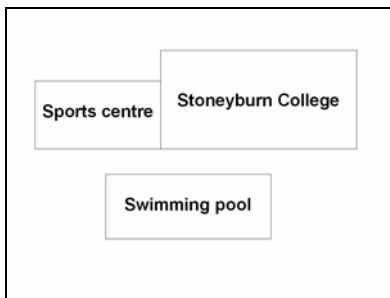
a



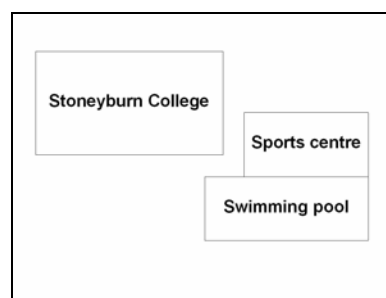
b



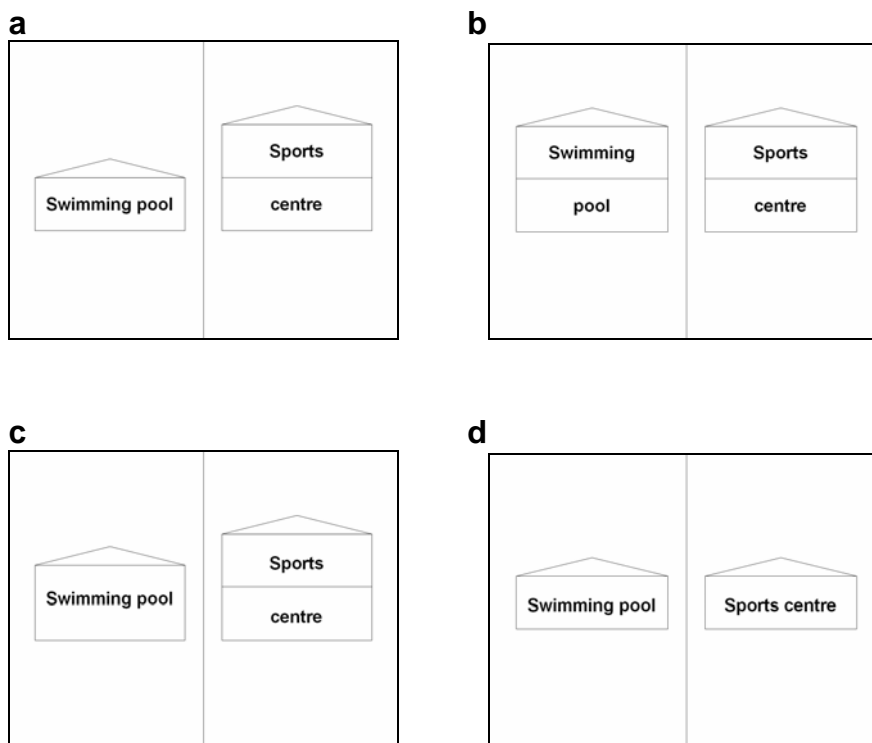
c



d



Slide 4



Activity 3 Language focus

past simple vs past continuous

Look at this sentence:

I **drove** home when my scooter **ran out of** petrol.

This doesn't work. You can't drive a scooter without petrol. You want to say you ran out of petrol on the way home. You need to make **drove** longer so that **ran out of petrol** happens in the middle. You can do this with the past continuous, which makes shorter-time verbs longer:

I **was driving** home when my scooter **ran out of** petrol.

If the verb can't get longer, it repeats:

He **banged** his head on the door. → He **was banging** his head on the door.

This changes the meaning from a possible accident to a probably deliberate activity.

1 Work with a partner. Look at the sentences below. Some of the tenses are wrong. Change the wrong ones to the correct tense — either **past simple** or **past continuous**.

- 1 I **drove** to Glasgow when I **crashed** my car.
- 2 I **was calling** Jim Mitchell when I **dropped** the phone.
- 3 When I came into the room she **was dropping** the report.
- 4 When I **was finishing** the report I **photocopied** it.
- 5 When I **was talking** to the manager, the fire alarm **went off**.
- 6 A box **was falling** on my head so they **sent** me to hospital.
- 7 He **got** into his car and **drove** away.
- 8 When Sheila **was losing** her job she **went** to the Job Centre.
- 9 I **woke up** with a sore stomach so I **stayed** at home.

2 Now write answers to these questions:

What were you doing:

at eight o'clock this morning

at ten o'clock last night?

at one o'clock yesterday?

at nine o'clock on Sunday evening?

at this time last week?

on the 1st of January this year?

on the afternoon of your last birthday?

Work with a partner. Ask and answer the questions. Do you have the same answers?

Activity 5 Writing

Imagine you are the boss of a company. At the moment, you have your offices in an old building in the city centre. The company wants to move to new offices in a new building on the edge of the city. These offices will be bigger, will have better computer connections and will include sports facilities. However, most of the staff would prefer to stay in the city centre.



You have called your staff together to talk about the proposed move. You need to describe the new offices, from the outside and what they will be like to work in. You need to make your staff want to move there. Write your presentation.

Homework task

You have heard the boss give a presentation about the move to new offices. You and some of your colleagues are still not happy about it. Write an email to the boss. Give your reasons why you think the present offices are better.



Lesson 17 Work
Advertisements and job descriptions; instructions

Outcome: 1, 2, 4	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	

Activity 1 Speaking

1 Read the sentences below. Tick (✓) if they are **true** or **false** for you.

Use your dictionary if you need help.

	 true	 false	no.
I can work under pressure.	___	___	___
I have a good sense of humour.	___	___	___
I am very energetic.	___	___	___
I can talk to a room full of people without being shy.	___	___	___
I am good at negotiating and making agreements.	___	___	___
I can take control of a situation and tell people what to do.	___	___	___
I can keep on working on something until I finish it.	___	___	___
I am very patient and don't lose my temper often.	___	___	___

2 Now think of a job you would like to do. Write its name here:

3 Which qualities are most important for this job? Which ones are least important? Number them. Write **1** beside the most important. Continue with **2, 3,**

4 Now look at your **true** ticks ✓✓✓.

4 Work with a partner. Compare your profiles. Ask and answer these questions:

- Has your partner ticked the correct qualities as **true** or **false** or is he/she telling lies?

Do you agree with your partner's numbers 1, 2, 3, etc for the job they want to do?

5 Discuss your qualities.

Activity 2 Reading

Scotjobs

Work with a partner. Read these job adverts from an internet site. For questions 1–9, put ticks (✓) on the correct lines for jobs 1–4. You may tick more than one job for each question.

KEYWORDS

Full/Part time

Found 34 jobs

1

Edinburgh

CHEF

The Marloch Centre

As one of Scotland's leading Conference Venues, we want to recruit highly customer-focused staff, who share our passion for hospitality.

To lead a small team servicing our busy cafe and banqueting operation. Full details of post and how to apply are available on our website at www.marlochcentre.co.uk, or call Cheri McKeever, Office Manager on 0131 551 3008.

2

Perth

SENIOR SECRETARY

£18,157 to £21,050

The University of Perth

You will provide administrative service. You must show personal responsibility, judgement and initiative. You will have experience of administrative management, and of dealing with IT software and hardware problems.

Benefits include generous holidays plus 9 public holidays, pension and staff discounts including gym membership. Apply online at our website or telephone the recruitment line on 01738 651 3097.

3

**Glasgow
RECEPTIONIST ADMINISTRATORS
Govan Thistle Football Club**

We require two receptionists. You will be presentable and have an excellent telephone manner. The work involves administration, so a good knowledge of modern systems is important.

The two positions will be interchangeable. One person will work mornings 8 am to 1 pm with the other working 1 pm to 6 pm. Some match day work is also required.

To apply please send your CV to Jadranka Sulic, Govan Thistle FC, Parkfoot Stadium, McLean Street, Glasgow, GL19 2QL.

4

**Elgin
NHS SPEYSIDE, Cabrach Hospital
Level 1 Nurse — Band 5**

£18,039-£24,803 pa — day and night rotation.

You will demonstrate strong leadership qualities and excellent interpersonal skills. You must have experience of managing a ward in the absence of a Charge Nurse.

Personal and professional development opportunities will be provided. Hours are 37.5 per week.

For an application pack please call 0845 240 34735 (24 hours) or email recruitment.speyside@nhs.net quoting reference N/MN/24

	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.	___	___	___	___

Activity 3 Language focus

the present perfect

We use the present perfect

- 1 for events which started in the past and have continued up to **now**.

'She's worked there for years.'

- 2 for events in the past where we don't know the exact time, or the time is not important:

'I've seen that film lots of times.'

We use the **past simple** when we **say** the time the event happened, or when this time is important ... or both.

'I saw Charlie yesterday.'

'Did you have a nice holiday?'

We use the **past simple** for events in the past which we see as distant or remote, as not connected to the present.




We use the **present perfect** when the event is still happening, or when its result is important now. Both uses are connected to the present — that's why we call it the **present perfect**.

Work with a partner. Look at these sentences. Decide if they should be in the **present perfect** or the **past simple** and rewrite the verbs.

- 1 He **(sit)** _____ at that desk for years — I think he'll be there forever.
- 2 Joe's coming here tomorrow. I **(not see)** _____ him for years.
- 3 It's a good company — I **(buy)** _____ a few things from them.
- 4 It was a terrible company. I only **(buy)** _____ from them once.
- 5 When I started here I **(work)** _____ very hard. Now I don't do so much.
- 6 I **(have)** _____ this computer for too long. I need a new one.
- 7 Artemis **(start)** _____ with the firm in 1986.
- 8 She **(work)** _____ for them since then.
- 9 You **(do)** _____ anything interesting in Glasgow last week?

Activity 4 Vocabulary

Look at the words in each box. These show different levels in various jobs. Write a number 1–4 against each job, starting at the top.

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

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Activity 5 Writing

Think of a job you do, have done or know something about. A new employee is going to start this job on Monday. Your boss wants you to explain the job to this person, but you won't be at work on Monday — you have an appointment elsewhere. Write an e-mail to the boss. Give instructions about how to do the job for the boss to pass on to the new employee.

Homework task

Look at one of the boxes in the vocabulary above — choose one that interests you. Do some research, in the library or on the internet, about the different work that people do at the various levels of this job. Find out if there are other levels in this job. If there are, what are their names?

Lesson 18	<h2 style="margin: 0;">Work</h2>
	<h3 style="margin: 0;">Requests; letters, e-mails, memos, etc</h3>
Outcome: 1, 2, 3	Task: Write requests on a range of routine matters Write straightforward letters, e-mails, memos, etc
Skill: Speaking, Listening, Writing	

Activity 1 Speaking

Jobs alphabet

Work in a group of three. Choose one student to write. Think of a job that begins with each letter of the alphabet below. Write one on each line. Use the pictures to help you.

A _____

B _____

C _____

D _____

E _____

F _____

G _____

H _____

I _____

J _____



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K _____

L _____

M _____

N _____

O _____

P _____

Q _____

R _____

S _____

T _____

U _____

V _____

W _____

X _____

Y _____

Z _____



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Activity 2 Listening

Track 10

You will hear six messages left on answer phones. For each one, tick (✓) the best answer **a–d**.

1 Audrey wants:

- a the income figures for April. ____
- b the income figures for May. ____
- c the expenditure figures for April. ____
- d the expenditure figures for May. ____



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2 The train will arrive:

- a at 7 o'clock at Platform 11. ____
- b at 7.30 at a platform to be announced. ____
- c at around 8 o'clock at a platform to be announced. ____
- d at around 8 o'clock at platform 11. ____



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3 Conway Electrical want payment for:

- a their August invoice for £450. ____
- b their August invoice for £295. ____
- c their September invoice for £450. ____
- d their September invoice for £295. ____



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4 Farzana has to:

- a take a package to RS Morrison's. ____
- b pick up a package from RS Morrison's and pay for it. ____
- c pick up a package from RS Morrison's and sign for it. ____
- d take a package from RS Morrison's to Andrew Street. ____

5 Mehmet will:

- a phone Joe from his car. ____
- b phone Joe from the office before 9.30. ____
- c phone Joe from the office after 9.30. ____
- d go and see Joe after 9.30. ____



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6 Charles should:

- a buy 500 shares in Marcel Insurance. ____
- b sell shares in Marcel Insurance and buy shares in Cambus Computers. ____
- c buy 500 shares in Canterbury Computers. ____
- d sell some shares and put the money into the bank. ____

Activity 3 Language focus

Work with a partner. Look at the sentences below. All of them use the past simple, but only half of them use it for past time. The others use it for present time. Divide them into two groups. Write five numbers in each of the boxes below.

- 1 I left work late on Monday night.
- 2 It's time we sorted out these files.
- 3 I thought about taking the job but decided against it.
- 4 If I knew the answer I'd tell you.
- 5 She went to London two years ago.
- 6 Martha got a new job last week.
- 7 I wish I had a fast car.
- 8 She worked in the Perth office when she first started.
- 9 Imagine if you got the job.
- 10 I thought we were having a meeting — where is everyone?

past time _____

present time _____

Why do we use the past simple in some sentences about present time? What kind of sentences are these? Discuss this with your partner.

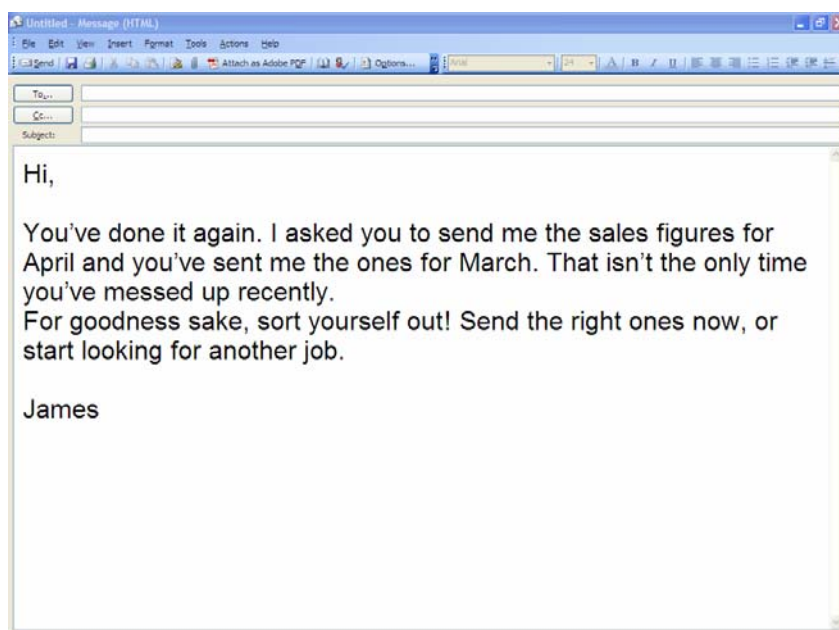
Activity 4 Vocabulary

Work with a partner. Connect the first parts 1–9 of the phrases on the left with their second parts a–i on the right. Use your dictionaries if you need help.

- | | |
|--------------------|------------------|
| 1 compensation for | a representative |
| 2 end of year | b rights |
| 3 industrial | c dispute |
| 4 minutes of a | d price |
| 5 retail | e injury |
| 6 time | f lieu |
| 7 time off in | g meeting |
| 8 trade union | h bonus |
| 9 workers' | i management |

Activity 5 Writing

Look at this e-mail from your boss:



You are not happy about this, for these reasons:

- You are quite sure James asked you for the March figures. You even took a note of this. He was talking on the phone at the time and may have given you the wrong month.
- You are new to the job. You have made a couple of mistakes, but neither was very serious. You are trying to do your best.
- James doesn't have the authority to sack you. His boss is Alison, the Managing Director. She can sack you but she seems quite happy with your work.
- You feel that if James wants to criticise your work, he should speak to you personally rather than putting his thoughts into e-mails.

Write an e-mail to James. Say that you have attached the April sales figures. Write about the points above. Ask for a meeting with James, with Alison present.

Homework task

What can you do if you are being bullied or harassed in your school/college or workplace? Find out about the procedures in place in your work or study situation. Also, use the internet or a library to find out about national organisations that could help you.

Lesson

19

Work

Letters; application forms

<p>Outcome: 1, 2, 4</p>	<p>Task: Understand and act on a standard letter, Complete application forms with some assistance.</p>
<p>Skill: Speaking, Reading, Writing</p>	

Activity 1 Reading

Work with a partner. You live in the UK but have family connections with a country that manufactures cloth. You have a small business that imports and sells cloth. You have just made an agreement with a tailor, **Paul Scott Suits** (see page 98). They send you a contract. Read it and for each question **1–7** below, tick (✓) one line.



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Aleksandr Lobanov

- 1 On the 14th of April, Paul Scott Suits phones you and says they need some woollen cloth. You don't have any in stock and so refuse. They say they will cancel the whole contract. Can they do this?
Yes ___ **No** ___
- 2 You deliver a batch of cloth on the 1st of May. When are you paid?
31st May ___ **30th June** ___ **31st June** ___
- 3 Paul Scott Suits sends you a cheque for this batch. You say that you wanted to be paid into your bank account. You want them to make future payments in this way. They refuse. Can they do this?
Yes ___ **No** ___
- 4 You deliver most of a batch of cloth to Paul Scott Suits by the agreed date. But some of it is delayed in Customs. You say you will deliver this within a few days. They say they will only pay a reduced price for it. Are they allowed to say this?
Yes ___ **No** ___
- 5 A week later you still can't get the rest of the batch from Customs. Paul Scott Suits cancels the whole order. You ask them to send the first part back to you. Do they have to do this?
Yes ___ **No** ___
- 6 They refuse to return the cloth. You refuse to go and pick it up. Two months pass. Who now owns the cloth?
Paul Scott Suits ___ **You** ___
- 7 You deliver a batch of cloth to Paul Scott Suits. They say that the quality is below standard. You say that it is good cloth but they refuse to accept it. Can they do this?
Yes ___ **No** ___

Paul Scott Suits

25 Airthrey Street, Glasgow
tel. 0141 589 4832



Contract For Supply

Dear

I am pleased to confirm that Paul Scott Suits is able to ask you to supply textiles for the period as detailed below and this letter records the agreement between you and Paul Scott Suits.

The period of this contract is from 1st April to 31st October of this year. During the contract you are not obliged to respond to requests for textiles from Paul Scott Suits if this is not convenient to you.

Textiles supplied will be paid for at a price arrived at by agreement. This price will apply only to that delivery and payment will be made at the end of the calendar month, the month after delivery of the complete batch. Payment will be in full and each payment will either be made into your bank account or by cheque, according to your preference.

When the price of a batch of textiles is agreed, a delivery date will also be agreed. If the complete batch is not delivered by that date, Paul Scott Suits have the right to cancel delivery and payment or to renegotiate the price of all or part of the batch. If receipt is cancelled and part of the batch has been delivered, it is for you to uplift that part from our premises at your own expense. This must be done within 30 days or ownership of that part will revert to Paul Scott Suits.

If Paul Scott Suits feels that the quality of a delivery is not up to standard, we reserve the right to cancel receipt and payment.

Please confirm that this arrangement is acceptable to you by signing and dating one copy below and returning it to me in the enclosed SAE.

Yours sincerely

Aysegul Douglas

Aysegul Douglas
Head of Supply

I confirm acceptance of the terms of the contract for supply set out above.

Signed

Dated

Activity 2 Speaking

Work with a partner. Choose one of the situations 1, 4 or 5 above. Now choose to be Student A or Student B. Read the briefing notes below.

Student A

You are the supplier. You have gone to the Paul Scott Suits office. Talk to a representative from the company. Try to make them change their mind. Be prepared to offer a better deal on future contracts.

Student B

You work for Paul Scott Suits. You are talking to a supplier who is unhappy with a decision the company made. You want to keep this supplier so be prepared to negotiate.

Activity 3 Language focus

Work with a partner. Discuss whether the sentences below are about real or unreal situations in present time. Then write the verbs in brackets to the appropriate form to make 1st or 2nd conditional sentences. Use *will/ll* or *would/d* where necessary.

- 1 We're making lots of money. If this (go on) _____ we (be) _____ able to expand.
- 2 If my father (be) _____ alive today, he (agree) _____. But he's dead.
- 3 The manager (help) _____ if he (be) _____ here, but he's in New York.
- 4 Of course I (give) _____ you the data — if I (have) _____ it. Let me check.
- 5 If that (be) _____ the best you can do I (ask) _____ somebody else next time!
- 6 Look — I don't know what to do here. If I (do) _____ I (tell) _____ you.
- 7 We (expand) _____ the company if we (have) _____ the money — but we can't.
- 8 I'll just see if he's free. If he _____ (be), he (see) _____ you.

Activity 4 Vocabulary

Work with a partner. Finish each of the sentences 1–7 with one of the work idioms below them. Write one letter a–g on each line. Pay attention to the grammar, because this may help you. Use your dictionaries if you need them.

- 1 You're taking on a difficult job. I don't know if you'll succeed. You'll certainly ____

- 2 The boss told me to work closely with Peter on this project. I don't know what she means — I already ____

- 3 OK, do a good job for them, but don't overdo it. Don't ____

- 4 Keith really knows what he's doing. We couldn't sort out the computer but he just sat down and ____

- 5 He may be a genius but I made the company successful. I did ____

- 6 He keeps trying to stop new ideas. Every time we think of something interesting he ____

- 7 Burning buildings, pet rescue, car crashes, false alarms — for the fire service it's ____

- a all in a day's work
- b have your work cut out for you
- c made short work of it.
- d puts a spanner in the works
- e the donkey work
- f work hand in glove with him
- g work yourself into the ground

Activity 5 Writing

Think of a job you would like to apply for.

Write its name here: _____

Write a short description of this job: _____

You have just completed an application form for this job. You have filled in sections on your name, address, education, qualifications, experience, etc. You now turn to the last page and find this:

page 4

Use this space to supply any further information in support of your application.

This allows you to interest the company in you. Write around 150 words. Tell the company why they should give the job to **you**, and not to someone else.

Homework task

Use the internet or a library to find out more information about a job you would like. Write a short essay giving your plans for more language learning, education and training to get from where you are now to the job.

Lesson
20 **Work**
Review of lessons 16–19

Outcome: 1, 2, 3	Task:
Skill: Speaking, Listening, Writing	

Activity 1 Listening

Track 11

Jessica Boyd is going for an interview with a company, Philby Information Systems. Listen to the interview and complete the form below. Put a tick (✓) on the correct line for each area.

Philby Information Systems

Interview checklist

Name of interviewee: Jessica Boyd

Date: 1st October

Panel: Kenneth Philby, MD

Laura Fitzroy, Head of Finance

Sadia Kaur, Assistant Head, Human Resources

Post: Clerical assistant, Finance

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: _____

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 ___

Now talk with your partner. Decide if you would give Jessica the job. Tick one of these lines: yes ___ no ___

Activity 2 Speaking

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.



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Sit behind a desk. The interviewee should come 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.

Activity 3 Language focus

Work with a partner. The sentences below use the grammar in the **language focus** sections of lessons **16–19**. Choose the better form in each one.

- 1 I **ran/was running** down the stairs when I fell and **twisted/was twisting** my ankle.
- 2 I wish I have/had your confidence.
- 3 I'll ask Joan to help — I **knew/'ve known** her for years.
- 4 You'd be mad if you **sign/signed** this contract.
- 5 I **left/was leaving** the office when he **arrived/was arriving** so we had a quick chat.
- 6 It's time you **look/looked** for a new job.
- 7 He **drove/has driven** a company car so he bought a new one when he left.
- 8 If you **know/knew** how to do this, why not help me?

Activity 4 Vocabulary

Work with a partner. Write the names of jobs in the grid below. If you are correct, another job will appear in one of the vertical columns. Tell your teacher when you see it.

- 1 works with numbers
- 2 in school
- 3 Army or Navy
- 4 hospital worker
- 5 churchman
- 6 police officer
- 7 university teacher
- 8 lawyer
- 9 kitchen worker
- 10 politician
- 11 in charge of security



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1																			
2																			
3																			
4																			
5																			
6																			
7																			
8																			
9																			
10																			
11																			

Activity 5 Writing

In five years' time

Think about your future. If you are at school will you still be there? Or will you have moved from school to college, university or work? If you are at college, will you be in work? If you are working now, what job do you hope to have in the future. If you haven't made up your mind about the future, think of the different possibilities. Where will you live — in the same place or somewhere else? How will your life have changed? Write around 150 words about your future.

Homework task

Use this to encourage the students to collect some information about their future career or course of study. This should take the form of leaflets or downloads from websites. When they return with their material, put them into groups according to future interest and ask them to show what they have found to the others in the group, then to the class.