



Learning Support Materials

English for Speakers of Other Languages: ESOL in Context (National 3)

Teacher's Notes



Publishing information

First edition

Published date: September 2007

Publication code: CB4114

First Published 2007

Published by the Scottish Qualifications Authority
The Optima Building, 58 Robertson Street, Glasgow G2 8DQ
Ironmills Road, Dalkeith, Midlothian EH22 1LE

www.sqa.org.uk

The information in this publication may be reproduced in support of SQA qualifications. If it is reproduced, SQA should be clearly acknowledged as the source. If it is to be used for any other purpose, then written permission must be obtained from the Assessment Materials and Publishing Team at SQA. It must not be reproduced for trade or commercial purposes.

© Scottish Qualifications Authority 2007

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

Introduction

These materials are designed to support learning and teaching for the National 3 Unit *English for Speakers of Other Languages: In Context*. They form part of a series of materials for the three National 3 Units.

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

The Teacher's Notes are arranged in four sections as follows:

- Teacher's notes
- Answer key
- Tapescripts
- Supplementary materials

Contents

	Page
Teacher's notes	5
Answer key	47
Tapescripts	74
Supplementary materials	92

01

Describing jobs

Current jobs

Task: Talking about current jobs and duties
Skills: Speaking, listening, reading, writing

Materials: CD player, CD, tapescripts

Notes: **Activity 1**

Give information about your job: I'm a teacher. I work at (place). I work (part-time/full-time). I work (days and times). (Yes/No), I (like/don't like) my job. Elicit the questions for these statements on the board. Students move around the class asking different students those questions. Students share their findings with their table/with the whole group.

N.B. Being a housewife/househusband is a job. If a student is currently unemployed ask them to think about their most recent job. School-aged students should go straight to activity 2.

Activity 2

Students work in pairs to match the jobs to the pictures. With a partner they decide where each person works (eg waiter/restaurant). Elicit questions in the third person to the board: What does he/she do? Where does he/she work? Students point to different jobs and ask their partner these questions.

Activity 3

 Track 2

Before the 'listen and read' activity, students can look at the image and predict what the woman is going to say about her job. Then students listen and read before answering the questions. (They can also practise reading the dialogue out loud.)

Activity 4

Highlight the language of describing duties from the previous activity (see useful language box) and elicit the questions needed — get students to ask each other these questions about duties in their own jobs. Following that, get students to look back at the jobs in activity 2 and discuss with a partner what they imagine the duties for each job to be.

N.B. In the first part of activity 4, school-aged students can describe things that they have to do at school instead of at work.

Activity 5

🎧 Track 3

Tell students to listen for Roman's job the first time. Second time get them to fill in the gaps in the sentences. Check the pronunciation of 'have to' /f/ compared with 'have' /v/.

Activity 6

Students write a short description of their job and duties (obligations at school for school-aged students) as consolidation of everything done in the lesson. It can be modelled on the description in activity 3. This can be completed as homework if there isn't enough time in class.

Useful language for this lesson:

Asking about jobs

What do you do?
Where do you work?
Do you work full-time or part-time?
What hours do you work?
Do you like your job?

What does he/she do?
Where does he/she work?

Duties and obligations

What are your duties?
What do you have to do?

I am responsible foring.
My duties includeing and ...
I have to / I don't have to ...
My job entailsing and ...

What are his/her duties?
What does he/she have to do?

He/She has to
He/She doesn't have to ...

Possible warmer for following class

Give each student a card with a job on it. They have to describe the job, and the other students have to guess what it is.

Possible extension activity

Students interview members of a different class about their jobs.

02

Describing jobs

Ideal jobs

Task: Talking about jobs you would like to have
Skills: Speaking, listening, reading, writing
System:

Materials: CD player, CD, tapescript

Notes: **Activity 1**

Students match the adjectives to the jobs. Encourage use of dictionaries rather than feeding them any new vocabulary.

N.B. There are no correct answers for this activity and students may find that, for them, there are no suitable adjectives for a certain job, or many possible adjectives for a different job. Make it clear that this is not a problem and that students can disagree.

Activity 2

Review necessary language on the board: want to/would like to (see useful language box). Get students to choose two jobs from the list they would like to do and two that they wouldn't. When students discuss their answers with a partner encourage them to give reasons using the adjectives from activity 1.

Activity 3

Encourage students to read quickly for the main idea only (you may need to introduce them to the idea of skimming). Having answered the gist question students then read more carefully to answer the other questions.

N.B. Students may have a problem with the concept of a careers adviser. Make sure this is very clear.

Activity 4

 Track 4

Tell students that they are going to hear a conversation between a careers adviser and a woman called Miriam. Students listen first time for the gist question only. Second time students answer the T/F questions. Students can then listen a third time with the tapescript to check their answers. It may be useful here to allow time for students to

roleplay the dialogue in pairs.

Activity 5

Students finish the sentences to make them true for them. Use this opportunity to focus on and drill the contracted form 'I'd' and the weak 'to'.

Activity 6

Get students to read the e-mail through before attempting the error correction. Check that they are clear on the content before clarifying the task. A quick review of basic punctuation rules may be useful at this stage before they start to correct it. The e-mail can be copied out in its corrected form as homework.

Useful language for this lesson:

I want to be a ... because ...

I'd like to be a ... because ...

I don't want to be a ...

I wouldn't like to be a ...

It's a ... job.

Being a ... is a ... job.

Working as a ... is ...

Possible warmer for following class

Put a large selection of flashcard jobs on a table. Students choose pictures of jobs they would like to do and jobs they wouldn't like to do.

Possible extension activity

Organise a visit to the class by a real careers adviser.

03

Finding out about jobs

Requesting information

Task: Asking for information about jobs
Skills: Speaking, listening, reading, writing
System:

Materials: CD Player, CD, tapescript, job-detail cards for activity 2 (from Supplementary materials)

Notes: Activity 1

Write on the board in the style of a notice: Earn good money working from home. Ring Mark for details on: 0131 784 5983. Put students in small groups and ask them to brainstorm and write down possible questions to ask Mark about the job (see useful language box). When the groups all have various questions you play the role of Mark and get the class to ask you questions from their brainstormed lists. Students can add useful questions they hear to their lists. (Give any phrases missed from the useful language box.)

Activity 2

Give half the class a card with details of a job on it (each job card is different). Space those students out around the room. Tell them they all work for different job agencies and that they each have a job to offer.

Tell the students without cards that they are looking for a job and that they must 'visit' each 'agency' and find out about the different jobs the agencies are offering. Encourage them to use the questions produced in activity 1. When students have visited all the 'agencies' ask individuals which job would suit them best and why.

Activity 3

Get students to scan the adverts to find out the job each one is advertising. Then ask students to read the other questions before scanning the three adverts more carefully. Students can work individually then check their answers with a partner/group.

Activity 4

🎧 Track 5

Tell students that they are going to hear two friends discussing a job. Students listen first time to answer the gist question only — what the job is. Students then look at the mixed-up dialogue and try to put it in a logical order. They then listen a second time to check their order. A third listening may also be required.

Activity 5

Look at the task instructions with the students. Elicit that the letter needs to be formal. Work as a class to decide how the letter should begin and end. Elicit what information is necessary and brainstorm synonymous phrases. Students write their letters using the guidance given on the board. If there is time, underline errors and get students to self-correct. Otherwise the letter can be finished/corrected/re-written as homework. In addition to that ask each student to look for, cut out and bring in three newspaper job adverts to the next class.

Useful language for this lesson:

What is the job?
Where is the job?
How long is the contract?
What are the hours?
When does the job start?
What is the pay?
Are the wages paid weekly or monthly?
What does the job involve?

Possible warmer for following class

Stick up all the job adverts that students have brought in around the room. Students go round the class reading them all and then each student says which job would be best for him/her and why.

Possible extension activity

In response to a genuine advert for a job they are interested in, students write a real letter asking for more information and an application form.

04

Getting a job

Applying for jobs

Task: Application forms
Skills: Speaking, listening, reading, writing
System:

Materials: CD player, CD, tapescript, example application form (for the teacher to find), application forms for activity 5 (from Supplementary materials)

Notes: Activity 1

Show the students a real application form. Elicit from them what it is. Get them thinking about the kind of information you normally have to give on an application form. Students brainstorm ideas in small groups before reporting back to the class.

Activity 2

 Track 6

Get students to skim read the form for the missing information. Check that it is clear what kind of information they will be listening for. Students try to fill in the gaps as they listen first time. Students can compare with a partner before listening a second time. A third listening, which focuses on problem areas, may be necessary.

Activity 3

Elicit from students what happens after you send in an application form — you may get called in for an interview. Read the task rubric together. Students skim read to see if it is a positive or negative response to the application. Students then read more carefully in order to answer the questions.

Activity 4

Refer students back to Yuka's present situation. Then ask them about how her life was different before she came to Scotland.

Get students to look at the sentences in activity 4. Ask concept check questions to check the meaning of 'used to' is clear. Give personal examples for you and drill the pronunciation before getting students to think of their own examples. Students share information with a partner to see if their pasts have anything in common. That information can then be reported to the class. Encourage students to then

think of things they didn't use to do.

N.B. Some students may never have worked, especially school-aged students. Tell them to give examples for life and study only.

Activity 5

Tell students that they are going to apply for a job. Review the important issues when filling out a form before letting students complete the form. The form given in the Supplementary materials is a very simplified version of an average application form, so extension work with real application forms would certainly be useful to build on what is done in this lesson.

N.B. Be sensitive to the fact that some students may have had very little education in their country of origin, or may never have worked. Encourage them to fill out as much of the form as they can.

A school-aged student will probably not have much to put on the form in terms of work experience, but this reflects the real life situation of a teenager applying for their first Saturday job, so it is a valid exercise for use in schools.

Useful language for this lesson:

I used to live in ...

be a ...

work for ...

study...

I didn't use to ...

Possible warmer for following class

Play a game to review 'used to'. On a sticker, students write three things that they used to do (one thing must be a lie). They move around room looking at each other's stickers and trying to work out which one is not true.

Possible extension activity

More work can be done on application forms by getting students to bring in authentic application forms that they have picked up/requested/downloaded etc. They can be compared and contrasted, and students can then practise filling out real forms of differing formats.

05 Job interviews Talking about personal qualities and work experience

Task: Dealing with interview questions
Skill: Speaking, listening, reading, writing
System:

Materials: CD player, CD, tapescript, contract for activity 5 (from Supplementary materials)

Notes: Activity 1

Write on the board: *A good teacher is ...* Elicit a few adjectives from the class and get students to give their reasons. Refer them to the list of personal qualities in activity 1 and explain that you want them to choose the six they think are the most important and then rank them in order of importance. When students have finished their lists get them to compare with a partner and then with a small group. Encourage them to give their reasons.

N.B. You may need to explain the concept of 'ranking'.

Activity 2

Get students thinking about job interviews. Elicit an example of a positive thing to do and an example of a negative thing to do in an interview. Direct them to the list of actions in the box. Students work with a partner to put the ideas in the 'DO' box or the 'DON'T' box. Go over answers as a class.

Activity 3

🎧 Track 7

Tell students that they are going to hear an extract from a job interview. The first time they listen they have to deduce if the interview is going well or badly. Get students to give reasons for their deduction. Then get students to look at the notes the interviewer has made. Tell them the interviewer has made some mistakes. Students can see if they remember anything from the first listening before listening again to correct her notes. A third listening may be necessary.

Activity 4

Give students a copy of the tapescript. Guide them towards one of the useful phrases in the interview (see useful language box). Get them to try to pick out other ones with a partner or in a small group. Students report back to the class,

and the useful language is put up on the board. Students then complete the sentences for themselves. Descriptions are shared with a partner who acts as the interviewer.

Activity 5

Ask students if they think Lina will get the job and why. Give out a copy of the contract (see Supplementary materials). Ask them to skim read it to see if they think it is a good contract. Then get them to read it more carefully in order to answer the questions. Short answers are fine here.

N.B. A real contract would have a second page with more information and a place for the employee to sign.

Activity 6

Refer students to the task rubric. With the whole class, brainstorm ideas for the structure, content and register of the e-mail. Then get students to write their e-mails in the role of Lina. This could be done as a collaborative writing task with a partner. It may need to be finished for homework.

Useful language for this lesson:

I am good at ...ing

I have a lot of experience ining

I have worked as a ...

I have good ... skills

I am a ... person

Possible warmer for following class

Play a vocabulary game to review adjectives of character. Put students in pairs or small groups and ask one of them to write the alphabet down one side of a piece of paper. Give the teams one minute to find one adjective of character for each letter of the alphabet. The team with the most adjectives wins.

Possible extension activity

Full job-interview roleplays.

06

Finding a college course

College subjects and course descriptions

Task: Asking for course information
Skills: Speaking, listening, reading, writing
System:

Materials: CD player, CD, tapescript, real college brochures (for the teacher to find)

Notes: **Activity 1**

Students work in pairs to put the subjects under the correct subject heading. Advise students that there should be two subjects for each heading. Encourage the use of dictionaries. Students then ask each other what subjects they are interested in. This can be reported back to the class.

Activity 2

Show students a college brochure. Elicit what information you can find inside. Refer students to the course description in the Student Notes. They read quickly to find out if it is a basic or an advanced course. Then refer students to the missing phrases. Elicit what kind of information is missing — the headers. Students then read again more carefully in order to put the headers in the right place. (The headers could be predicted before students are actually given them.)

N.B Pre-teach any difficult vocabulary such as 'mode'.

Activity 3

This exercise is to get students to practise making questions from prompts. Refer them to the task rubric and do the first one as a class. Elicit various possibilities so that students are aware that there is no one correct answer. Students work in small groups to come up with one or two questions for each of the other prompts (see useful language box). Feedback questions to the class before allowing students to perform a roleplay telephone call using their questions. Elicit how the phone conversation would start and finish before they begin. Encourage the student playing the role of the college secretary to invent plausible answers to the questions.

N.B. You may need to provide sample answers for weaker

students when roleplaying the college secretary.

Activity 4

Track 8

Tell students that they are going to hear a similar telephone conversation. Students listen once to see if all Isaac's questions are answered. They then listen again to answer the comprehension questions. A third listening may be necessary.

Activity 5

Explain that Isaac wants to write an e-mail to a friend in order to pass on the extra information he has got about the course. Work as a class to think how the e-mail should start and finish. Elicit the answers to Isaac's questions as a class or alternatively give out the tapescript so that students have all the relevant information. Students then write the e-mail.

Useful language for this lesson:

I'm interested in ...ing ...

How much is the course?
When does the course start/finish?
What are the start and finish dates of the course?
What is the timetable like?
How is the course assessed?
When is the deadline for registration?
What is the last day I can register?

Possible warmer for following class

Make prompt cards using the prompts from activity 3. Hold up the prompts and elicit questions from the class.

Possible extension activity

Give students a real college brochure and ask them to look through it and find a course they think would be interesting for them.

07

Applying for a college course

College applications and interviews

Task: Talking about past education
Skills: Speaking, listening, reading, writing
System:

Materials: CD player, CD, tapescript

Notes: **Activity 1**

Brainstorm a few examples of school subjects to check the idea is clear. Give students a chance to look up their favourite subject in a dictionary. Elicit the question needed and then get students to move around the room asking the question and noting down the answer next to the name of each class-mate. Look at the results as a class.

N.B. School-aged students use the present tense to describe their favourite subject now.

Activity 2

Refer students to the task rubric. Get them to look over the application form quickly to answer the gist question. Look at the first gapped sentence together. Elicit an appropriate verb for the first sentence and check that it is clear that they need the past tense. Students then work with a partner to fill in the other gaps. Drill sentences to check past pronunciation — help students by marking syllables.

N.B. For weaker students put the missing verbs on the board. The students choose the best verb for each gap and put it in the past.

Activity 3

Students look at the letter Rosa has received. Get students to skim read it for the gist question. Students then read it again and answer the true/false questions individually. They can then compare with a partner before the answers are checked as a class.

Activity 4

Get students thinking about a college interview. Elicit some typical questions an interviewer might ask about someone's past education. Refer students to the task and do the first question as a class, making sure that students recognise that the question needs to be in the past.

Students work with a partner to make the other questions. After checking all the answers as a class the students can then practise the language by asking each other the questions. N.B. Everybody should be able to answer the questions about themselves up to number 5 except school-aged students, who could practise the questions in the past using Zen's answers.

N.B. For weaker students the 'questions from answers' activity may be hard. To make it easier, jumble up the questions and put them on the board; students then have to put the words in the correct order to make the correct questions.

Activity 5

Track 9

Tell students they are going to hear Sebastian talking about his education in a college interview. Ask them to listen first time for the gist question. Students then listen again in order to complete the sentences. A third listening may be required.

N.B. If after the third listening the task still proves difficult give the students a copy of the tapescript and give them the opportunity to listen and read.

Activity 6

Refer students back to the relevant language that they have seen in Activities 2, 4 and 5. Students could use the tapescript in activity 5 as a model to write their own description of their education.

N.B. Encourage students who have very little education to write as much as they can; that may just be where they went to primary school, when and what subjects they studied. School-aged students would do the same.

Useful language for this lesson:

What was your favourite subject at school?

Talking about past education

I went to school/university in ...

I started school in ...

I left school when I was ...

I studied ...

I graduated in ...

I got a certificate in ...

N.B. It is assumed that students will have already been

introduced to the past simple before attempting this lesson.

Possible warmer for following class

Make flashcards with the key verbs from this class in the infinitive. Put students in small groups and give each group a piece of paper. As you hold up your flashcard verbs get students to work as a group to write the verb in the past; also get them to mark how many syllables there are. After each verb, all the groups hold up their pieces of paper. Give points for correct spelling and number of syllables. Drill pronunciation.

Possible extension activity

Students can interview the teacher about his/her education.

08

Starting at a college/school

College rules and health and safety

Task: Finding out about college rules
Skills: Speaking, listening, reading, writing
System:

Materials: CD player, CD, tapescript

Notes: **Activity 1**

Elicit an example of why the first day at a college or school can be difficult. Get small groups working together to come up with more ideas. Feedback ideas to class.

Activity 2

Refer students to the task and get them to read the first notice and to answer the related questions. Students then read the second notice quickly and answer the gist question. Get them to read again more carefully in order to answer the related questions.

N.B. Some of the language of expressing rules may be new to the students but they should be able to work out the meaning through the context — eg smoking is forbidden = you can't smoke.

Activity 3

This activity is to get students using the imperative — don't — and also double checks that they have understood the rules in the previous activity. Look at the examples together and do the third one as a class before getting students to do the others in pairs. Feedback to the group.

N.B. There is not one perfect answer for each one, but do make sure that the answers both make sense and are grammatically correct.

Activity 4

 Track 10

Refer students to the task rubric. Listen first time for students to answer the gist question. Elicit the vocabulary/phrases heard which led them to their answer. Look at the true/false questions and see if students can answer any from the first listening. Listen second time. Students can compare with a partner before answers are

checked as a class. A third listening may be required.

Activity 5

Students are given the question stems and work with a partner or small group to come up with at least one example for each stem. The teacher can then take a few questions from each pair or group.

Activity 6

Ask students why mobile phones must be turned off when in class. Elicit various problems that can be caused by students accepting calls or texting in the classroom. Look at the task rubric together and decide as a class how the notice will start and finish. The students then work with a partner to put the rest of the notice in the correct order — they can number the different parts. Then get students to write the notice out in full. They can finish this for homework.

Useful language for this lesson:

You mustn't ...	Can we ...?
You can't ...	Is it possible to ...?
...ing is not allowed.	Is it ok to ...?
... is forbidden	Is ...ing allowed?
Don't ...	Is ...ing forbidden?
The ...are not to be used for ...ing	Can ... be used for ...ing?

Possible warmer for following class

Have a competition to see how many of their college rules the students can remember in one minute. Get them to work in small groups.

Possible extension activity

Find authentic lists of rules and regulations for schools, colleges or other places to use in class.

09

In the classroom

Classroom language

Task: Responding to instructions in class
Skills: Speaking, listening, reading, writing
System:

Materials: CD player, CD, tapescript, dictation text for activity 6 (from Answer key)

Notes: Activity 1

Get students to brainstorm typical classroom objects in pairs. Students then share their ideas with the class. Encourage students to come up and write them on the board in a mind map.

Activity 2

Elicit key classroom activities by miming them — reading, writing, speaking, listening. See if students can come up with any more classroom activities before referring them to the task. Look at the example question together, then get students to work in pairs or small groups to try to match the others.

N.B. 'Skim', 'scan' and 'note down' may be completely new to the students. Encourage the use of dictionaries to work out the meaning of these or any other unknown words.

Activity 3

Pick up a lot of random stuff and head for the door. Act as if you can't open it because you are carrying too much. Elicit what the problem is and what you can ask — 'Can you open the door for me?' Elicit what is more polite — 'Could you ..., please?' Refer students to the task and do the first one as a group. Students then work in pairs to come up with appropriate polite requests for the other situations. Feedback to the class.

N.B. More than one answer is possible here.

Activity 4

🎧 Track 11

Tell the students that they are going to listen to a teacher giving instructions. Refer them to the task rubric and listen first time. Tell students they only need to listen for whether it is a grammar or a speaking activity being introduced. Then refer students to the sentences taken from the listening. See if they can remember or predict any of the missing words. Listen second time for students to fill the gaps. A third listening may be necessary.

Activity 5

Remind students that they often hear instructions from the teacher or a CD but that they must also read them sometimes — eg in a textbook, on the internet or in an exam paper. Tell students the instructions are in the wrong order, but tell them to ignore that the first time they read; they should just skim the text to answer the gist question. Having done that, they can then work with a partner to decide on the correct order.

N.B. Make sure the students think about how the linking words/expressions can help them — give an example.

Activity 6

Check that the students understand the concept of dictation. Read the instructions slowly and clearly. Repeat each sentence several times. When you have finished you can get students to compare what they have written. Encourage them to read it through and to think about sense, grammar, punctuation and spelling. Guide them by underlining where the errors are and, if necessary, telling them what kind of errors they are.

The corrections can be finished for homework.

Useful language for this lesson:

Polite requests

Could you ..., please?

Classroom verbs

To look up
To find out
To think of
To scan
To skim
To compare
To note down
To underline
To get into
To dictate

Possible warmer for following class

Students take it in turns to mime classroom instructions. The other students must guess the word/expression.

Possible extension activity

Give students a worksheet activity with no instructions and get them to imagine what the activity is and to create instructions for it.

10

Missing classes

Reasons for not attending class: illness/obligations

Task: Saying why you are not in class
Skills: Speaking, listening, reading, writing
System:

Materials: CD player, CD, tapescript, blank message pad forms for activity 3 (from Supplementary materials)

Notes: Activity 1

Get students to look at the images. Elicit what is wrong with each person. Elicit another example of a health problem that may stop a student going to class. Students then work in pairs to come up with a list. Those ideas are then shared with the class. Check pronunciation.

N.B. Encourage students to use 'have got' with illnesses.

Activity 2

 Track 12

Ask students what they have to do if they have to go to school or college but they are ill. Refer them to the task and listen first time for the health problem. Look as a class at the message pad. Check students are clear about the type of information they need to listen for. You can see what they remember from the first listening before playing the recording again. A third listening may be required.

Activity 3

Give out a copy of the tapescript from activity 2. Students practise the dialogue in pairs. Then get students to imagine that they are ill and have to phone the college. Tell one student to choose a health problem from the list they made in activity 1. Give the other student in the pair a blank message form. Students roleplay the telephone conversation using their own personal details and their invented health problem. When the pairs have roleplayed the whole dialogue, give them another blank message form and get them to change roles.

Activity 4

Refer students to the images. Elicit why the people are not in class. Elicit another example from the class and then get the students to work in small groups to think up some more examples. Students share their sentences with the class.

Activity 5

Refer students to the task rubric. Get them to skim read to answer the gist question. They must then read more carefully in order to answer the other questions. Get them to compare with a partner before going over the answers as a class.

N.B. Remember that in this kind of activity short answers are fine.

Activity 6

Look at the task together. Elicit the best way to start and finish the e-mail. Encourage students to use the vocabulary and language that they have covered in this class to explain their absence. Students write the short e-mail. If there is time the e-mails can be written, checked and self-corrected in class. If not, they can be finished for homework.

Useful language for this lesson:

I have got a cold/backache etc.

I have a ... appointment.

I have to go to ...

I have to look after ...

I have to take/pick up ...

I have to work

I can't come to class because ...

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

It's impossible for me to come to class because ...

I'll be absent tomorrow because ...

Possible warmer for following class

Students work in pairs. They take it in turns to mime and guess different illnesses.

Possible extension activity

Vocabulary of illness could be built upon.

11

Starting work

Your first day at work

Task: Responding to first day questions
Skills: Speaking, listening, reading, writing
System:

Materials: CD player, CD, tapescript

Notes: **Activity 1**

Encourage pairs to brainstorm restaurant jobs together. Feedback any ideas to the group.

N.B. Make sure that waitress, head-chef, manager and assistant manager are brought up.

Activity 2

Refer students to task rubric. Get them to skim read and to answer the gist question. They then look at the questions before reading again to find the answers. Short answers are fine here.

N.B. There is some tricky vocabulary here. This could be pre-taught or alternatively discussed after completing the task.

Activity 3

 Track 13

Refer back to the letter. Ask students what Maribel is going to do on her first day — training. Look at the introduction to the listening. Encourage students to listen for the gist question first time. Refer them to the true/false questions. Listen second time to answer them. A third listening may be necessary.

Activity 4

Get the students to read the example statements out loud. Check the usage is clear — past experiences/time not important. Go through the first few prompts as a class. Get students to check the third forms (using dictionaries or wallcharts). Elicit what the short response would be — 'Yes, I have.' 'No, I haven't.' Students then ask their partner the questions.

N.B. If your students are strong enough then the

information gathered could then be shared with the class — this gives students the opportunity to use has/hasn't.

Activity 5

Read the introduction and the example questions out loud. Offer those questions around the class to get the responses — 'Yes, I do.' 'No, I don't.' Write three things that are part of your job on the board — make similar questions with those activities and ask various students to respond. Students then think of three things they do in their jobs before asking their partner similar questions.

N.B. For school-aged students ask them to think of three things they do at school. For students who aren't working get them to think of three things they do in the house.

Activity 6

Students practise writing the past and the third form of some key verbs. They can use a dictionary or wallchart to do this. For homework get them to add six more verbs to the list. Encourage them to choose verbs that they think are useful for them.

Useful language for this lesson:

Have you ... before?

Have you ever ...?

Yes, I have.

No, I haven't.

Do you know how to ...?

Yes, I do.

No, I don't.

Possible warmer for following class

Play a board running game. Two teams line up in front of the board. The first person in each team is given a board pen. The teacher says the infinitive of a verb. The students must run to the board and write the third form/past correctly. The first team to write it correctly on the board gets a point. (Team members can give help to the student with the pen.)

Possible extension activity

Keep building up the students' personal verb tables.

12

Dealing with problems at work

Problems, suggestions and solutions

Task: Describing problems and finding solutions
Skills: Speaking, listening, reading, writing
System:

Materials: CD player, CD, tapescript

Notes: Activity 1

Students match the problem with the job.

N.B. There are a couple of phrasal verbs here which may be new for them — it may be best to pre-teach them.

Activity 2

Refer students to the task. Get them to skim read the notice to answer the gist question. They should then read the true/false questions before reading the notice again to answer them.

N.B. You may wish to pre-teach the vocabulary which is very particular to photocopiers: tray, toner, cartridge, code.

Activity 3

Tell students Shilpa couldn't fix the photocopier problem herself. Elicit who she has to talk to — Jane. Refer students to the key sentence. Check the concept of a short action interrupting a longer one is clear — you could use a timeline for this purpose. The students can then complete the other sentences with the past continuous. You could check pronunciation and understanding by getting a student to read out a sentence, which another student has to act out.

Activity 4

 Track 14

Refer students to the task. Students listen first time for the gist question. They should then read the questions before listening a second time. A third listening may be necessary.

Activity 5

Try to elicit from students some of the phrases Ali's work-mate used to introduce his suggestions. You could give out the tapescript at this point and try to get students to identify and underline any language of suggestions. Then refer them to the box where the language of suggestions is expanded upon. Look at the first problem as a class — elicit different suggestions for the same problem using language from the box. Students then work in pairs to create mini-dialogues for the other problems.

Activity 6

Set up the scene of having a problem at work but not having anyone there to help you. Refer students to the task. Get them to imagine what exactly they were doing and what broke. Get them to think about the information they need and the tone of the note. They can then write it and it can be finished for homework.

Useful language for this lesson:

I was ...ing when ...

You could try ...

Why don't you ...?

How about ...ing?

You had better ...

It might be a good idea to ...

You ought to ...

You should ...

Let's ...

Shall we ...?

Possible warmer for following class

Write out cards with interrupted past continuous sentences on them — eg I was walking down the street when I saw my friend.

Each student takes it in turns to come up to the front and take a card. They must mime/act out the sentence and the others must guess what it says on the card.

Possible extension activity

Students discuss real problems that they have had at work.

13

**Missing work
Responding to requests to work**

Task: Saying why you can't work
Skills: Speaking, listening, reading, writing
System:

Materials: CD player, CD, tapescript

Notes: **Activity 1**

Elicit one or two examples of why people can't work. Students then brainstorm more reasons in pairs. Feedback ideas to the class.

Activity 2

Students skim read the notice and answer the gist question. They should then read the questions before returning to the text to find the answers — short answers are fine. Encourage students to try to answer the questions either before they look up unknown vocabulary in a dictionary or before unknown vocabulary is discussed as a class.

Activity 3

🎧 Track 15

Elicit a few ideas as to why Marvin can't go to the staff meeting. Refer students to the time of the meeting to guide their ideas. Students then listen first time for this information. Get students to read through the true/false questions — check they understand them. Get students to share with a partner any ideas they have from the first listening. Listen second time. Students compare with a partner. A third listening may be necessary.

Activity 4

Refer students to the sentence from the listening. Check the concept of present continuous for fixed future plans is clear. Look at question 1 together, before letting students work in pairs to complete the other five questions. Go over the answers as a class and get students to practise the mini-dialogues in pairs.

N.B. Question 6 is more difficult because it is in the third person.

Activity 5

🎧 Track 16

Refer students to the task rubric. Elicit what they think might be wrong with David, and who they think he has to phone. Listen first time to answer the gist question. Give out the tapescript — students listen and read. As a group highlight the important information in the message. Get students to practise David's message with a partner before changing the details so that they practise with their own names and a different health problem.

Activity 6

Read the task rubric together as a class. Elicit how students should start and finish the note. Get them to think about the tone of the note and what essential information they need to include. Encourage them to note down this key information before beginning to construct the actual note. It can be finished for homework.

Useful language for this lesson:

I can't work
I can't stay late
I can't come in early
I can't do any overtime
I can't go to the meeting
I can't cover your shift

... because I'm ...ing.

Possible warmer for following class

Start the class by saying that there is an extra class on Saturday. Get students to invent fantastical reasons why they can't come — eg I can't come because I'm having lunch with Brad Pitt.

Possible extension activity

Get students to record telephone answering machine messages onto tape recorders. Play them back to the students and get them to analyse the strong and weak points.

14

Moving on: work Improving work circumstances

Task: Asking for changes at work
Skills: Speaking, listening, reading, writing
System:

Materials: CD player, CD, tapescript

Notes: Activity 1

Ask students what is more important for them in a job — a good salary or nice colleagues? Refer students to the list of priorities. Make it clear that they should put 1 next to their top priority and 10 next to the least important. When they have finished they can compare with a partner.

N.B. School-aged students may never have had a job but this shouldn't stop them thinking about what their priorities would be.

Activity 2

 Track 17

Refer students to the task. Get them to listen first time for the gist question. They should then read the comprehension questions and check they understand them before listening a second time. A third listening may be necessary.

Activity 3

Ask students how Chen could improve his situation. Refer them to the task. Get them to use their dictionaries to work out where the vocabulary fits. Encourage them to practise saying the sentences to a partner — they can choose the ones which are particularly relevant to their own job situation.

N.B. Students without jobs, or school-aged students, can drill all the sentences.

Activity 4

Tell students that speaking to his boss didn't improve Chen's situation. Read the task rubric and get students to skim read the three company descriptions in order to answer the gist question. They should then read more carefully in order to fill in a company name in each of the

comparative and superlative sentences which follow.

N.B. It is assumed some work will already have been done on comparatives and superlatives prior to this lesson.

Activity 5

Elicit from students what you have to do if you find a new job — give notice in your old job (either verbally or in writing). Students should read the letter and identify the 8 spelling and punctuation errors in it. They should then copy out the letter in full including the corrections. This can be finished for homework.

Useful language for this lesson:

It is bigger than ...	It is the biggest
It is older than ...	It is the oldest
It is more international than ...	It is the most international
It has more ... than ...	It has the most ...

Possible warmer for following class

Students can practise comparatives and superlatives in a true/false quiz. The teacher puts sentences on the board about Scotland, and the students decide in teams if it is true or false — eg Glasgow is bigger than Edinburgh. Waitrose is more expensive than Tesco.

Possible extension activity

Each student could look up two local companies on the internet and prepare a short presentation about them — giving facts about them and comparing and contrasting them.

15

Review: work

Vocabulary and language review

Task: Revision: lessons 1–5 & 11–14
Skills: Speaking, listening, reading, writing
System:

Materials:

Notes: Activity 1

Students match the word or phrase with the definition.
Encourage the use of dictionaries to check their answers.

Activity 2

Students fill in the gaps with a word or phrase from the box.
Encourage the use of dictionaries to check answers.

Activity 3

Get students logged onto the jobcentre website — you will need to guide them to the part of the website where they can look at available jobs. You can then show them how to limit the search area so that they are only looking at jobs which interest them. When they have found a job they like the look of they should read it carefully in order to extract the information they need to make the notes.

N.B. For this task you will need access to the internet but it isn't necessary for each student to have a computer — students can work in pairs or threes. If you don't have any kind of access to the internet for students you could print off a selection of jobs from the site and stick them up round the room instead.

Activity 4

Elicit a few questions you might ask about someone's job from the class before looking at the prompts. Do the first two or three as a class to demonstrate that there is often not one perfect question. Students then work in pairs to come up with at least one question for each. Guide and correct as you monitor the pairs.

N.B. Make students aware that they are sometimes going to need to use the past and the future as well as the present.

Activity 5

Tell students that they are going to interview someone they don't know — this can either be a real visitor (if you can arrange it), or it can simply be yourself taking on a role. If you are doing it yourself you should make some notes beforehand about your imaginary job. The activity can run like a mini-press-conference, where the 'visitor' accepts questions from the 'journalists'. As the answers are given, encourage the students to note down the key information. Long answers are not necessary. Review what they have discovered afterwards.

For homework, encourage students to review what they have covered so far and to think about the 'work lesson' areas which they are not confident in or want more help with.

Useful language for this lesson:

Language and vocabulary covered in lessons 1–5 and 11–14.

Possible warmer for following class

Review vocabulary and phrases related to work by playing a blockbusters type game. Give the first letter and the definition of a word — eg What 'C' is the important document that you must sign before you start a job? The students must stand up and shout out what the word is. This can be done as individuals or in teams.

Possible extension activity

Review areas of the 'work lessons' which students identify as those which they need more practise in.

16

Having a tutorial

Present circumstances and future objectives

Task: Describing your study aims
Skills: Speaking, listening, reading, writing
System:

Materials: CD player, CD, tapescripts

Notes: **Activity 1**

Refer students to the task. Get them to skim read the letter for the gist question. They should then read the comprehension questions and read the text more carefully to answer them.

Activity 2

 Track 18

Refer students to the task. They listen first time to answer the gist question. They then need to read the true/false questions before listening a second time. A third listening may be necessary.

Activity 3

Look at the first question as a class. Elicit the question from the answer. Get students to work in pairs to make the other questions. Once you have gone through them as a class, students can ask their partner the same questions but this time about them.

Activity 4

Elicit what an Independent Learning Plan is. Brainstorm some typical aims and objectives for learners of English. Refer to the task and do the first question as a class. When students have matched the objectives with the advice and these have been checked they can then practise the dialogues in pairs.

Activity 5

Students think of four personal objectives and write them down. They tell their partner, who offers them advice using 'should' or 'shouldn't'.

Activity 6

Refer students to the task. Brainstorm potential problems and solutions for the note. Elicit how they are going to begin and end the note, and any other information they think they should include. The note can be started in class and finished for homework.

Useful language for this lesson:

What are you ...ing?
Are youing?
I'm ...ing.

You should ...
You shouldn't ...

Possible warmer for following class

Put study problems or study objectives on cards. Students take it in turns to take a card and read it out to the group — the other students give advice using should/shouldn't. This could be done as a whole class or in small groups.

Possible extension activity

Have a real tutorial with each student.

17

**Study skills
Learning to learn**

Task: Improving study skills
Skills: Speaking, listening, reading, writing
System:

Materials: CD player, CD, tapescript

Notes: Activity 1

Pick up a typical classroom object and ask the students what we use it for. Refer them to the task and get them to match the classroom objects with the definitions. Encourage the use of dictionaries.

N.B. You may want to have realia for this exercise so that you can check that the meaning of each word is clear.

Activity 2

🎧 Track 19

Refer students to the task. Get them to listen first time for the gist question. They then read the list of actions — they may have some idea of the correct order from the first listening. They listen a second time to put the actions in the correct order. A third listening will definitely be necessary to check or finish their order. Ask students which things they think are good ideas and which they already do.

Activity 3

🎧 Track 20

Tell the students that Fatima thought that the ideas were good and that she plans to start doing some of them. Write on the board — She is going to ... Elicit one thing that the students think Fatima is going to do. Refer them to the task. Students listen and finish the sentences. Listen a second time for students to check or finish their answers.

Activity 4

Check that the idea of 'going to' for intentions is clear — that it is not a prediction or a fixed plan but an idea that you have in your head — elicit some examples. Encourage students to think about study intentions they have and get them to finish the three sentences. Elicit the question — What are you going to do ...? Get them to ask each other

the questions in pairs. Feedback to the class to check the use of third person.

Activity 5

Check students know what a leaflet is. Refer them to the task. Get them to skim read to answer the gist question. Then refer them to the sentences below and look at the example as a class — they must match the two sentences that express a similar idea and put the number of the leaflet sentence next to the one that corresponds below.

Activity 6

Ask students what the intranet/VLE (virtual learning environment) is. Brainstorm things that you can do on a college intranet/VLE, where you can use it and how you can log on. Refer students to the task. Elicit how you would start and finish the e-mail and what questions they need to ask. This writing task could be done in pairs.

N.B. This is an opportunity to see how many students are familiar with your college's intranet/VLE and how many use it (if you have one).

Useful language for this lesson:

I am going to ...

Are you going to ...?

What are you going to ...?

Possible warmer for following class

Play a miming game to review 'going to'. Write sentences on cards with 'going to' that are easy to act out — eg I'm going to eat an apple. The students take it in turns to take a card and come to the front of the class — they must act out what they are 'going to do' and the others must guess what is on the card.

Possible extension activity

Have a session where you check that the students' files are organised and worksheets are all dated and in the correct order etc.

18

Academic skills

Class and exam skills

Task: Preparing for assessments
Skills: Speaking, listening, reading, writing
System:

Materials: CD player, CD, tapescript

Notes: **Activity 1**

Ask the class: Do you think it will rain later? Elicit the possible answers: 'Yes, I think so.' 'No, I don't think so.' Ask one or two more 'Do you think' questions before referring students to the task. Students work in pairs to ask each other the three questions.

Activity 2

Elicit from students what assessment they are preparing for now. Check that the words 'qualification' and 'achieve' and the abbreviation 'SQA' are understood before starting the task. Get students to imagine the content of the article from the title. They should skim read it to see if their ideas were right. Students then read the questions and go back to the text to scan it for the answers.

Activity 3

 Track 21

Refer students to the task. Students listen first time for the gist question. They should then read the multiple-choice questions before listening a second time in order to answer them. A third listening may be required.

Activity 4

Look at the sentence from the listening as a class. Elicit the opposite-case scenario to the board — If you don't prepare you won't pass. Check that it is clear that the second thing is a consequence of the first — that the first thing is the condition for passing or not passing. Look at question 1 together before getting students to match the others in pairs. They can then write out the complete sentences in full.

Activity 5

Tell students about the last exam you took. Make sure you touch on all the questions that appear in activity 5. When you have finished your story, refer the students to the questions. See if they can remember the answers from your story — as they give the answers to you, write them on the board in note form. Students then think about the last time they took an exam. They should write answers in note form next to the questions, before starting to write their short description. The writing can be finished for homework.

N.B. After you have elicited the key points from your story you could try to get your students to re-tell your story from those main ideas that have been put on the board. It may also be a useful exercise to get students, having made their notes about their own story, to tell it to a partner before attempting to write it.

Useful language for this lesson:

Do you think you will ...?

If you ... you will ...

Yes, I think so. No I don't think so.

Possible warmer for following class

Write first conditional sentences on pieces of card. Cut the sentences in half so that you create a matching game. Give every student a card. They must go around the class trying to find their 'partner'. This should be done as a listening and speaking activity: the showing of cards should be avoided.

Possible extension activity

Further discussion can be had on the content of the SQA assessments. A quiz could be created where the questions are all based on the assessments — eg Are you allowed dictionaries in the assessments?

19

Moving on: study

End-of-course evaluation

Task: Evaluating your college experience
Skills: Speaking, listening, reading, writing
System:

Materials: CD player, CD, tapescript

Notes: **Activity 1**

Elicit from students how long they have been at the college or school. Get them thinking about things they have learnt/studied and things that they can now do thanks to the course. Individuals come up with four examples relevant to them and share them with their group.

Activity 2

Students should read the first paragraph quickly in order to answer the gist question. They should then read the rest of the description and try to answer the comprehension questions which follow.

Activity 3

🎧 Track 22

Refer students to the task. Get students to predict the content of the meeting. Listen first time. Students can listen for the gist question and also to see if their predicted topics come up. Then refer them to the topics in the table and explain that they need to listen for whether Sam is positive or negative about each one. Listen a second time and get students to compare. A third listening may be necessary.

Activity 4

Ask students why you sometimes need to put the name of a teacher on a job application form — elicit 'as a referee'. Refer students to the task and get them to look at the text quickly in order to answer the three gist questions. Elicit what kind of words are missing — conjunctions. Students then fill in the gaps with conjunctions from the box.

Activity 5

Look at the task as a group. Look at the areas to include and refer back to the reading in activity 2 to get an example for each one. Students can then make notes next to each of the points to include, before writing their short description. This can be finished for homework.

Useful language for this lesson:

I didn't know how to ...

The main problem for me was ...

Now I can ...

I found it difficult to ...

Now I feel confident to ...

It was/wasn't worth the money

The best/worst thing about it was ...

Possible warmer for following class

Make sentences that need a conjunction. Cut them in half and take away the linking word. Give each student a piece of card — they must find the other half of their sentence by moving around the classroom and checking with the other students. When they have a match they need to decide what the missing linking word is.

Possible extension activity

Have a real guidance meeting with the students, which involves a course evaluation.

20

Review: study

Vocabulary and language review

Task: Revision: lessons 6–10 & 16–19
Skills: Speaking, listening, reading, writing
System:

Materials: College brochure (for the teacher to find), course description for activity 3 (from Answer key)

Notes: Activity 1

Introduce the task by giving an example question — What S is a person who goes to school or college? Elicit 'student'. Get students to answer the other quiz questions in pairs. Feedback the answers to the group and elicit similar quiz questions. Get students to work in small groups to try to create more questions about the topic of 'study'. They can then ask those questions to another group (team).

Activity 2

Students fill in the gaps with the correct verb. They can work individually and then compare with a partner.

Activity 3

Show students a college brochure. Brainstorm what information they can find inside — elicit 'course descriptions'. Refer students to the task. Make sure it is clear that this is not a dictation and that they don't have to write down everything they hear.

Encourage them to note down the key information — before you start, elicit what this might be. After students have listened to the course description read by you, they share their notes with a partner. They then join another pair and share their notes again. Hopefully, they now have enough notes to be able to write out a full description. Ask them to work as a group to write out their description onto an OHT. Their descriptions can then be compared with the original (copied onto an OHT) to see if they managed to note down all the important points.

N.B. Make sure you read the course description at a pace which suits your students. You may want to read it out twice.

Activity 4

Ask students if they know what a survey is. Get them to skim read the survey to see if they were right. Ask them to answer the questions for them and to write down the answers — short answers are fine.

N.B. There is no answer key for this task as everybody's answers will be personal to them. The only questions which are not relevant for school-aged students are the one related to the crèche and the one which asks if the student is working as well as studying.

Activity 5

Students can now ask each other the questions in the survey. Encourage them to expand upon their answers. Give an example of this — Do you put your child in the crèche?

No, I don't have a child.

No, my children are at school.

No, my mother looks after the baby.

Yes, my son is too young for school.

Yes, she loves the crèche.

N.B. It could help to focus the students to give them another blank copy of the survey so that they can write down their partner's answers on it.

Useful language for this lesson:

Language and vocabulary from lessons 6–10 and 16–19

Possible warmer for following class

Have a short spelling test based on key study vocabulary.

Possible extension activity

Students should review everything covered so far in the area of 'study' and decide where they want or need extra help or guidance. Follow up exercises can be done related to those specific needs.

Answer key

01 Describing jobs Current jobs

Activity 2

- 1 housekeeper
- 2 waiter
- 3 hairdresser
- 4 dustman
- 5 postman
- 6 telephonist
- 7 flight-attendant
- 8 builder
- 9 secretary
- 10 actor

Activity 3

- 1 F
- 2 T
- 3 F
- 4 T
- 5 F
- 6 F

Activity 5

- 1 usually have to
- 2 often have to
- 3 have to
- 4 ever have to
- 5 never have to
- 6 have to

02 Describing jobs

Ideal jobs

Activity 3

b) an advert for the careers office

- 1 People who want advice about finding a job or changing their job
- 2 No
- 3 Yes
- 4 4
- 5 By phone or e-mail

Activity 4

Working with children

- 1 T
- 2 F
- 3 F
- 4 T
- 5 F

Activity 6

- 1 i — I
- 1 changeing — changing
- 2 advise — advice
- 3 advise — advice.
- 4 I'am — I am
- 5 musselburgh — Musselburgh
- 6 do — Do
- 7 informacion — information
- 8 proces — process
- 9 posible — possible

03 Finding out about jobs
Requesting information

Activity 3

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

Activity 4

- _____ 2 _____ Fine thanks. And you?
- _____ 5 _____ Working as a tour guide on the Royal Yacht Britannia.
- _____ 3 _____ Great. I'm happy because I've got some information about a really nice job.
- _____ 9 _____ Well, it's £8.25 an hour.
- _____ 6 _____ Wow! Sounds good. Is it a full-time position?
- _____ 4 _____ What kind of job?
- _____ 7 _____ No, part-time unfortunately, but the pay is good so I don't really mind.
- _____ 1 _____ Hi, Ben. How are you?
- _____ 14 _____ I hope you get it!
- _____ 8 _____ How much do they pay then?
- _____ 11 _____ Yes, that's why it's so good, and it starts in a couple of weeks too.
- _____ 10 _____ Not bad. Is it a permanent position?
- _____ 13 _____ I'll be taking Arabic-speaking tourists around the boat and telling them about the boat's history.
- _____ 12 _____ So, if you get the job, what exactly will you be doing?

04 **Getting a job**
Applying for jobs

Activity 2

Rose Application for Employment		
Name Yuka	Surname Kanahara	Title Mrs
Address 50/4 Leven Street Glasgow	Tel no. Home 01982 653 4847	
	Tel no. Mobile 0770 493 2148	
Postcode G12 4TN	D.O.B 15/ 02 /1981	
Education 1993-1999 Yokohama International School for Girls 1999-2001 Tokyo College of Fashion		
Previous Employment 1999–2001 -Part-time waitress - Starbucks, Yokohama 2002–2002 -Full-time Sales Assistant - Gap, Tokyo 2005–2006 -Full-time sales assistant - Debenhams, Glasgow		

Activity 3

- 1 F
- 2 T
- 3 T
- 4 F
- 5 F
- 6 F

05 Job interviews

Talking about personal qualities and work experience

Activity 2

- Do
- Dress smartly
 - Ask questions
 - Talk about your skills
 - Look the interviewer in the eye
 - Talk about work experience
 - Find out about the company before the interview

- Don't
- Arrive late
 - Say negative things about previous employer
 - Lie
 - Mention negative qualities

Activity 3

- 1 25 years old
- 2 Married
- 3 Peebles — 6 months
- 4 First job — outside of Beijing
- 5 4 star hotel
- 6 2 years
- 7 During the summer
- 8 Mandarin is first language

Activity 5

- 1 12/4/07
- 2 No
- 3 Mr Peter Murray
- 4 Yes
- 5 18
- 6 No
- 7 No
- 8 One month

06 **Finding a college course**
College subjects and course descriptions

Activity 1

Technology	Business & Administration	Food & Hospitality	Social Work
Electrical Engineering	Computing	Food Hygiene	Youth Work
Motor Vehicle Maintenance and Repair	Accounting	Professional Cookery	Psychology
Child Care & Education	Languages	Health & Beauty	Art, design & media
Playwork	French	Hairdressing	Photography
Learning and Development	ESOL	Massage	Ceramics

Activity 2

- 1 Entry Requirements
- 2 Study Areas
- 3 Career Opportunities
- 4 Mode of Study
- 5 Course Dates
- 6 Further Information

Activity 4

- 1 20 weeks
- 2 15th June
- 3 No (not Friday)
- 4 A lecturer
- 5 No (deadline is 1 December)

07 Applying for a college course
College applications and interviews

Activity 2

She grew up in Brazil.

- 1 She went to school in Brazil.
- 2 She started high school in 1986.
- 3 She finished/left high school in 1992.
- 4 She studied medicine at university.
- 5 She graduated from university in 1999.
- 6 She got an English qualification in 2006.

Activity 3

She has applied for a course in massage.

- 1 F
- 2 T
- 3 T
- 4 F
- 5 F

Activity 4

- 1 Where did you go to school?
- 2 What subjects did you study?
- 3 How old were you when you left school / When did you leave school?
- 4 Did you get your high school certificate / Did you get any qualifications at school?
- 5 Did you go to university?
- 6 What did you study at university?
- 7 When did you graduate?

Activity 5

Yes, Sebastian finished high school.

- 1 I went to primary school when I was 5.
- 2 I went to high school when I was 12.
- 3 At primary school my favourite subject was maths.
- 4 I got my high school diploma and left school in 1980.
- 5 At university I studied politics.
- 6 I graduated in 1983.

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

Activity 2

The first notice

- is for new students.
- they must go to the office.
- to get their college pass and to find out where their classroom is

The second notice

- is for students.

- 1 No
- 2 Yes
- 3 In the bins
- 4 Your teacher
- 5 No
- 6 Contact your teacher

Activity 3

- Don't eat or drink in the classrooms.
- Don't throw litter on the floor.
- Don't use your mobile phone in class.
- Don't take books home without asking your teacher.
- Don't use the computers for downloading films or music.
- Don't bring friends who are not students onto the campus.
- Don't miss class without telling your teacher why.
- Don't be rude to other students or staff.

N.B. Students may not have exactly the same answers as the ones above; these are just examples and it is up to the teacher to assess if the students' answers are logical and grammatically correct.

Activity 4

b) health and safety

- 1 F
- 2 T
- 3 F
- 4 F
- 5 T

Activity 6

- In future, please make sure that you turn off your phone before you come into the classroom. **4**
- In this situation you must tell the teacher at the beginning of the class that your phone may ring. **6**
- I have recently noticed that more and more students are using their mobile phones during the class. **2**
- Many thanks. **7**
- To all students: **1**
- The only exception to this rule is if you are expecting a very important call. **5**
- This is not acceptable as it disrupts the class. **3**

To all students:

I have recently noticed that more and more students are using their mobile phones during the class. This is not acceptable as it disrupts the class.

In future, please make sure that you turn off your phone before you come into the classroom. The only exception to this rule is if you are expecting a very important call. In this situation you must tell the teacher at the beginning of the class that your phone may ring.

Many thanks.

09 In the classroom
Classroom language

Activity 2

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

Activity 3

Example answers — there could be many valid answers.

- 1 Could you speak a little slower, please?
- 2 Could you repeat the instructions, please?
- 3 Could you lend me a pen or pencil, please?
- 4 Could you move to your left, please?
- 5 Could you open the window, please?
- 6 Could you write it on the board, please?
- 7 Could you give me a handout, please?
- 8 Could you help me, please?

Activity 4

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

Activity 5

- When you think you have all the answers, go back to the text and check. 8
- Read each question carefully and check any difficult vocabulary. 5
- Next, skim read the article to see if you were right about the content. 3
- Finally, compare your answers with a partner. 9
- Having read the article once, go to the comprehension questions. 4
- First of all, look at the title and the picture. 1
- As you find each answer in the text, underline it. 7
- Now, go back to the text and scan it to find the answers to the questions. 6
- Then, discuss with your partner what you think the article is going to be about. 2

Activity 6

First of all, please turn off all mobile phones. Secondly, make sure that any books or notes are in your bag and not on the table. You will only need a pen. Please don't use pencil or Tippex in the assessment. If you make a mistake, cross it out. When I give you your assessment paper, please write your name and today's date at the top. You will have 10 minutes to look at the questions. If there is anything you don't understand you can use a dictionary. You will then listen to the CD recording twice. Circle the answers you think are correct.

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

Activity 1

- 1 He has got a cold/the flu.
- 2 He has broken his leg.
- 3 He has got a headache.
- 4 He has got a temperature.

Activity 2

Phone Messages

Date: 25/2/2007

Time: 9.05am

Name: Dimitri Litvinenko **Class:** Advanced English

Message for: Anne

Message: Dimitri can't come to class today because he has got the flu.

Contact tel. number: 0770 462 1138

Activity 4

- 1 She has to take her daughter to the doctor's.
- 2 She has to take her dog to the vet's.
- 3 She has to go for a blood test/have a vaccination/go to the doctor's.
- 4 He has to go to the dentist's.

Activity 5

Yes, missing a lot of classes is a problem.

- 1 No
- 2 Contact the college
- 3 Yes
- 4 The secretary
- 5 Your teacher

11 Starting work
Your first day at work

Activity 2

Yes, she has got the job.

- 1 No
- 2 Monday 25 June
- 3 5 hours
- 4 No
- 5 Her National Insurance number
- 6 Bruno

Activity 3

Fabio is the head waiter.

- 1 F
- 2 T
- 3 F
- 4 T
- 5 F
- 6 F

Activity 6

Base form	Past simple	Third form
be	was/were	been
have	had	had
see	saw	seen
do	did	done
speak	spoke	spoken
study	studied	studied

12 Dealing with problems at work Problems, suggestions and solutions

Activity 1

- 1 b)
- 2 d)
- 3 e)
- 4 a)
- 5 c)

Activity 2

The notice is for staff who use the photocopier.

- 1 T
- 2 F
- 3 F
- 4 T
- 5 F

Activity 3

Short action: jammed
Long action: was making

- 1 I **was doing** a delivery when the van broke down.
- 2 I **was serving** a customer when the till-roll ran out.
- 3 I **was taking** the pizza out of the oven when the fire alarm went off.
- 4 I **was cleaning** the floor when I slipped over.
- 5 I **was chopping** onions when I cut myself.
- 6 I **was loading** the van when I dropped a box.

Activity 4

The Hoover isn't working.

- 1 The hallway
- 2 Yesterday
- 3 No, the cover
- 4 The supervisor
- 5 No

13 **Missing work**
Responding to requests to work

Activity 2

- 1 Thursday 19 May, 5 pm–6.30 pm
- 2 In a supermarket
- 3 Yes
- 4 No
- 5 No
- 6 Richard

Activity 3

- 1 F
- 2 T
- 3 T
- 4 F
- 5 T

Activity 4

- 1 I can't work on Wednesday because **I'm going to the doctor's.**
- 2 I can't cover your shift because **I'm working.**
- 3 I can't work on Friday night because **I'm travelling to Skye for a wedding.**
- 4 I can't stay late today because **I'm picking up my son from school.**
- 5 I can't come in early tomorrow because **I'm meeting my bank manager.**
- 6 I can't work overtime next week because **my mother is visiting.**

14 Moving on: work

Improving work circumstances

Activity 2

He is mainly negative.

- 1 A year
- 2 Temporary
- 3 An hour by bus
- 4 A bigger company
- 5 Yes

Activity 3

- *I have been with the company for a year — I would like to be considered for **promotion**.*
- *My current position is very easy for me — I want more **responsibility**.*
- *I work very hard — I think that I deserve a **pay-rise**.*
- *I have very little job security — I would like to have a **permanent contract**.*
- *I want to continue learning. I need more **training**.*

Activity 4

Shortbread, haggis and toffee

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

Activity 5

	17 Marchmont Road Edinburgh EH11 5DK
10 March 2007	
Dear Mr connolly ,	
I am writting to inform you of my desision to resign from my position with The Edinburgh Jam Company.	
Giving 2 weeks' notice, my last day of work will be the 24 march 2007.	
While I believe that I am moving for good reasons, I am sorry to leave and I thank you for your help during my time with the compani .	
Pleese let me know the arrangements for returning my uniform and factory pass	
yours sincerely	
Chen Xiu	

Punctuation errors: Connolly, March, pass., Yours

Spelling errors: writing, decision, company, please

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

Activity 1

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

Activity 2

- 1 I work in a restaurant, so I don't work 9 to 5 — I work **shifts**.
- 2 My **salary** is very low — I want a pay-rise.
- 3 My boss is very happy with me — hopefully I'll get a **promotion**.
- 4 The best thing about my job is my **colleagues** — they are all very nice.
- 5 We are very busy this week, so I'm going to have to work **overtime**.
- 6 It is important to talk about your **personal qualities** in a job interview.

Activity 4

Example questions

- 1 Where do you work?
- 2 What are your duties?
- 3 What hours do you work?
- 4 Do you get any training?
- 5 What skills do you need to get this job?
- 6 What work experience do you need to get this job?
- 7 What personal qualities are needed in this job?
- 8 What job did you do before this one?
- 9 What kind of contract do you have?
- 10 Why are you doing this job?
- 11 Do you have any opportunities for promotion?
- 12 What job would you like to do in the future?

16 **Having a tutorial**
Present circumstances and future objectives

Activity 1

The letter is about organising tutorials.

- 1 Three weeks
- 2 Problems and objectives
- 3 Next week
- 4 15 minutes
- 5 No

Activity 2

Yes, Salim is happy in the class.

- 1 F
- 2 F
- 3 F
- 4 T
- 5 T

Activity 3

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

Activity 4

- 1 I want to speak more fluently.
 - 2 I would like to improve my listening skills.
 - 3 I need to build my vocabulary.
 - 4 I want to get some English qualifications.
 - 5 It is important for me to gain more confidence.
-
- 4) You should prepare for an Access 3 assessment.
 - 1) You should try to speak English at every opportunity.
 - 5) You shouldn't feel embarrassed if you make mistakes.
 - 2) You should listen to the radio and watch films in English.
 - 3) You should try to learn 10 new words every day.

17 Study skills

Learning to learn

Activity 1

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

Activity 2

This part of the workshop is about: how to organise your handouts.

- Use a highlighter pen. 5
- Punch all worksheets. 1
- Write down the homework at the back of your file. 7
- Name and date all worksheets. 2
- Use dividers. 6
- Put the newest worksheet on top. 4
- Put all worksheets in a ring-binder. 3

Activity 3

- 1 I'm going to **buy a ring-binder.**
- 2 I'm going to **buy a highlighter pen.**
- 3 I'm going to **file my college work better.**
- 4 I'm going to **date all my worksheets.**
- 5 I'm going to **keep the worksheets in the right order.**
- 6 I'm going to **write the homework down in one place.**

Activity 5

The text is about a good place to study.

- Make sure the room is not too hot or cold for you. 6
- It's not a good idea to try to listen to the radio whilst studying.
2
- Make sure you have enough light. 7
- A comfortable chair is very important. 8
- Turn off your mobile while studying. 3
- Don't keep your pens and pencils in another room. 5
- Prepare a timetable for using your place of study. 1
- A very small table is not good for studying. 4

18 Academic skills
Class and exam skills

Activity 2

- 1 2004
- 2 In her English course
- 3 Speaking, listening, reading, writing
- 4 Her young son
- 5 Two
- 6 Computing

Activity 3

No, Rose isn't happy about the idea of doing an assessment.

- 1 b
- 2 c
- 3 c
- 4 a
- 5 a

Activity 4

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

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

Activity 2

He is describing his time at college.

- 1 Nervous
- 2 No
- 3 An hour
- 4 He worked every evening.
- 5 Yes
- 6 He is going to start applying for jobs.

Activity 3

He has been studying cookery.

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

Activity 4

It is to a teacher / Katherine. It is from a student / Jonathan. It is about a reference.

Hi Katherine,

I hope you are well. I'm fine here but missing the classes.

I'm writing **because** I'm in the process of applying for a job with a company in Dundee. They sent me the application form the other day **and** on it they ask for two referees. One has to be work-related **but** the other one can be academic. Could I put you down as one of my referees, please?

The job is with a bus company and I would be working as an office administrator. It looks like a nice place to work and it is well-paid **too**. I think I could do the job well **so** I would appreciate your help in getting it.

I look forward to hearing from you soon.

Jonathan

20

Review: study

Vocabulary and language review

Activity 1

- 1 Worksheet
- 2 Skim
- 3 Subjects
- 4 Qualification
- 5 Brochure
- 6 Semester
- 7 Register

Activity 2

- 1 Look up
- 2 Compare
- 3 Note down
- 4 Underline
- 5 Apply
- 6 Attend
- 7 Discuss
- 8 Find out

Activity 3

This is a beginner's Arabic class. It is a three-month course and it runs from April to June. The classes are on Monday and Wednesday evenings from 6.30 to 9pm. You don't need to have any Arabic to join the class as it is for complete beginners. The course focuses on basic communication and grammar and is taught by a native speaker. It costs £150, which includes a course-book, and at the end of the course you will receive a certificate of attendance. To register for the course you must fill in an application form and send it to the college before the end of February. You can get an application from our website or by phoning us on 0131 664 8737.

Listening CD track index

Lesson Number	Track Number
Introduction to unit	Track 1
Lesson 1 Activity 3	Track 2
Lesson 1 Activity 5	Track 3
Lesson 2 Activity 4	Track 4
Lesson 3 Activity 4	Track 5
Lesson 4 Activity 2	Track 6
Lesson 5 Activity 3	Track 7
Lesson 6 Activity 4	Track 8
Lesson 7 Activity 5	Track 9
Lesson 8 Activity 4	Track 10
Lesson 9 Activity 4	Track 11
Lesson 10 Activity 2	Track 12
Lesson 11 Activity 3	Track 13
Lesson 12 Activity 4	Track 14
Lesson 13 Activity 3	Track 15
Lesson 13 Activity 5	Track 16
Lesson 14 Activity 2	Track 17
Lesson 16 Activity 2	Track 18
Lesson 17 Activity 2	Track 19
Lesson 17 Activity 3	Track 20
Lesson 18 Activity 3	Track 21
Lesson 19 Activity 3	Track 22

Tapescripts

01 Describing jobs Current jobs

Activity 3: Track 2 (*The speaker is a young Scottish woman.*)

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

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

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

Activity 5: Track 3 (*Pilar is a young Mexican woman. Roman is a middle-aged Polish man.*)

- Pilar: Hi, I'm Pilar. Nice to meet you.
Roman: Hi Pilar. I'm Roman. Nice to meet you too.
Pilar: So, tell me Roman, what do you do?
Roman: I'm a lorry driver.
Pilar: Oh, really? That must be hard work.
Roman: It can be. I usually have to drive very long distances and I often have to drive at night, but I enjoy driving so it's not too bad.
Pilar: Where do you have to go?
Roman: Most of the time I drive around Scotland, but sometimes I have to drive down to England too.
Pilar: Do you ever have to go abroad?
Roman: No, I never have to go out of the UK for work, which is good.
Pilar: So, how many hours do you work a week?
Roman: On average, I'd say about 55.
Pilar: Quite a lot!
Roman: Yes, in fact, I have to go to work now.
Pilar: Well, it was nice talking to you Roman.
Roman: Yes, hope to see you again some time.
Pilar: Bye then.
Roman: Bye.

02 Describing jobs

Ideal jobs

Activity 4: Track 4 (*The careers adviser is a Scottish woman. Miriam is a Scottish woman.*)

- Careers adviser: Good morning.
Miriam: Good morning. I have an appointment to see a careers adviser.
- Careers adviser: Ok, what's the name, please?
Miriam: Miriam Mackenzie.
- Careers adviser: Oh yes, come and have a seat.
Miriam: Thank you.
- Careers adviser: So, Miriam, are you working at the moment?
Miriam: Yes, I'm working as a cleaner.
- Careers adviser: Ok, and are you happy in that kind of job, or would you like to find something different?
Miriam: I'd really like to work with children, but I'm not sure what I can do because I don't have any qualifications.
- Careers adviser: Would you like to work with younger children?
Miriam: Yes, I get on well with young kids.
- Careers adviser: How about working as a playworker. There are often jobs available in after-school clubs and you don't usually need qualifications, just a police check.
Miriam: That sounds interesting.
- Careers adviser: Would you like me to get you some information about that kind of work?
Miriam: Yes, that would be great. Thanks.

03 Finding out about jobs
Requesting information

Activity 4: Track 5 (*Hagir is an Arabic-speaking woman. Ben is a Scottish man.*)

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

04 **Getting a job**
Applying for jobs

Activity 2: Track 6 (*Yuka is a young Japanese woman.*)

My name is Yuka Kanahara and I'm from Japan. My surname is spelt K-A-N-A-H-A-R-A. I was born on the 15th February 1981. I'm married and I live with my husband in Scotland. My address is 50/4 Leven Street; that's in Glasgow. The postcode is G12 4TN. My home phone number is 01982 653 4847 and my mobile number is 0770 493 2148.

Before I came to Scotland I used to live in Japan. I studied at the Yokohama International School from 1993 to 1999. I then moved to Tokyo to study fashion at college. I finished my two-year course in 2001. Whilst I was at college I worked as a waitress at Starbucks. After finishing college I got a full-time job as a sales assistant at Gap. I was there for two years and then, after that, I came to Peebles with my Scottish husband. I am currently working as a sales assistant at Debenhams in Glasgow, but we are moving to Edinburgh soon so I need to find a new job there.

05 Interviews

Talking about personal qualities and work experience

Activity 3: Track 7 (*Lina is a young Chinese woman. The interviewer is a middle-aged Scottish man.*)

Interviewer: Good afternoon. You must be Lina.

Lina: Yes, pleased to meet you.

Interviewer: Now Lina, first of all, tell me a little bit about yourself.

Lina: Well, I'm 25 and I'm originally from China. I moved to England in 2005 and then I came up to Scotland, where I met my husband. That was in 2006. So, I've been in Peebles now for about 6 months and I'm very happy living and working here.

Interviewer: Fine. And can you tell me something about your previous work experience?

Lina: Yes. My first job was in a hotel outside of Beijing; I worked as a housekeeper there. I enjoyed working in the hotel, but I wanted a position which was more challenging, so it was then that I decided to train to become a hotel receptionist. I worked as a receptionist for a busy 4-star hotel in the centre of Beijing before coming to the UK; I was there for two years.

Interviewer: And have you worked here too?

Lina: Yes. I have worked both as a hotel receptionist and as a housekeeper here. In the summer I had a job at a small hotel just outside of Edinburgh.

Interviewer: Right, and what qualities do you think you have which make you a good hotel receptionist?

Lina: Well, I have a lot of experience in dealing directly with the public and I think I am friendly and approachable. I also have a lot of patience and a calm temperament, which I think is essential when you work in a busy, fast-moving hotel environment. At the same time I would say that I'm organised and efficient and I'm good at problem solving. I also have good computer skills and speak several languages; Mandarin in my first language but I am also fluent in Cantonese and I know a little Japanese too.

Interviewer: So, why are you interested in working for our hotel?

Lina: I think it would be an exciting opportunity for me to work in such a big and important hotel. I would enjoy dealing with guests from all over the world and I think that I would learn a lot.

Interviewer: Fine, thank you for that. So, do you have any questions for me about the position, Lina?

Lina: Yes. Can you tell me ... (*fade out*)

06

Finding a college course

College subjects and course descriptions

Activity 4: Track 8 (*The secretary is a Scottish woman. Isaac is a Scottish man.*)

Secretary: Hello, Peterson College. Can I help you?
Isaac: Hello. I'd like some information about one of your courses, please.
Secretary: Yes, what course is it?
Isaac: Foundation Professional Cookery.
Secretary: Ok. How can I help?
Isaac: Well, I've read the course description but it doesn't say anything about the fees. How much is the course?
Secretary: Let me see. It's a 20-week course, so it is £450.
Isaac: Right. And regarding the course dates, what are the actual start and finish dates?
Secretary: The semester begins on the 22nd January and finishes on the 15th June. You have two weeks off at Easter.
Isaac: Fine. And what is the timetable like?
Secretary: Well, classes are every morning from 9.30 to 12.30, and then there are afternoon classes every day except Friday from 1.30 to 3.
Isaac: Ok, and how is the course assessed?
Secretary: Oh, I'm afraid I don't have that information. You will have to speak to a lecturer about that. I can make an appointment for you to speak to somebody if you like.
Isaac: Don't worry. I'll think about it first, thanks. Just one more question though. When is the registration deadline?
Secretary: You must register by the 1st December.
Isaac: That's great. Thanks for your help.
Secretary: No problem. Bye now.
Isaac: Bye.

07 **Applying for a college course**
College applications and interviews

Activity 5: Track 9 (*The speaker is a middle-aged Polish man*)

I went to school in Torun, which is a small city in Poland. I started primary school when I was 5 years old and then I went to high school when I was 12. At primary school my favourite subject was maths but at high school my favourite subject was philosophy. I also studied Polish, Russian, history, geography, economics and science at high school.

In my last year there I had to prepare for my end of school exams. I got my high school diploma and left school in 1980, when I was 18.

After finishing school I went to university in Warsaw. At university I studied politics and I graduated in 1983.

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

Activity 4: Track 10 (*The speaker is a Scottish woman.*)

Right, before we start the class I have to talk to you about a few important things.

Firstly, if you hear the fire alarm, then you must stop what you are doing immediately and leave the building — don't stop to get bags or coats. The nearest fire exit to this classroom is at the end of the corridor and down the stairs, and our meeting point is in the college car park, at the far end. It may just be a fire drill but always imagine that it is a real fire and never go back into the building until someone tells you it is ok to do so.

Secondly, smoking is forbidden throughout the college building so please don't smoke in the toilets as this will set off the fire alarm. If you need to smoke you will have to go outside.

Finally, this college is on a very busy road. Only cross the road at the pedestrian crossing or you could have an accident.

09 **In the classroom**
Classroom language

Activity 4: Track 11 (*The speaker is a Scottish man.*)

Hi everybody. For the first part of the lesson you are going to work with a partner; you can work with the person sitting next to you. I'm going to give each student in the pair a handout. The two handouts are different. The texts on the handouts are the same — both have a description of someone's job — but there are differences: each student has different information missing. To fill in the gaps in your descriptions you will need to think about the questions you need to ask; I'll give you 5 minutes to do this. Write your questions in the area provided on the bottom of the handout; you should have five questions. Then, you need to ask your partner those questions to find out what the missing information is; note down the answers in the gaps. So, let me give out the handouts and we'll do the first one together as an example ...

10 Missing classes

Reasons for not attending class: illness/obligations

Activity 2: Track 12 (*The secretary is a Scottish woman. Dimitri is a Russian man.*)

Secretary: Good morning, Waverley College. How can I help you?
Dimitri: Oh, hello. I'm a student at Waverley and I'm calling because I can't come to class today.
Secretary: Right, can you give me your full name, please?
Dimitri: Yes, it's Dimitri Litvinenko.
Secretary: I'm sorry, but could you spell that for me, please?
Dimitri: Dimitri, D-I-M-I-T-R-I. Litvinenko, L-I-T-V-I-N-E-N-K-O.
Secretary: Thank you. And what class are you in?
Dimitri: Advanced English.
Secretary: Ok, and who is your teacher?
Dimitri: Anne.
Secretary: Ok, so what should I tell Anne?
Dimitri: Can you tell her that I'm absent today because I've got the flu.
Secretary: Oh dear! I'll pass on the message. Could you just leave me a contact number in case Anne wants to talk to you.
Dimitri: Of course. It's 0770 462 1138
Secretary: Thanks Dimitri. I hope you get better soon.
Dimitri: Thank you. Bye.
Secretary: Bye.

11 **Starting work**
Your first day at work

Activity 3: Track13 (*Fabio is a Scottish man. Maribel is from Argentina.*)

Fabio: Hi there. I'm Fabio. I'm the head waiter here.
Maribel: Hi, I'm Maribel, the new waitress.
Fabio: Yes, Bruno told me. He wants me to give you some training today. Have you worked in a restaurant before?
Maribel: Yes I have, but in Argentina.
Fabio: Right. Were you a waitress?
Maribel: Yes, I was.
Fabio: So, have you ever worked in a British restaurant?
Maribel: No, I haven't. It will be the first time.
Fabio: Don't worry. You will be fine. The most important thing is to learn the dishes on the menu. Here's the menu. Have you seen it before?
Maribel: Yes, I have eaten here!
Fabio: Oh, good! Well, I'll explain the menu in a minute after I have shown you how to send orders to the kitchen. It is all electronic. Have you ever used a system like this?
Maribel: No, never. Is it complicated?
Fabio: Not at all. I'll show you now ...

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

Activity 4: Track 14 (*Ali is a Scottish man. Marc is a Scottish man.*)

- Ali: Marc! Can you help me with something a minute, please?
Marc: Sure. What's the problem?
Ali: Well, I've got a problem with the Hoover. I was cleaning the hallway when the Hoover just stopped working.
Marc: Oh, maybe it is full. You could try changing the bag.
Ali: No, I know that isn't the problem as I changed it yesterday.
Marc: Well, how about checking that the cover is closed properly — it won't work if it isn't.
Ali: It looks like it is shut perfectly. What else could it be?
Marc: You had better tell the supervisor about it. He may know how to fix it.
Ali: Yes, I'll tell him when he comes in. But how am I going to finish cleaning now?
Marc: Why don't you ask Karen if you can borrow the Hoover from the other building?
Ali: That's a good idea. I'll go and ask her now. Thanks for your help.
Marc: No problem.

13 Missing work

Responding to requests to work

Activity 3: Track 15 (*Marvin is a Scottish man. Richard is a Scottish man.*)

- Marvin: Hi Richard. Are you busy?
Richard: No, come in. How are you today Marvin?
Marvin: Fine thanks. It's just that I wanted to talk to you about Thursday's staff meeting.
Richard: Oh right. Are you coming?
Marvin: Well, that's just it. I can't come to the meeting because I'm taking my daughter to the dentist's.
Richard: Oh, I see. What time is the appointment?
Marvin: It's at 5.30, on the other side of town. I organised it at that time so that I could go after work.
Richard: Is it possible to change the appointment to another day?
Marvin: I doubt it as they are always very busy.
Richard: Well, don't worry then. Are you working on Friday?
Marvin: Yes, I'm working from 8am.
Richard: Can you come and see me on Friday morning then and I'll tell you anything you missed in the meeting?
Marvin: Yes, I'll come in during my morning break. Thanks Richard.
Bye.
Richard: See you Friday, Marvin.

Activity 5: Track 16

- Answering machine: You have reached the answering service for Safeways Supermarket. The store is open from 8am to 9pm. If you would like to leave a message please do so after the tone.
- David: Hello. This is David Bishop — I work in the warehouse. I'm ringing to say that I can't come in to work today — I have a stomach bug and I'm not feeling well enough to work. Hopefully I will be back to work tomorrow. Thanks. Bye.

14 **Moving on: work**
Improving work circumstances

Activity 2: Track 17 (*The speaker is a young Scottish man.*)

I work for the Edinburgh Jam Company. I have been with the company for a year now. Unfortunately, I'm not very happy there as although I am working full-time I only have a temporary contract. What's more, the factory is a long way from my house — more than an hour by bus. It would be good to work for a bigger company where there is a better chance of getting a permanent contract and where I might have the opportunity for promotion — at the moment I am working on the factory line, but I'd really like to be a supervisor. A pay-rise would be good too — I work very hard but I don't earn much money.

16 **Having a tutorial**

Present circumstances and future objectives

Activity 2: Track 18 (*The teacher is a Scottish woman. Salim is an African man.*)

Teacher: Hi Salim. How are you today?

Salim: I'm fine thanks Maggie.

Teacher: Good. Did you get very wet on the way in today?

Salim: No, I took the bus and it drops me just outside the college.

Teacher: I thought you lived near the college — where are you living at the moment?

Salim: I've moved. I'm now living in Livingston.

Teacher: And are you happy there?

Salim: Yes, it's good because in the afternoons I'm working in my uncle's shop.

Teacher: And what about the class? Are you enjoying it?

Salim: Yes, it's great fun!

Teacher: Are you having any problems?

Salim: Well, I am having one or two problems — I find some things difficult.

Teacher: What are you finding difficult?

Salim: I'm finding it difficult to find the time to do the homework because I'm working every afternoon.

Teacher: I see ...

17 **Study skills**
Learning to learn

Activity 2: Track 19 (*The speaker is a Scottish man.*)

Welcome to the study-skills workshop. I hope that today is going to be interesting for you and that you go away with some useful tips. We are going to start the session by talking about how to organise any handouts that you get during the course — this may sound like a very simple thing but it is one of the most important. You should always punch every worksheet your teacher gives you. You should also name and date it before putting it in a ring-binder — it is best to put the newest worksheet on top. It is also a good idea to have a highlighter pen — you can use it to highlight the most important things on each worksheet so that when you go back to them the key points are easy to find. I also like students to use dividers in their files as that way you can separate any college information sheets from exercises. You can also keep a section at the back with blank paper in it for noting down what the homework is — that way you can never forget what you have to do.

Activity 3: Track 20 (*The speaker is a Scottish woman.*)

I've got a lot of good ideas about improving my study skills now. The first thing I'm going to do is buy a ring-binder — my paper folder is a real mess. Oh, and I'm also going to buy a highlighter pen because I think that it will make revising easier. I've decided that I'm going to file my college work better, so I'm going to date all my worksheets and I'm going to keep them in the right order too. And I'm definitely going to write the homework down in one place — I always forget what we are supposed to do!

18 Academic skills
Class and exam skills

Activity 3: Track 21 (*The teacher is a Scottish woman. Rose is a female non-native speaker*)

Teacher: Hi Rose.
Rose: Hello.
Teacher: I wanted to talk to you about the Intermediate 1 assessments.
Rose: Oh no!
Teacher: Don't worry! They are not that bad.
Rose: But I really don't like any kind of exams!
Teacher: Well, I think that you will be ready to do your first assessment soon.
Rose: But I won't pass! Exams make me feel so stressed.
Teacher: If you prepare well you will achieve the assessment.
Rose: Do you think so?
Teacher: Yes, of course. Your English has improved so much since you started in August.
Rose: When will I do the assessment?
Teacher: Next month I think.
Rose: Will we do some practice assessments before then?
Teacher: Yes, of course. In fact, if you stay for flexible learning today I will give you some practice reading exercises to do.
Rose: Thanks. That would be good.

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

Activity 3: Track 21 (*The teacher is a Scottish man. Sam is a young Scottish man.*)

- Teacher: Hi Sam.
Sam: Hello Mr Brown.
Teacher: So, it is your last day on the cookery course. How are you feeling?
Sam: Well, actually, I'm really tired. The course is very intensive and I think that it is maybe a bit too long. For me, 8 weeks would be better than 10.
Teacher: And what about the timetable? Was it good for you?
Sam: Yes, that was fine.
Teacher: Good. So tell me, what did you like best about the course?
Sam: Well, I have to say that the teaching was fantastic! The lessons were always interesting for me. I am also very happy about the friends I've made in class — all my class-mates are great.
Teacher: And do you feel the course prepared you well for your assessments?
Sam: Yes and no. The exam practice we did in class was really useful but I don't think we had enough homework — I needed to practise more at home.
Teacher: Ok. And what did you think of the classroom and college facilities?
Sam: Oh, in general the facilities are amazing, especially the kitchens we use when we are doing practicals. The main problem for me was the actual classroom as I think it is too small for a group of 20 students.
Teacher: Well, it is good to hear your views on the course. I'll keep your comments in mind for the next course.

Supplementary materials

03 Finding out about jobs Requesting information

Activity 2

- Barman
- The Jolly Judge Pub
- Serving drinks
- £5.60 an hour
- Fri and Sat 6–12pm
- Temporary
- Immediate start

- Factory Worker
- Benny's Biscuits
- Sorting and packing
- £5.98 an hour
- Mon–Thur 10pm–6am
- Permanent
- To start February

- Bouncer
- Destiny Night Club
- Working on the door
- £8 an hour
- Thur, Fri, Sat 10pm–3am
- Temporary
- September to June

- Shop Assistant
- Sunshine Supermarket
- Working on the checkout
- £6.01 an hour
- Mon–Fri 8am–5pm
- Permanent
- To start 15 March

- Sorter
- Post Office
- Sorting letters
- £5.76 an hour
- Shifts as required
- Temporary
- Christmas period

- Gardener
- Greenscene Gardens
- Mowing and planting
- £7.50 an hour
- Mon–Fri 7am–3pm
- Permanent
- To start September

- Joiner
- Carter's Construction
- Working on house construction sites
- £12 an hour
- Mon–Fri 7.30am–3.30pm
- Temporary
- 6 months from February

- Taxi-Driver
- Maxine's Mini-Cabs
- Driving cabs in the Edinburgh area
- Variable wage
- Temporary
- Immediate start

- Kitchen Porter
- Pizza Express
- Washing dishes, making starters
- £5.90 an hour
- Tues–Sat 4–12pm
- Permanent
- To start January

- Assistant Chef
- Browns
- Helping the head chef
- £7.05 an hour
- Shifts as required
- Temporary
- 6 weeks from 1 Dec

- Cleaner
- Bank of Scotland
- Hoovering, dusting
- £6 an hour
- Mon–Fri 6.00–9.00am
- Permanent
- To start May

- Receptionist
- Premier Lodge
- Taking bookings, checking in guests
- £6.78 an hour
- Thurs–Sun 12–9pm
- Temporary
- Summer

- Housekeeper
- The Balmoral Hotel
- Preparing rooms
- £7 an hour
- Mon, Wed, Fri 9am–3pm
- Temporary
- 5 weeks from 3 Dec

- Waiter/Waitress
- Cafe Rouge
- Taking orders and serving customers
- £5.50 an hour + tips
- 40 hours a week – various shifts
- Permanent
- Immediate start

- Barista
- Starbucks
- Preparing and serving coffee
- £5.76 an hour
- Weekends 8am–6pm
- Temporary
- To start April

- Security Guard
- Marks and Spencers
- Looking out for shoplifters
- £7.10 an hour
- Tues–Sat 9am–5pm
- Temporary
- To start 20 November

04 **Getting a job**
Applying for jobs

Activity 5

Application Form		
Name	Surname	Mr/Mrs/Miss
Address		
Postcode	D.O.B.	
Home Tel.	Mobile Tel.	
Education		
Previous Employment		

05

Interviews

Talking about personal qualities and work experience

Employment Contract

Name: Lina Xu **Address:** 89 Queen Street, Peebles, PB2 8YD

Position:

You will be employed as: receptionist

The terms & conditions of your employment with The Links Hotel are:

Commencement Date:

Your employment with the Company shall commence on 12/4/07

Remuneration

Your remuneration will be £880 gross per month. Payment will be 1 month in arrears.

Report to:

Mr Peter Murray

Hours of work:

Your normal hours of work will be from 12pm to 8pm daily, Thursday to Monday. It is the policy of the Company that as far as possible, extensive working hours above the norm will not occur.

Place of Work:

You will be required to work in The Links Hotel, 5 Lauriston Close, Peebles PB5 7ED

Holidays & Holiday Pay

The company's holiday year runs from 01/01. Your paid holidays will be 18 working days per year.

Holiday Pay:

This will be based on your current normal monthly rate of remuneration.

Notice of Holidays:

You must give not less than 8 weeks advance notification of those dates and periods on which holidays will be taken.

Public Holidays:

You are obliged to work a minimum of 2 public holidays per year.

Probation:

Your employment will be probationary for the first 3 months.

Notice:

In the event that either the company or you may wish to terminate the contract before its expiry date, one-month's notice must be given by both parties.

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

Activity 3

<u>Phone Messages</u>	
Date:	Time:
Name:	Class:
Message for:	
Message:	
Contact tel. number:	

<u>Phone Messages</u>	
Date:	Time:
Name:	Class:
Message for:	
Message:	
Contact tel. number:	