



Learning Support Materials

English for Speakers of Other Languages: ESOL in Context (National 2)

Student Notes



Acknowledgement

All signs on p7 and p33 downloaded from <http://www.online-sign.com>.

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Lesson
01

Work
Personal information

Activity 1 Speaking

Work with a partner. Ask and answer questions. Write down your partner's answers.



1

What's your name? _____

What's your address? _____

Post code? _____

Phone number? _____

Date of birth? _____

Activity 2 Reading

Read this text and answer the questions.

Hello. My name's Ayesha. I'm a teacher. I work in a primary school. The pupils in my class are eight years old. I start work at half past eight every day. I get up at seven o'clock. After breakfast I walk to work. I finish work at four o'clock. Then I come home.



2

1 What is Ayesha's job?

She's a _____.

2 Where does she work?

In a _____.

3 How old are her pupils?

4 When does she start work?

At _____.

5 When does she get up?

At _____.

6 How does she get to work?

She _____.

7 When does she finish work?

At _____.

Activity 3 Language focus

Look at this sentence: I work in a primary school.

This is in the present simple tense. We use this tense for things we do every day, often, sometimes or never, or for things that go on for a long time.

We make this with the basic verb.

With **he, she** or **it**, we add **-s**.

I / you / we / they
he / she / it

give
gives

Now choose the correct verb for each sentence. Add an -s where you need one.

drink have like live need start watch work

- 1 They _____ work at nine o'clock.
- 2 We _____ TV every night.
- 3 I _____ in a supermarket.
- 4 Ahmet _____ in a flat.
- 5 Jean _____ chocolate.
- 6 You _____ new shoes.
- 7 Sandra _____ red hair.
- 8 James always _____ tea.



1



2

Activity 4 Vocabulary

Work with a partner. Look at the words below. All of them are connected with work. Use your dictionary. Write the meanings of the words on the lines.

salary _____

wages _____

sick pay _____

Income Tax _____

National Insurance _____

overtime _____

flexi-time _____

shiftwork _____

temporary worker (temp) _____

customer _____



3



4

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1 Nuno Silva
2 Stocksnapper
3 Claude Dagenais
4 Christopher Meder

Activity 5 Writing

Write about a normal day for you, at school, college or work.

Write about:

- when you get up
- what you eat for breakfast
- how you get to school/college/work
- what time you start and finish
- what you do in the evening.



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Luca di Filippo
marmion
Pali Rao
Vtorika Prikhodko

Homework task

Think about a friend or a person in your family. Write about their job. Write about what they do and where they work.



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Brad

Lesson
02

Work
Understanding instructions

Activity 1 Speaking

1 Work with a partner. Match each of the pictures 1–5 with a notice a–e. Use your dictionary if you need help.

1



a

TURN OFF
THE LIGHT
WHEN YOU
LEAVE

2



b

SOUND
YOUR
HORN

3



c

No
Smoking

4



d

THIS WATER
IS NOT SAFE
TO DRINK

5



e

NOW WASH
YOUR
HANDS

2 Now point  to a sign and say what you must or mustn't do.

You must ...

You mustn't ...

Activity 2 Listening

2.1

This is Andrea Cagney. She's Head of Human Resources at Slaneco, a large company. Listen to her as she talks to some new employees.

As you listen, answer the questions below.

For questions 1–3, tick (✓) either a or b. For questions 4–9, tick either true or false.

You will hear the CD track twice.

1



At Slaneco

- 1 a You must arrive at 9.00. ____
b You must start work at 9.00. ____
- 2 a There is a break from 10.00 to 10.30. ____
b There is a break from 10.30 to 11.00. ____
- 3 a There is an hour for lunch. ____
b There is half an hour for lunch. ____
- 4 Employees must eat in the canteen. true ____ false ____.
- 5 Men must wear a tie. true ____ false ____.
- 6 Women must wear a tie. true ____ false ____.
- 7 Men mustn't wear jeans. true ____ false ____.
- 8 Women mustn't wear jeans. true ____ false ____.
- 9 Women must wear jewellery. true ____ false ____.

2



3



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1 Iryna Kurhan
2 creatingmore
3 Adam Borkowski

Activity 3 Language focus

Present simple, questions and negatives

Look at these conversations:

Do you start work at nine o'clock?
No, I don't. I start at 8.30.

Does Maria work in Edinburgh?
No, she doesn't. She works in Dundee.

With the present simple:

we make questions we make negatives

with **do + I, you, we, they:** with **don't + I, you, we, they:**

| | |
|----------------------|-----------------------|
| Do I need this? | I don't know. |
| Do you work here? | You don't listen. |
| Do we have time? | We don't like him. |
| Do they want coffee? | They don't live here. |

with **does + he, she, it:** with **doesn't + he, she, it:**

| | |
|----------------------|------------------------|
| Does he like coffee? | He doesn't have money. |
| Does she help you? | She doesn't want tea. |
| Does it work? | It doesn't matter. |

Now write the sentences below as questions (?) or negatives (-).

- 1 ? You know the time.
- 2 - He lives in Paisley.
- 3 - They work on Saturdays.
- 4 ? She likes the boss.
- 5 - I know him.
- 6 ? We need this.
- 7 - We start now.
- 8 ? They sell newspapers.



1



2

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Activity 4 Vocabulary

Work with a partner. Look at the workplaces in the box. Write one under each picture.

building site college factory farm hospital
office studio supermarket surgery



1 _____



2 _____



3 _____



4 _____



5 _____



6 _____



7 _____



8 _____



9 _____

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1 kativ
2 Chris Schmidt
3 Mike Clarke
4 Joel Blit
5 Sean Locke
6 Annett Vauteck
7 Annette
8 Krzysztof Kwiatkowski
9 Manfred Steinbach

Activity 5 Writing

Think about your school, college or place of work. Write some rules about what people must or mustn't do.



1

You must _____

You mustn't _____

Homework task

Choose one of the workplaces in the pictures above. Write about what people do there. For example:

On a farm they grow fruit, vegetables and crops. They keep animals like cows, sheep and pigs. Farmers get up very early in the morning. In spring, summer and autumn they work all day. In the winter they don't work so much. They repair machinery and buildings.



2

Lesson
03

Work
Names of jobs

Activity 1 Vocabulary

Work with a partner. Look at the names of the jobs in the box. Write one under each picture.

businessman firefighter lawyer doctor pilot plumber
 police officer teacher



1 _____

2 _____

3 _____

4 _____



5 _____

6 _____

7 _____

8 _____

Activity 2 Speaking

1 Look at the jobs in the **Vocabulary** section above. Are they good jobs or not?

Think about these things:

interesting exciting dangerous safe

tiring boring useful well-paid dirty

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 3 Ed Hidden
 4 geotrac
 5 Russell Du Parcq
 6 Debi Bishop
 7 Frances Twitty
 8 asiseeit

Now point to a picture and say what you think, eg



It's well-paid but it's dirty and tiring.

2 Now write some names of jobs in the boxes below. Use your dictionary if you need help.

Jobs I'd like:

| |
|--|
| |
| |
| |

Jobs I'd hate:

| |
|--|
| |
| |
| |

Now talk about these jobs with your partner. Say why you like or hate them.

Activity 3 Reading

Ranjit Singh is 16 years old and at secondary school. One day he goes to see the Careers Adviser, Ms Contini.

Work with a partner. Read the dialogue below — aloud — then do the exercise.

Ms Contini: Hi, Ranjit. Come in — take a seat.

Ranjit: Thanks.

Ms Contini: So, you want some advice.

Ranjit: Yes, I do.

Ms Contini: What's the problem?

Ranjit: Well, I'm not sure. I want to go to university. But also I want to get a job.

Ms Contini: Why do you want a job?

Ranjit: I want to make some money. I want to buy a car, and things.

Ms Contini: What kind of job do you want?



Ranjit: Well, my father owns a business — cash and carry. He can give me a job. Not much money at the start, but it's a good business and I can get a good job later.

Ms Contini: Does your father want you to work for him?

Ranjit: No, he wants me to go to university.

Ms Contini: Maybe that's a good idea — it's only for four years. You can work for him later — or do another job. After university, you have a choice.



© istockphoto.com/Vikram Raghuvanshi

Ranjit: Yes, maybe you're right. OK, thanks a lot.

Now look at the verb forms in the box. Write one in each space below.

| | | | | |
|--------|--------|-------|---------|---------|
| to buy | to get | to go | to make | to talk |
|--------|--------|-------|---------|---------|

Ranjit speaks to Ms Contini because he wants _____ about his career. He wants _____ to university but he also wants _____ a job. He wants _____ some money because he wants _____ a car.

Activity 4 Language focus

We can join two verbs in English with **to**

I **want to get** a job.

or

I **need to make** some money.

All of these sentences have two verbs with **to** in the middle. Work with another student. Write the words in the correct order.

1 to Jim see we hope soon

2 film to want they watch the

3 needs jacket Sandra to new buy a

4 post remember to letters the

5 good Mustafa job tries to do a

6 get to early up I hate

7 we at stop have coffee 10.30 to

8 forgets often her do to homework Saida

Activity 5 Writing

Write about things you like to do, want to do, hope to do and hate to do. Write two sentences about each.

I like _____

I like _____

I want _____

I _____



1



2



3



4



5



6

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1 Jack Puccio

2 Nancy Dressel

3 Will Rennick

4 ericsphotography

5 asiseeit

6 Brett Hillyard

Homework task

Think about the next five years in your life. Write about things you want to do.

Lesson

04

Work

Understanding oral instructions

Activity 1 Language focus

Look at these sentences and questions:

We start work at nine o'clock.

She goes to work by bus.

When do we start work?



How does she go to work?



In the **present simple**, with question words like **when, what, why, who, where, how**, etc, we make questions with **do (I, you, we, they)** or **does (he, she, it)**.

Now work with a partner. Make questions for these answers:

1 _____ we _____? 'We start work at nine o'clock.'

2 _____ we _____? 'We finish at five.'

3 _____ we _____? 'We have lunch from one till two.'

4 _____? 'You park your car behind the building.'

5 _____? 'You work with Ms Collins.'

Activity 2 Listening

Track 4.1

Marco starts work on Monday at Cheapco, a supermarket. On the Friday before, he talks to his boss, Mr Stevens. Listen to the conversation and fill in the form below.



Cheapco

Terms of employment

| | Start work | Supermarket opens |
|---------------------|------------|-------------------|
| Mon to Fri | _____ | _____ |
| Saturday | _____ | _____ |
| Sunday | _____ | _____ |
| Pay per hour | | |
| Mon to Fri | _____ | |
| Saturday | _____ | |
| Sunday | _____ | |
| Staff must not wear | _____ | |
| The car park is | _____ | |



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Activity 3 Speaking

Now imagine you are a manager of FairAir, an airline company. Think about when the office opens and closes, and the pay. Fill in the form below.



1

FairAir Office staff: terms of employment

| | Office opens | Office closes |
|--------------|--------------|---------------|
| Mon to Fri | _____ | _____ |
| Saturday | _____ | _____ |
| Pay per hour | | |
| Mon to Fri | _____ | |
| Saturday | _____ | |

Work with a partner. One of you wants a job. The other is the manager. Ask and answer questions.



2

Activity 4 Vocabulary

Work with a partner. Look at the words and expressions in the box. Match each one with its meaning **a–f**.

back shift double time piecework time and a half
to be promoted to get the sack / to be fired

- a 50% more than normal hourly pay.
- b Double the normal hourly pay.
- c You get money for each thing you do or make.
- d You lose your job because they don't want you.
- e You move up to a better job.
- f You work from late afternoon to late at night.



**you are
sacked**

Activity 5 Writing

Look at the job adverts below. Think of a job — one you do or one you know about. Write your own advert in the third box.

| | |
|--|--|
| <p>Benning's Department Store needs counter staff</p> <p>40 hours per week</p> <p>Good pay and conditions</p> <p>Staff must be smart and polite</p> <p>Phone 436 2897 for application form</p> | <p>Hair Salon wants assistant</p> <p>No experience necessary</p> <p>Competitive pay</p> <p>Call Sharon now on 08756 239864</p> |
|--|--|



1



2

| |
|---|
| <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> |
|---|

Homework task

Find job adverts in the local newspaper or free newspaper. Choose six, read them and check new words in your dictionary. Bring your adverts into class and be ready to explain them.

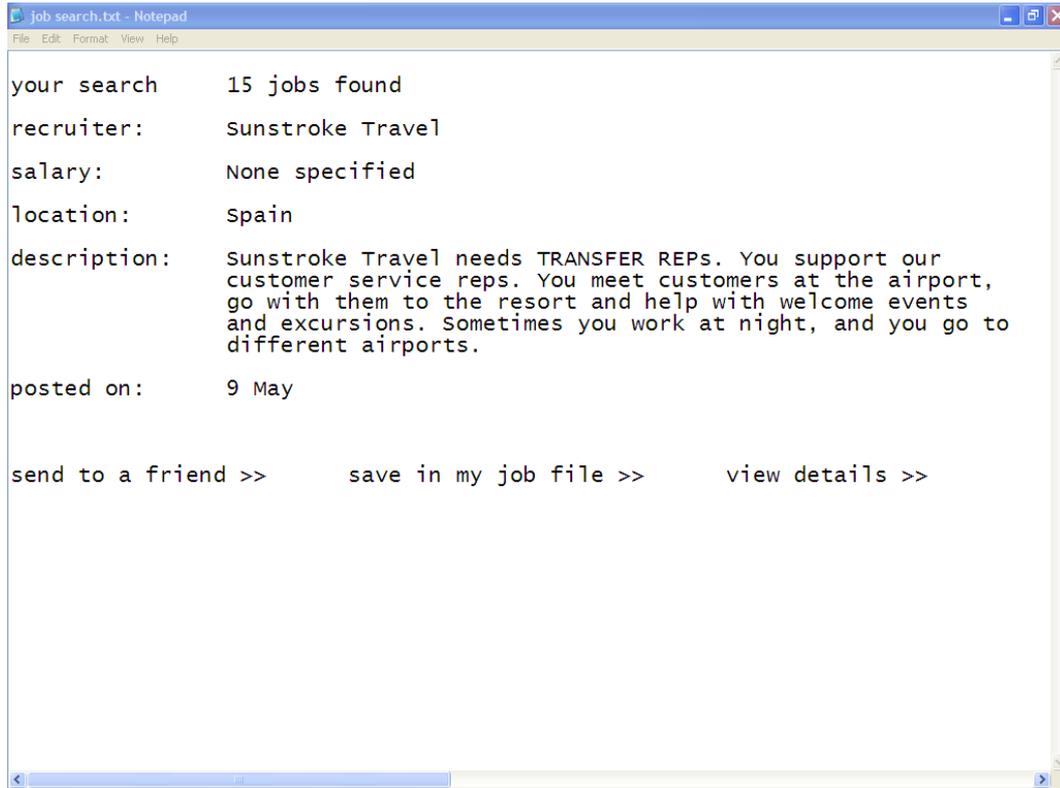
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1 Brad Killer
2 Carmen Martinez Banus

Lesson 05 Work

Review of lessons 1–4

Activity 1 Reading

Work with a partner. Read the internet advert below and answer the questions.



- 1 We don't know the salary. true false
- 2 The job is in Britain. true false
- 3 The job is for a customer service rep. true false
- 4 You don't fly with the customers. true false
- 5 When the customers get to the resort, you finish work. true false
- 6 You work at any time of the day or night. true false
- 7 You always go to the same airport. true false



1



2

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1 Claudio Baba 2 Lisa Kyle Young

Activity 2 Speaking

You are interested in the job for Sunstroke Travel. You click the view details >> link and read this:

Sunstroke Travel needs TRANSFER REPs. You support our customer service reps. You meet customers at the airport, go with them to the resort and help with welcome events and excursions. Sometimes you work at night, and you go to different airports.

Want a career in travel? Sunstroke Travel is a world leader. Over 2 million people choose us for their holidays every year.

When you work for us, you are part of a great team. You give good customer service and help customers to enjoy their holidays.

Interested? Please click the 'apply online' button below.

apply online



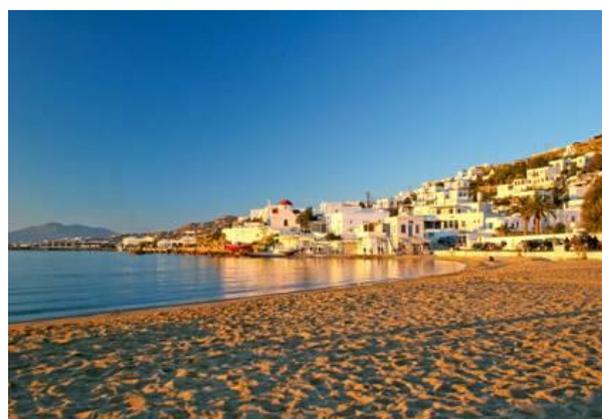
So you apply online and you get an interview. Choose to be student A or student B. Student A wants the job. Student B is a manager at Sunstroke Travel. Your teacher will give each of you information. Roleplay the interview, then change parts and do it again.

1



2

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1 Quavondo Nguyen
2 Chad McDermott
3 Brent Wong



3

Activity 3 Language focus

Work with a partner. Write the correct form of each verb below. Where there are two verbs, join them with *to*. Follow the signs for questions and negatives.

Example:

0 ? Elena **want work** in London.

Does Elaine want to work in London?

1 – We **work** in a shop. _____

2 ? You **have** a car. _____

3 ? Veysel **know** you. _____

4 – She **loves** you. _____

5 ? They **want move** to London. _____

6 – You **need make** more money. _____

7 – He **try do** a good job. _____

8 ? Elena **like shop** here. _____

Activity 4 Vocabulary

Look at the words in the box. They are all in lessons 1–4. Work with a partner. Write one on each line in the text.

back shift customers lawyer supermarket time and a half wages

Roman is a student. He wants to be a _____ one

day. But now he needs to make some money. So he

works on Saturdays in a _____. The

_____ are good because the supermarket pays

him _____. He works on the _____, from four o'clock till midnight.

The supermarket has a lot of _____ on Saturdays.



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Activity 5 Writing

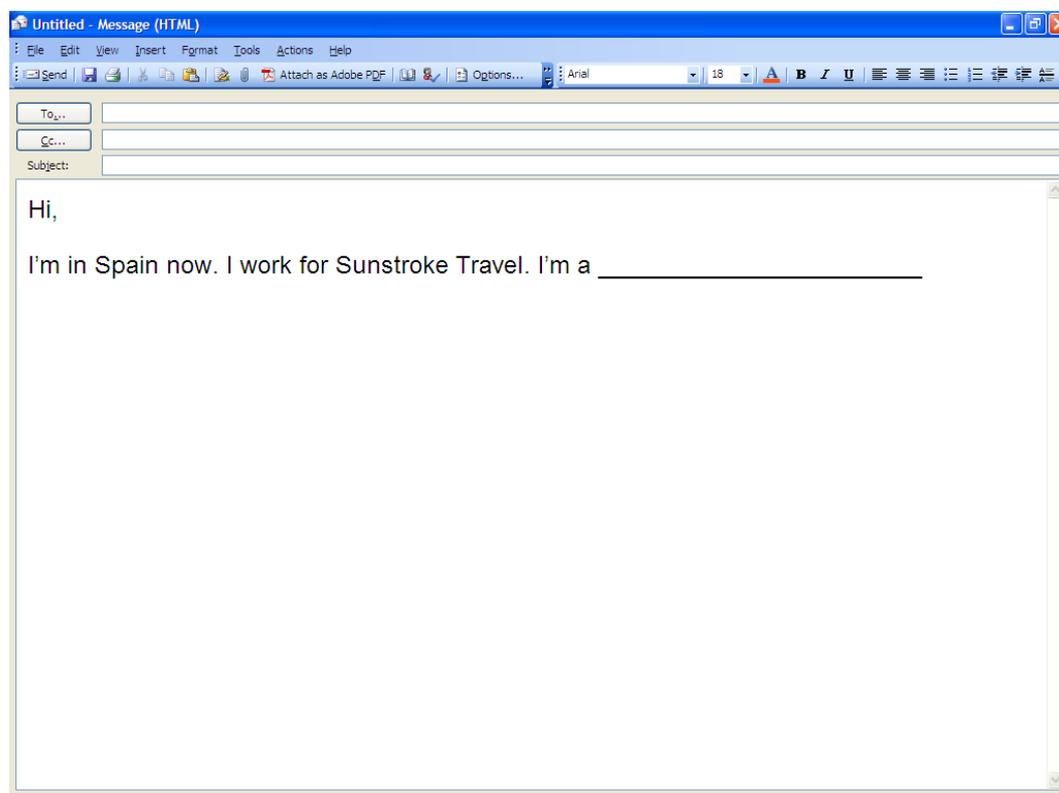
It is August. You are in Malaga, in Spain. You work for Sunstroke Travel as a transfer rep. Write an e-mail to a friend. Tell your friend about:

- the work you do every day (meeting at the airport, helping with welcome events and excursions)
- the hours you work — day and night.

Try to write around 40 words.



1



Homework task

Use the internet or a library. Find out more about work in a travel company, either as a rep or a person who helps people to buy holidays. Share your information with others in the class.



2

Lesson
06 **Work**
Understanding questions

Activity 1 Listening

Track 6.1

Slaneco is a large international company. Look at their job advert below.

| | | |
|-------|--|-------|
| | Slaneco | |
| | 25 Discovery Street, Dundee, DD7 8QS | |
| | We are a large international company. We need telephone sales workers . | |
| 2 ___ | We offer good pay _____ | 1 ___ |
| | interesting work _____ | 3 ___ |
| 4 ___ | good working conditions _____ | |
| | staff dining room with excellent food _____ | 5 ___ |
| | a chance of promotion if your work is good. | |
| | Phone Andrea on 01382 89760 for an application form. | |

Boris Ganchev works for Slaneco. Today he has an interview with Andrea Cagney, the Head of Human Resources. Listen to their conversation. As you listen, write **T** (true) or **F** (false) in each box **1-5** above. You will hear the CD track twice.

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Activity 2 Language focus

Look at these questions:

Is your name Boris?

What's your name?

Your name's Boris?

Yes/no question

We change the word order:

1 2 3

Your name is ...

3 1 2

Is your name ...?

We can answer with

'Yes.' or 'No.'

Wh- question

We start with a question word — what. Then we change the word order.

1 2 3

Your name is ...

0 3 1 2

What's your name ...?

When we answer, we give some information:

'Boris.'

Checking question

We don't change the word order:

1 2 3

Your name's Boris.

1 2 3

Your name's Boris?

but our voice rises at the end:

Your name's Boris? 

We use this when we think we know the answer. Usually, this is:

'Yes.'



1



2

Now work with a partner. Read the questions from the interview. Decide which kind of question each one is. Tick (✓) one of the lines.

| | Yes/no question | Wh- question | Checking question |
|---|----------------------------|-------------------------|------------------------------|
| 1 You started work here six months ago? | _____ | _____ | _____ |
| 2 That was in May? | _____ | _____ | _____ |
| 3 So, why did you choose Slaneco? | _____ | _____ | _____ |
| 4 Did you think Slaneco was a good company? | _____ | _____ | _____ |
| 5 Now, are you happy here? | _____ | _____ | _____ |
| 6 Why aren't you happy? | _____ | _____ | _____ |
| 7 But you like the working conditions? | _____ | _____ | _____ |
| 8 You mean the canteen? | _____ | _____ | _____ |
| 9 You don't like the food? | _____ | _____ | _____ |
| 10 Is the pay better? | _____ | _____ | _____ |
| 11 And the work is not so boring? | _____ | _____ | _____ |
| 12 So, do you want the job? | _____ | _____ | _____ |

Activity 3 Speaking

I know all about you

Read this conversation between Sadia and Mohamed:

| Sadia | Mohamed | Points |
|--------------------------------|------------------------|----------|
| 'Your name's Mohamed?' | 'Yes.' | 1 |
| 'You're from Pakistan?' | 'Yes.' | 1 |
| 'Your first language is Urdu?' | 'No — Punjabi.' | 0 |
| 'You live near here?' | 'No — quite far away.' | 0 |
| 'You like football?' | 'Yes.' | 1 |
| 'You're married?' | 'No, single.' | 0 |
| Total: | | 3 |

Sadia asks 6 checking questions. She gets 3 yes answers. She scores 3 points.

Now work with a partner. Ask 6 checking questions. For each yes answer you get one point. See who scores the most points.

Remember

to raise your voice at the end of the question: 'You're married?'

Activity 4 Vocabulary

Work with a partner. Look at the list of jobs **1–10**. Match each one with a connected word **a–j**. Use a dictionary if you need help.

| | | | |
|-----------|-------------|----------|------------|
| 1 | accountant | a | engines |
| 2 | bricklayer | b | babies |
| 3 | electrician | c | cloth |
| 4 | joiner | d | pipes |
| 5 | journalist | e | numbers |
| 6 | mechanic | f | wood |
| 7 | midwife | g | animals |
| 8 | plumber | h | walls |
| 9 | tailor | i | cables |
| 10 | vet | j | newspapers |



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 Top left – Denis Owusu-Ansah
 Top right – Sean Locke
 Bottom left – Manuel Velasco
 Bottom right – kkgas

Activity 5 Writing

Think about the interview with Boris in the listening activity. There were some good things about the job — a nice desk and a comfortable chair — and some bad things — the pay, the food in the canteen, etc. Now think about your work, in school, college or employment. Write about the good things and the bad things. Write around 50 words.

Homework task

Think about some interesting jobs, some that you would like to do. Use the internet or a library, or talk to a friend or relative, to find out about each job. Write notes on the good and bad things. Here's an example:

Midwife

Good things

you help people
the work is interesting
every day is different

Bad things

the pay isn't high
you work at night sometimes
sometimes things go wrong with the birth

Lesson 07 Work

Signs and notices

Activity 1 Speaking

What's my job?

Work with a partner. Look at the pictures of jobs. Then read the questions below.



Do you work inside / outside?

Do you work with children / adults/ animals / computers / machinery?

Do you work in a school / college / university / factory / shop / office / hospital?

Do you wear special clothes / a uniform?

Do you work for a company / for yourself?

Do you make a lot of money?

Do you travel a lot?

Are you famous?

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(Top row, left to right)
R Rob M Ferguson
domhnall dods
Matjaz Boncina
Dieter Spears

(Bottom left, top to bottom)
David H. Lewis
Mike Clarke

(Middle) Greg Nicholas

(Bottom right, top to bottom)
Jacob Wackerhausen
Jovana Cetkovic

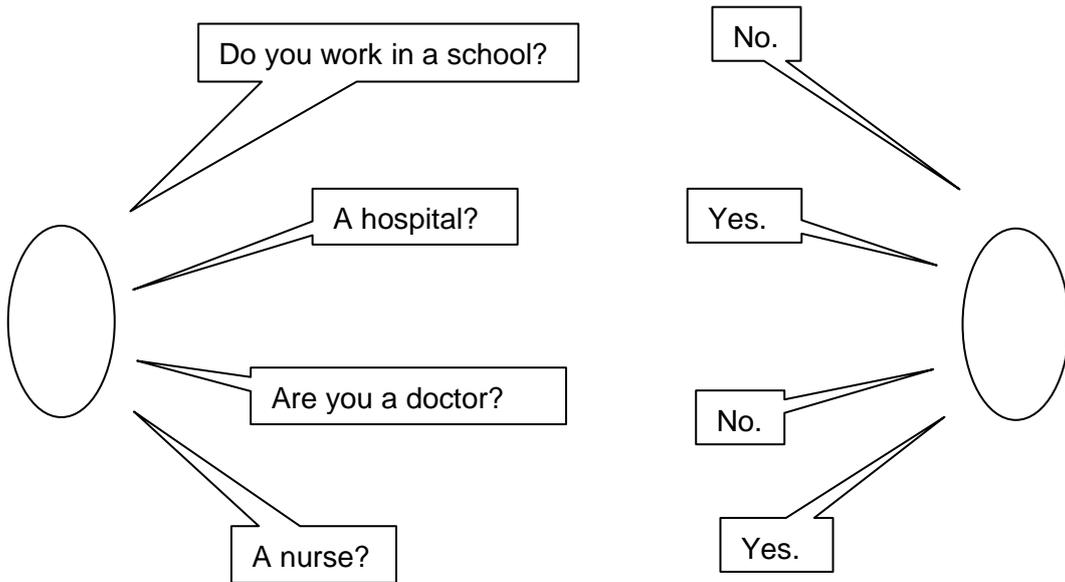
Now choose to be **Student A** or **Student B**.

Student A thinks of a job — in one of the pictures above, or another job.

Student B asks questions — from the questions above or other questions.

Student A answers **yes** or **no**.

Student B can ask up to 20 questions. **Student B** has to guess **Student A's** job.



Activity 2 Reading

Work with a partner. Read the signs below. Decide if each sentence is true or false:

1

Hard Hat Zone
Only those wearing
safety helmets
beyond this point.

You can't go here without a helmet.

true false

2

*Mr Sykes is off sick today. If
you need a key, see Karen in
the office.*

You can't get a key today.

true false

3

Photocopier out of order.

The photocopier isn't here.

true false

4

**Electricians at work.
This area closed
until further notice.**

They will put up another notice later.

true false

5

To: all staff

Due to essential work, the telephone system will close down at 5.00 tonight.

Steve

You can't use the phone at 5.30.

true false

6



**Risk Of Explosion
No Naked Lights**

You can't smoke here.

true false

Activity 3 Language focus

1 Work with a partner. Write much or many on each line.

- a How _____ people work here?
- b How _____ money does he make?
- c How _____ hours do you work every week?
- d How _____ time do we have?
- e How _____ coffee do you drink every day?
- f How _____ cars does the factory make every week?
- g How _____ do these cost?
- h How _____ shifts are there?

2 Now write three more words in each box.

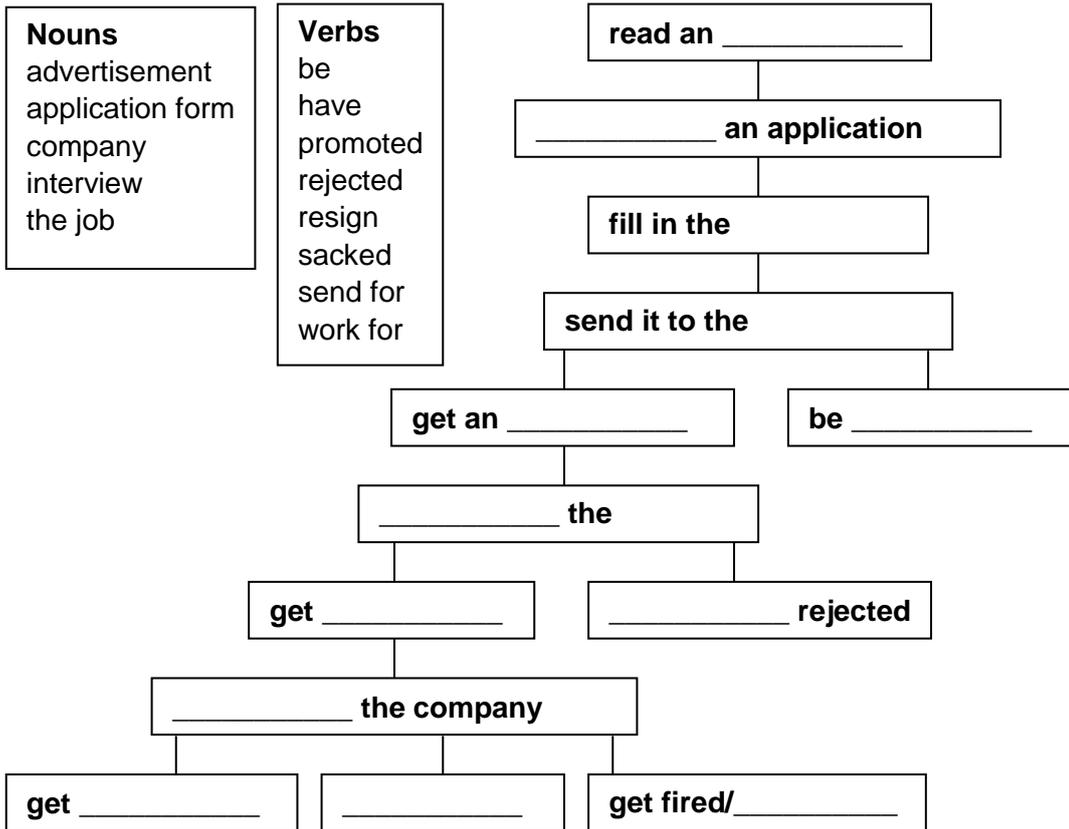
| |
|---|
| How much? _____ _____ _____ |
|---|

| |
|---|
| How many? _____ _____ _____ |
|---|

Activity 4 Vocabulary

Getting / keeping / leaving / losing a job

Work with a partner. Look at the nouns and verbs in the boxes. Write one on each line in the diagram



Activity 5 Writing

Think of a job — a job you do, or know about.

Write its name here:

Now think about this job. Think about:

- the number of hours every week.
- the pay — is it low or high?
- do you need qualifications?
- what kind of training do you get?
- where do you work?
- what do you do every day?

Now describe this job. Write around 50 words.

Homework task

In the Writing activity above you wrote about a job. Use the internet or a library to find out more about it. Collect information, write some notes and bring them to the class.

Lesson 08 Work

Writing notes

Activity 1 Speaking

Phone the boss

Work with a partner. One of you is the boss. The other is phoning him/her. Read the situations below, then practise the phone calls. When you finish, change parts and do the calls again.

You're at home and you're ill. Phone the boss. Say that you can't come to work today.

You're in your car, in a traffic jam. Phone the boss. Say you'll be late.



1



2

You're at home. You think you left your mobile phone on your desk at work. Phone the boss and check.



3

It's lunchtime. You're in the sandwich shop. Phone the boss and ask if he/she would like a sandwich.

You want to have a meeting with the boss tomorrow. Phone and arrange it.

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1 Rob Hill

2 Matjaz Boncina

3 Joan Vicent Canto Roig

Activity 2 listening

Track 8.1

Listen to the answerphone messages on the CD track and tick (✓) **A, B, C or D** for each question. You will hear the messages twice.

1 Mac is in

- A the Conroy Hotel on Martin Street _____
- B the Conway Hotel on Barton Street _____
- C the Gone Away Hotel on Martin Street _____
- D the Conmay Hotel on Barton Street _____

2 Which file will Marion send?

- A the MacDonald file _____
- B the Macdonald file _____
- C the McDonald file _____
- D the Mcdonald file _____

3 When and where will Eddie meet Abdul?

- A 12.30 at Platform 3 _____
- B 12.30 at Platform 8 _____
- C 1.00 at Platform 3 _____
- D 1.00 at Platform 8 _____

4 What is the invoice number and the amount?

- A no.7609 for £437.00 _____
- B no.7906 for £4.37 _____
- C no.7096 for £347.00 _____
- D no.7069 for £407.00 _____

5 Which of these will Carol book?

- A 07.00 coach _____
- B 08.00 train _____
- C 08.30 flight _____
- D 11.00 train _____

Activity 3 Language focus

Past forms

Your teacher will give you material for this.

Activity 4 Vocabulary

Product information

Work with a partner. You can see the language below on things you buy. Match the beginnings 1–10 with the endings a–j. Use your dictionaries if you need them.

- | | | |
|----------------------|----------|---------------------------------------|
| 1 Allergy Advice: | a | for use |
| 2 Complies with | b | 6 months |
| 3 Directions | c | British Standard 6180 |
| 4 Guaranteed for | d | out of the reach of children |
| 5 Ingredients: | e | in Germany |
| 6 Keep all medicines | f | Orange juice from concentrate (100%) |
| 7 Made | g | contains nuts, wheat, barley and oats |

Activity 5 Writing

At work, you come back to your desk after lunch. Your desk has a number of notes on it. Write the e-mails.

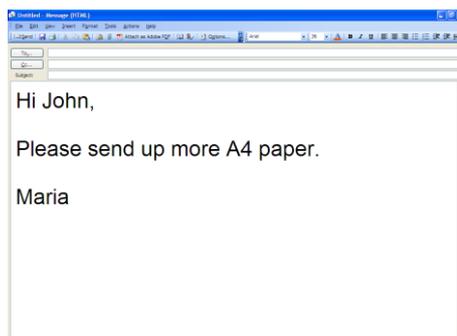
Example:

Note:

*Ask John in Stores to
send up more A4
paper.*

Joc

You write:

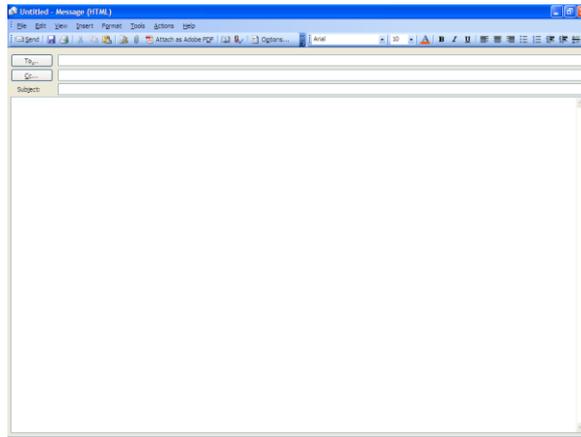


Now you try:

Hi,

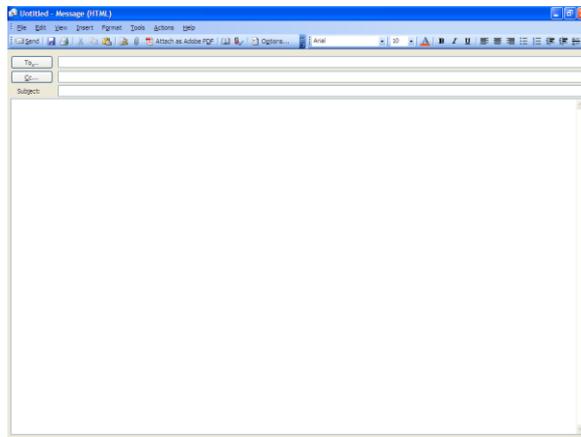
*Can you e-mail John —
say I'll be 20 minutes
late for the meeting?*

*Ta,
Michela*



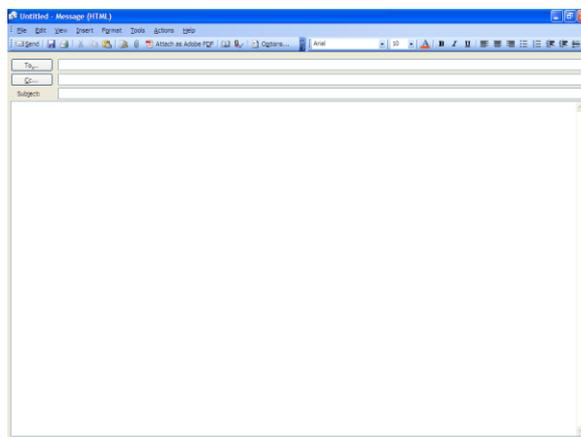
*Please tell Andy I
borrowed his keys. I'll
bring them back soon.*

*Best,
Boris*



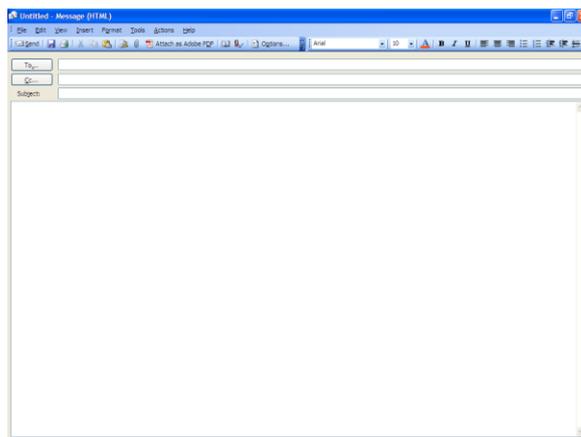
*Help! There's no coffee
for the meeting. Ask
Linda to go and buy
some.*

Anwar



*Mrs Wilson isn't well.
She went home. Ask
Avril to come and help
me.*

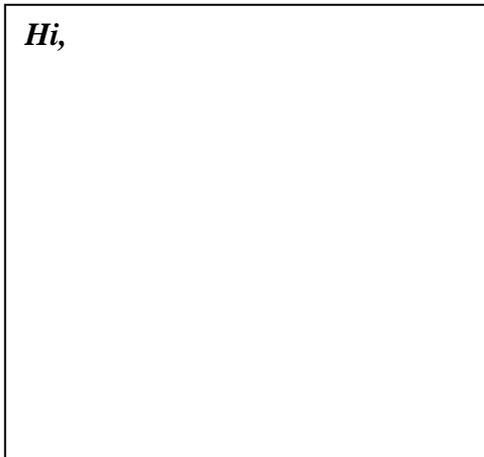
Brenda.



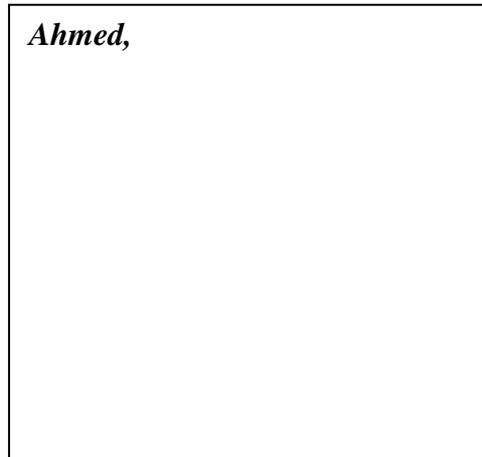
Homework task

Think of four messages for colleagues at work. Write them on the notepapers:

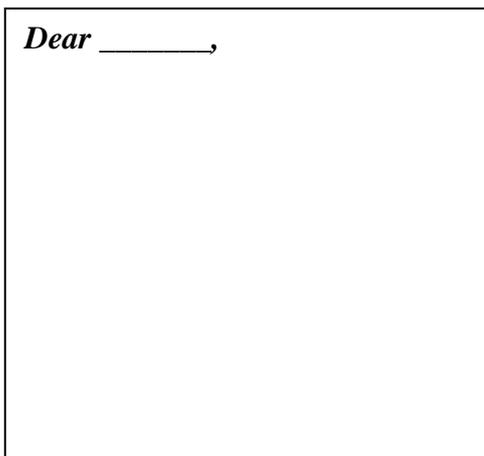
Hi,



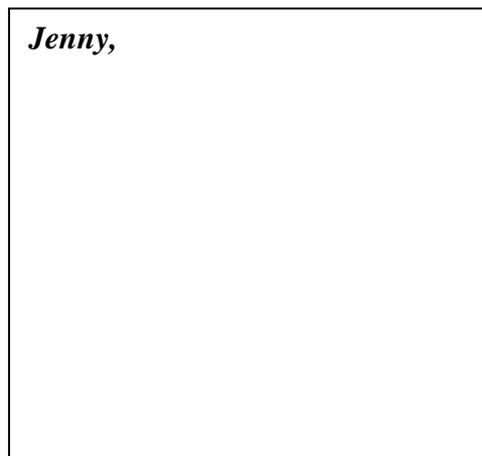
Ahmed,



Dear _____,



Jenny,



Lesson 09 Work

Understanding texts

Activity 1 Speaking

Work with another student. Your teacher will give you a role card. Read the instructions and have a conversation with your partner. Then exchange cards and have the conversation again.

Activity 2 Reading

Work with a partner. First, use your dictionary and talk to your teacher. Make sure you understand these words:

gross pay net pay superannuation National Insurance (NI)

Now read this payslip and answer the questions that follow.

| | | | |
|---------------------------|---------------------------|--|---------------|
| GARTCO plc PAYMENT ADVICE | | | |
| NAME | | | |
| Joe Soap | | | |
| STAFF PAY NUMBER | PAY POINT | ADDRESS | PERIOD ENDING |
| Y298712X | 10 | 23 Tamson Street Falkirk FK3 4HB | 19/07/2007 |
| TAX CODE | NATIONAL INSURANCE NUMBER | SUPERANNUATION | |
| 117L | YS142986A | 6847932/002 | |
| JOB DESCRIPTION | | | |
| Driver | | | |
| DESCRIPTION | AMOUNT | DESCRIPTION | AMOUNT |
| SCALE MINIMUM (1) | 17,300.00 | INCOME TAX | 54.00 |
| SCALE MAXIMUM (12) | 19,500.00 | NI CONTRIBUTIONS | 23.60 |
| CURRENT SALARY (10) | 19,100.00 | SUPERANNUATION | 22.00 |
| CONTRACTED HOURS | 40.00 | | |
| OVERTIME THIS PERIOD | 0.00 | | |
| GROSS PAY | 367.31 | | |
| TOTAL PAY AND ALLOWANCES | 367.31 | TOTAL DEDUCTIONS | 99.60 |
| NET PAY | 257.71 | | |

- 1 What is the employee's name? _____
- 2 What is his job? _____
- 3 Which town does he live in? _____
- 4 Is this man at the top of his pay scale? _____
- 5 How many hours does he work? _____
- 6 Did he work overtime this week? _____
- 7 What was his pay before deductions? _____
- 8 What did he pay in income tax? _____
- 9 How much National Insurance did he pay? _____
- 10 How much did he pay towards his pension? _____

When this employee gets his payslip, he takes it back to the office. There is a mistake in it.

What is his correct pay for this week? _____

Activity 3 Language focus

Work with a partner. Write **and**, **but**, **or**, **because** or **then** in each space below.

- 1 'Can you take these to the Post Office?' '_____ it's raining!'
- 2 Do you want tea _____ coffee?
- 3 I'm hungry. It's an hour till lunch and I can't wait till _____.
- 4 Let's have some coffee _____ biscuits.
- 5 I don't know if the boss is French _____ Belgian.
- 6 'Why do you want a new job.' '_____ I need more money.'
- 7 He's very rich _____ he isn't happy.
- 8 She's hurt _____ she's angry.
- 9 Mike didn't have a full-time job _____.
- 10 They sacked him _____ he didn't work hard.

Activity 4 Vocabulary

Money verbs

afford borrow buy charge cost lend lose save spend waste

Work with a partner. Put one verb from the box in each space.

- 1 How much does this car _____?
- 2 We need to _____ some money for the holiday.
- 3 What do you _____ for bed and breakfast?
- 4 We'll _____ some money from the bank to pay for it.
- 5 The price is too high. We can't _____ it.
- 6 Don't buy US dollars — you'll _____ money.
- 7 That computer's rubbish — don't _____ your money on it.
- 8 Can you _____ me five pounds till tomorrow?
- 9 Joe's gone out. He wants to _____ his pocket money.
- 10 If I win the lottery I'll _____ a big yacht.



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middle – Jonathan Maddock
bottom – Giovanni Rivaldi

Activity 5 Writing

In the Speaking activity above, you talked to your boss. You want to leave the company. The boss asks you to go home and think about it. So you go home and think about it — and you still want to leave. Write an e-mail to your boss. Say that you want to leave, and say why.

Dear Mr. Blair,

I still want to leave my job. These are my reasons:

- 1 _____
- 2 _____
- 3 _____

Homework task

Think of a good job — a job you want. What is its name? Why do you want it? Will you get this job one day? Write about it:

My dream job

Lesson

10

Work

Review of lessons 6–9

Activity 1 Speaking

What's my job?

Get into a group of four. Your teacher will give each group a set of cards with jobs on them. You have to guess the name of the job. You can only ask yes–no questions. Here are some possible ones:

Do you work inside?

Do you wear special clothes?

Do you work with other people?

Is your job exciting?

Is your job dangerous?

Do you work from 9.00 to 5.00?

Do you work at night?

Activity 2 Listening

Track 10.1



actor



army officer



dentist



executive



doctor



midwife



musician



navy officer



nurse



personal assistant (PA)



secretary



surgeon



police officer



vet

You will hear five people talking about their jobs. For each one, choose from the jobs above and write its name on one of the lines 1–5.

1 _____

2 _____

3 _____

4 _____

5 _____

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(top row, left to right)
eva serrabassa
serega
Ljupco
Ed Hidden
geotrac

(middle row, top to bottom)
Leah-Anne Thompson
Karen Harrison
Kuno Hamers
annedde
pidjoe

(bottom row, left to right)
Russell Du Parcq
adio
atbaei
kkgas

Activity 3 Language focus

This exercise revises the **Language focus** sections of lessons **7–9**. Work with a partner. In each sentence choose one word from the two in **bold**.

- 1 How **much/many** petrol do you sell?
- 2 They **drank/drunk** all the coffee at the meeting.
- 3 They **paid/payed** Jose a lot for the report.
- 4 How **much/many** money do you want?
- 5 Do you want to help me **and/or** not?
- 6 She's a good receptionist — very nice **and/but** friendly.
- 7 I **spended/spent** all my wages at the weekend.
- 8 How **much/many** overtime do you usually work?
- 9 He left the company **because/but** he didn't like the job.

Activity 4 Vocabulary

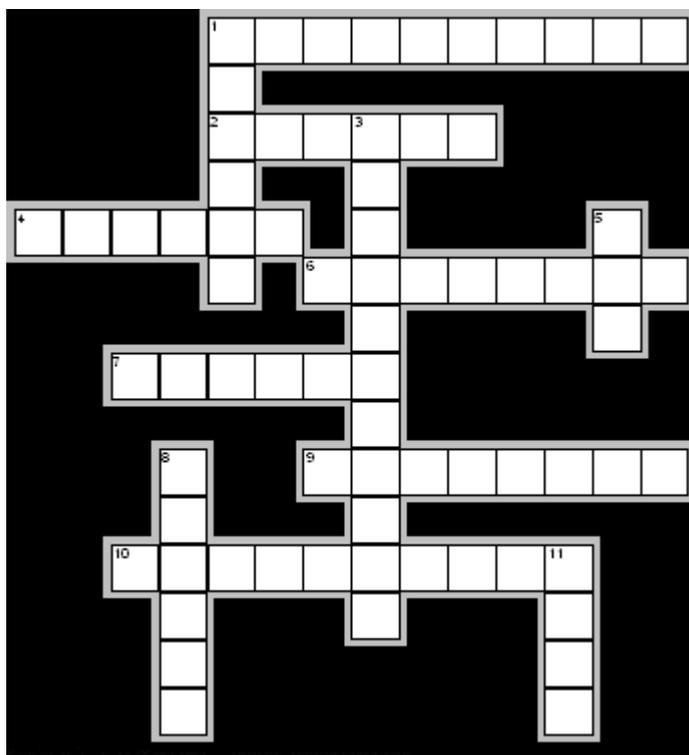
Work with a partner. The answers to this crossword are all in the **Vocabulary** sections of lessons 6–9. The numbers in brackets () after each clue are the numbers of letters in the word.

Across

- 1 Builds walls (10)
- 2 Leave a job (6)
- 3 Makes clothes (6)
- 6 Get a better job in the company (8)
- 7 Told to leave your job (6)
- 9 Repairs engines (8)
- 10 Instructions (10)

Down

- 1 Get money, but you have to pay it back (6)
- 3 The things in food (11)
- 5 Helps sick animals (3)
- 8 Works with wood (6)
- 11 Put money in the bank (4)



Activity 5 Writing

A day in the life of a ...

Think of one of the jobs in this lesson — either in the speaking activity or the listening activity. What does this person do every day? Is it interesting or boring? Is it well-paid or badly paid? Does the person work with others or alone? Do they work with children or animals? Give your person a name and write about a day in their job. Here's an example:

Miriam is a doctor. Every day she goes to the surgery. She sees patients. They are ill. She gives them advice. Sometimes she gives them medicine. She likes her job. She works long hours but she is well-paid.

Homework task

Think of another country you know, perhaps a country that people in your family come from. Are there any jobs there that people don't do in Scotland, or are very unusual here? Try to think of three of these. Now use a dictionary to find their names in English. Write them below.

Lesson 11 Study

Names of subjects

Activity 1 Listening

Track 11.1

Craig McNair is a pupil in 2nd year at secondary school. Listen to him as he talks to Meera about his timetable. Write in the names of the missing subjects. You will hear the track twice.



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Burghlee High School

Timetable

Name: Craig McNair Class: 2B3

| | | | | | | | | | |
|-----|--------------|-----------|-------------------|-------|----------------|-----------|-------|---------|---------------------|
| Mon | Registration | Computing | Maths | break | Art | P&SE | lunch | German | Drama |
| Tue | Assembly | English | | break | Home Economics | Geography | lunch | | Business Management |
| Wed | Registration | | PE | break | Media | | lunch | RE | |
| Thu | Registration | Science | PE | break | German | Maths | lunch | English | Modern Studies |
| Fri | Registration | Science | Design Technology | break | | | | | |

| | | | | | | | | |
|-----------|-----------|------------|-------------|-------------|------------|-----------|-----------|-----------|
| 8.30-8.50 | 8.50-9.45 | 9.45-10.40 | 10.40-11.00 | 11.00-12.00 | 12.00-1.00 | 1.00-1.40 | 1.40-2.40 | 2.40-3.40 |
|-----------|-----------|------------|-------------|-------------|------------|-----------|-----------|-----------|

Activity 2 Speaking

Work with a partner and try to talk for 2–3 minutes.

If you are at school:

- Discuss the subjects you study.
- Which are your favourites? What do you not like?
- Which ones do you want to study in later years at school, or at college or university?

If you are working, or at college:

- Discuss the subjects you studied at school.
- Which were your favourites? What did you not like?
- Are you doing any courses at the moment? Do you enjoy them?
- Which courses do you want to do in the future?



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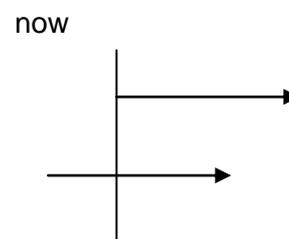
Activity 3 Language focus

will and (be) going to

We can use **will** or **(be) going to** to show that we intend to do something. The difference is

we use **will** when we decide just before the time we speak

we use **going to** when we decide some time before we speak



Now work with a partner. Decide between **will** or **going to** in these sentences.

1 Wife: 'Why are you putting on your coat?'
Husband: 'Because **I'm going to** / **I'll** take the dog out for a walk.'

2 Teacher: 'Will somebody shut that window? It's cold in here.'
Joe: 'OK, I'm going to / I'll shut it.'

3 Maureen: 'I don't have any money for lunch.'
Grace: 'It's OK, I'm going to / I'll lend you some.'

4 Colin: 'Foul! Look at that! Send him off!'
Mehmet: 'It's OK — the referee's pulled out a red card.
He's going to / He'll send him off.'



5 Caller: 'Could I speak to Mr Baxter please?'
Secretary: 'Wait a minute — I'm going to / I'll get him for you.'

6 Harry: 'Where's Brad?'
Mum: 'He's in the front room — why?'
Harry: 'I'm going to / I'll kill him. He stood on my new DVD.'



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top - Jana Lumley
bottom - Juan Monino

Activity 4 Vocabulary

Work with a partner. Write the missing letters in the names of these school subjects:

- 1 Geo_rap_y
- 2 _ngli_h
- 3 _isto_y
- 4 M_t_emati_s
- 5 _erm_n
- 6 Bi_l_gy
- 7 C_emi_try
- 8 _ompu_ing
- 9 Ph_si_s
- 10 D_am_



1



2



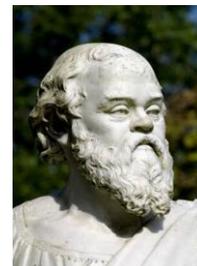
3

Activity 5 Writing

Think back to what you said in the speaking activity. Which is, or was, your favourite subject at school, college or university? Write about why you like it. Which parts of it are you most interested in? Write around 40 words.

Homework task

Think about another country that you know well. Are there any subjects in the schools there which are not studied in Scottish schools? Ask your family and friends for ideas, or use the internet. Make a list of these subjects.



4

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1 Andrei Tchernov
2 Ana Blazic
3 Sebastian Duda
4 Hans Laubel

Lesson

12

Study

Personal information

Activity 1 Speaking

Work with a partner. Read this advert:

Free courses in
English as a Second
Language
at Gallowgate College

These are available to permanent residents of the UK living in the local area aged 16–25

For further information, phone 669 8954

Now read both of the role cards below. Decide to be Student A or Student B and have a phone conversation.

Student A

You work in the information office at Gallowgate College.

Student B phones you. Check if they can join the free course in ESL.

Check that they live permanently in the UK.

Ask for their address and check that it is local.

Ask for their date of birth.

If Student B can join the course, write down their name and address here:

Name:

Address:

Postcode

Student B

You want to join the free course in ESL. You are a permanent resident. Your date of birth is _____.

Phone Student A, in the information office at Gallowgate College.

Student A will ask you for details. Answer the questions.



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Activity 2 Reading

Work with a partner. Read the advert and the text. Write one of the words from the box in each space.

school relative private price pretend parents live house inside

© istockphoto.com/cjmckendry



Detached bungalow. Hall, lounge, fitted kitchen, 3 double bedrooms. Gas Central Heating. Double Glazing. Gardens front/rear. In Royal High catchment area.

The Catchment Area Game

This advert is for a **1** _____ in Edinburgh. The important words are at the end, 'In High School catchment area.' This is an area on the map. If you live **2** _____ it, your children can go to the High School, a good state **3** _____. This makes the house more expensive. It can put 10% or more on the **4** _____. Sometimes, if **5** _____ don't live in a catchment area, they **6** _____ that they do. They rent a house in the area and say they **7** _____ there, or they pretend a business address is a **8** _____ address. Sometimes they even give the address of a **9** _____.

Activity 3 Language focus

Possessives

Write **my**, **your**, **his**, **her**, **its**, **our** or **their** on each line. Use each one only once.

- 1 There's Emma with her parents. What are _____ names?
- 2 This is _____ new mobile. Do you like it?
- 3 We're in Paris. _____ class is on a school trip.
- 4 Tanika's father is from India. _____ name is Dunesh.
- 5 I don't like that city or _____ people.
- 6 Look! There's Angela on _____ new scooter.
- 7 All the others are happy in this class. What's _____ problem?



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Activity 4 Vocabulary

On the left below is a list of **schools** or **faculties** — the different parts — of a university. On the right is a list of courses. Work with a partner and use your dictionaries. Match two subjects **a–i** with each school or faculty **1–7**.

- | | | | |
|---|-------------|---|------------------------|
| 1 | Arts | a | Biology |
| | | b | Electrical Engineering |
| 2 | Engineering | c | French |
| | | d | History |
| 3 | Medicine | e | Patient Care |
| | | f | Mechanical Engineering |
| 4 | Science | g | Physics |
| | | h | Pharmacy |



1



2

Activity 5 Writing

Write about the school you attend, or attended. First of all, describe the building. Is it new or old? What does it look like? Do, or did, you like your school? Why / why not? How is it different from other schools in the area? Is it better or worse?

Write around 40 words.



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3

1 & 2 – ericsphotography
3 Ashwin Kharidehal Abhirama

Homework task

Choose one of the subjects from the list in the vocabulary activity above. What do you think students of that subject study? Use the internet or a library to find some information and write a short description.

Lesson
13

Study
Understanding instructions

Activity 1 Speaking

Look at the role cards below. Read both of them. Decide to be **Student A** or **Student B** and have the telephone conversation.

Student A

Imagine that you missed your last English class because you were ill. Phone Student B. Ask what happened in the class. Find out which book or books the class read, and which pages. Did they do any reading, writing, listening or speaking? Did they do any grammar? If so, what things? Did the teacher give homework? If so, what was it?

Student B

You get a phone call from Student A. He or she missed the last English class because of illness. Talk to Student A. Answer questions and tell them what happened in the class.



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Activity 2 Listening

Track 13.1

Listen to the CD track. Tick (✓) **true** or **false** for each of the statements **1–6**. You will hear the track twice.

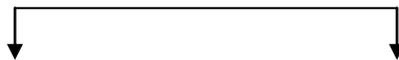
- 1 The student has to do some work at home. true false
- 2 The lift is in the same room as the speakers. true false
- 3 The Spanish class starts in August. true false
- 4 The man phones in the afternoon. true false
- 5 The teacher gave the class homework today. true false
- 6 The man will go to university this year. true false

Activity 3 Language focus

Present continuous: questions and short answers

Work with a partner. Write a question in the present continuous on each line on the left. Then use one of the forms in the box to answer it on the right.

am 'm not are aren't is isn't



- | | | | |
|-----------|--------------|------------------------|----------------------------|
| 0 | work | ‘_Is he working?_____’ | ‘Yes, he is _____.’ |
| 1 | eat | ‘_____’ | ‘No, they _____.’ |
| 2 | sleep | ‘_____’ | ‘No, she _____.’ |
| 3 | go | ‘_____you_____’ | ‘No, I’ _____.’ |
| 4 | talk | ‘_____’ | ‘Yes, I _____.’ |
| 5 | come | ‘_____’ | ‘Yes, they _____.’ |
| 6 | sing | ‘_____’ | ‘Yes, she _____.’ |
| 7 | watch | ‘_____’ | ‘Yes, we _____.’ |
| 8 | rain | ‘_____’ | ‘No, it _____.’ |
| 9 | dream | ‘_____’ | ‘No, you _____.’ |
| 10 | grow | ‘_____’ | ‘Yes, it _____.’ |



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top – Andrew Ramsay
middle – gremlin
bottom – Peter Finnie

Activity 4 Vocabulary

1 Work with a partner. Where do children go first? Where next? Number the places 1–5.

college ____
university ____
nursery school ____
primary school ____
secondary school ____



1



2

Activity 5 Writing

In your English class, which things do you enjoy most? Which things don't you enjoy? Do you like reading, writing, listening, speaking, grammar or pronunciation? Do you prefer working with books or with other students? What is the best way for you to learn English? Write around 40 words about this.



3

Homework task

What changes will happen in English teaching in the future? Will there be more computers in the classroom? Do you think computers will replace teachers? Will there still be classrooms, or will students learn through a computer at home? Write your ideas.

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1 Wendy Shiao
2 Peter Spiro
3 Viorika Prikhodko

Lesson

14

Study

Finding out about a course

Activity 1 Speaking

Work with a partner. Read both role cards below.

Student B must pretend that he/she is not in the English class.

Student A will answer questions about it.

Choose to be Student A or Student B and have the conversation.

Student A

You are talking to a friend
— **Student B**.

He/she is interested in your English class, and wants to know where and how often you meet, at what times, how long the course is, what you do in the class, etc.

Answer Student B's questions.

Student B

You are talking to your friend
— **Student A**. You are interested in their English class. Ask questions and find out:

- where the class meets
- how often
- at what times
- how long the course is
- what students do in the class

and anything else you would like to know.



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Activity 2 Reading

Read the notice below:

Tick (✓) true or false for each of the statements 1–3:

Activity 2 Reading

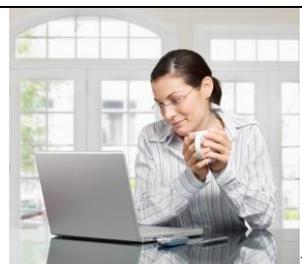
Read the notice below.

Tick (✓) **true** or **false** for each of statements 1–3.

Business Intermediate 2 NQ (Full-time)

Dunsyre College

Faculty of Business & Computing



In this course you will study subjects like accounting, economics, law, marketing and other skills including communications, computing and statistics. You will also discover the kind of job that is best for you.

Start: Week beginning 29 August

- 1 In the course, you study only four subjects. true false
- 2 The course will help you to choose a job. true false
- 3 All of the course is in August. true false

Activity 3 Language focus

Present continuous or present simple

We use the present continuous for things happening now, or for quite a short time. We use the present simple for things we sometimes, often, always or never do, for a longer time.



1

Work with a partner. Decide whether the verbs in brackets should be present simple or present continuous. Write the correct form on the line.

- 1 Wait a minute — I **(finish)** my coffee. _____
- 2 Osman's not here. He **(go)** to the swimming pool on Saturday mornings. _____
- 3 Maria often **(watch)** football on TV. _____
- 4 'Who's in the kitchen?' 'Sue Yen. She **(cook)** the dinner'. _____
- 5 Some teenagers **(spend)** a lot of time playing computer games. _____
- 6 Abdul doesn't like football much — he **(prefer)** cricket. _____
- 7 What on earth's that noise? That's Mike. He **(play)** his drums. _____
- 8 Tabby **(sleep)** about 18 hours a day. That's normal for cats. _____
- 9 Lorraine isn't in. She **(buy)** the food for tonight. _____
- 10 Kristine **(work)** in a hotel for a few days. _____



2

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1 Shanekato
2 Judson Lane

Activity 4 Vocabulary

Work with a partner. Below is a list of school subjects with longer names. Match the beginnings of these **1–10** with the ends **a–j**.

- | | |
|-----------------------|---------------------------|
| 1 Art and | a Technology |
| 2 Business | b Systems |
| 3 Information | c Management |
| 4 Physical | d Economics |
| 5 Modern | e Education |
| 6 Personal and | f Education |
| 7 Design | g Studies |
| 8 Drama and | h Social Education |
| 9 Home | i Media Studies |
| 10 Religious | j Design |

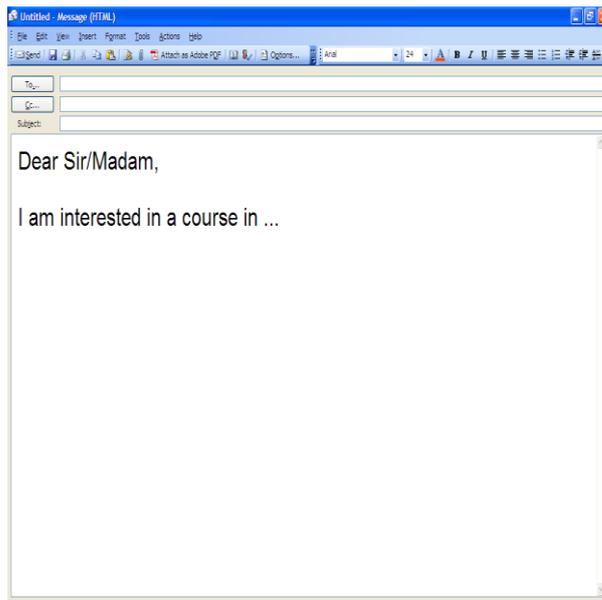


1



2

Activity 5 Writing



Dear Sir/Madam,

I am interested in a course in ...

Write an e-mail to Dunsyre College.

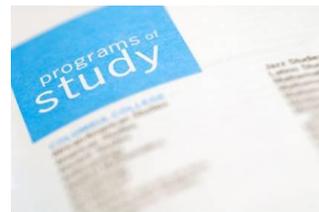
Ask for information about a course.

Tell them

- the subject
- the level
- if you want to study
 - full-time
 - part-time
- in the evening
- how long you want the course to go on.

Homework task

Think of a course that interests you, at a local college or university. Use the internet or a library to find out more information about this course. Write a short description of it.



3

1 photos © istockphoto.com
1 Carrie Keill
2 Robert Kirk
3 En Tien Ou

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

Activity 1 Listening

Track 15.1

You will hear a student talking to some other students.
As you listen, answer the questions below. You will hear the CD track twice.



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For questions 1–4, tick (✓) one of the boxes.

- 1 Why is Abebe talking to the new students?
- a To tell them about the course.
 - b To tell them about student life.
 - c To tell them about Nigeria.
- 2 What does she do now?
- a She's a student.
 - b She's a tutor.
 - c She's unemployed.
- 3 Why did she come to Britain?
- a To look for work.
 - b To do the course.
 - c To learn English.
- 4 Did Abebe enjoy the course last year? yes no

For questions 5–6, write the answer on the line.

- 5 What does Abebe not like in Britain?
- 6 What does she tell the students to wear?

Activity 2 Speaking

Your teacher asks you to talk to some new pupils or students. You have to tell them about your school or college, and life for pupils/students there. Work in a group of four. One of you talks while the others ask questions. Then the others take their turn.

Activity 3 Language focus

The sentences below revise the areas of grammar in the language focus sections of lessons 11, 12 and 14. Work with a partner. Choose between the two forms in **bold**.

- 1 'What's for dinner?'
'We **'ll**'re going to have pizza. It'll be ready in five minutes.'
- 2 **Do you like / Are you liking** curry?
- 3 That's Joe and Marta in **their/there** new car.
- 4 'There's no more milk.'
'Isn't there? OK, **I'll**'m going to get some from the shop.'
- 5 I usually walk to work but **I take/'m taking** the bus this week — I'm tired.
- 6 'Who's that with Grace?'
'Oh, that's Gordon, **her/hers** new boyfriend.'
- 7 'This room's a mess.'
'Is it? OK, **I'll**'m going to tidy it up.'
- 8 It was a good hotel but **its/it's** swimming pool was too small.
- 9 Who **gives/'s giving** the lecture? I don't recognise him.



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Activity 4 Vocabulary

School subjects

Work with a partner. Fit the subject-names in the box into the crossword below.

Tip: count the number of letters.

art biology chemistry French geography history information technology
 mathematics physical education physics



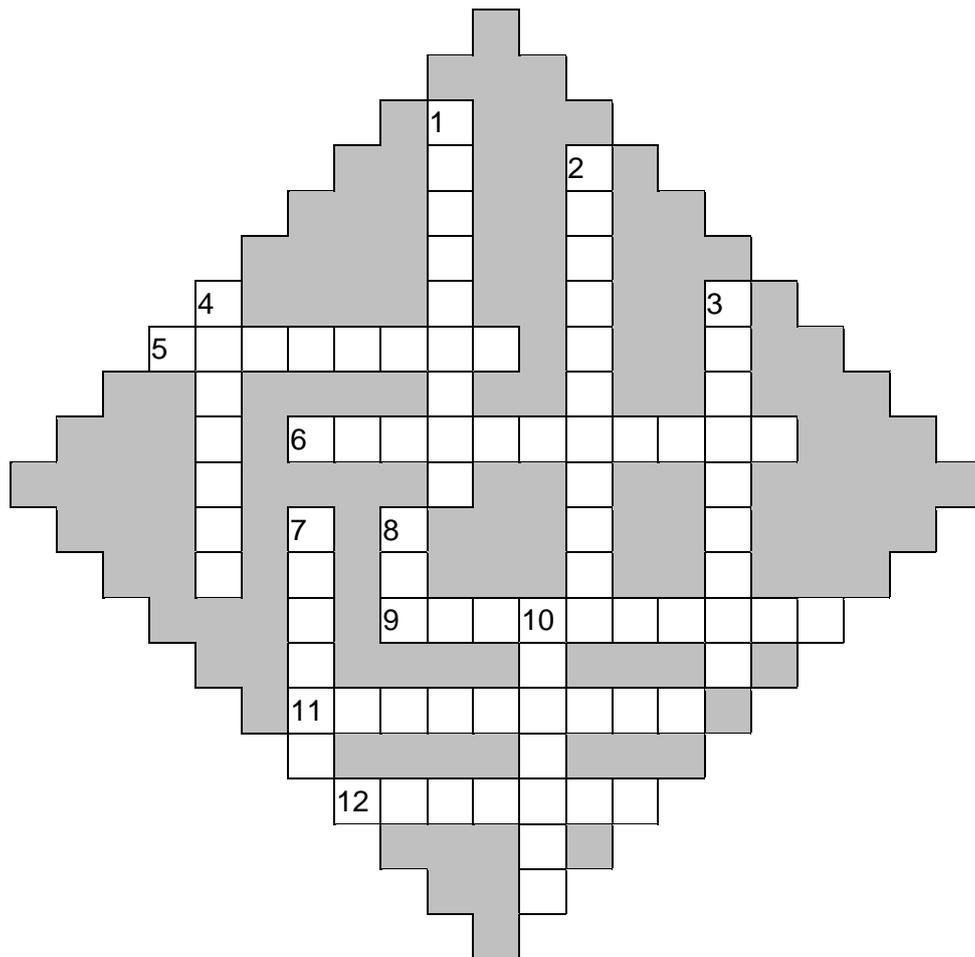
1
3



4



2



1 eva serrabassa 2 Vioriko Prikhodko 3 Miodrag Gajic 4 Justin Horrocks

Activity 5 Writing

Now write clues for the crossword. Some of them are done for you.

| | |
|-------------------------------|--------------------------------------|
| art | You draw and paint. |
| biology | _____ |
| chemistry | _____ |
| French | A European language |
| geography | _____ |
| history | _____ |
| information technology | _____ |
| mathematics | _____ |
| physical education | _____ |
| physics | You study light, sound, energy, etc. |



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Lesson
16

Study
Signs and notices

Activity 1 Reading

Work with a partner. Look at the signs below.

Tick (✓) **true** or **false** for each of statements 1–6.

1

| | |
|--------------------------------------|-----------------------------|
| Room change | |
| Date: <u>Mon 3 June</u> | Time: <u>11.00</u> |
| Class: <u>Int 1</u> | Teacher: <u>Jill</u> |
| Please go to Room <u>4.12</u> | |

Jill's class is in a different room today. true false

2

| |
|--|
| <p>Disco at Fresco's Saturday 14 Sept, from 8.00 Tickets £6.00 from Catherine in Room 2.04 or £8.00 at door</p> |
|--|



You can get a cheaper ticket from Catherine. true false

3

| |
|---|
| <p>The only drink allowed in class is water.</p> |
|---|



You can drink coffee in class. true false

4

| | |
|-----------------------------------|-------------|
| Registration: new students | |
| Biology | 4.15 |
| Chemistry | 6.71 |
| Chinese | 5.20 |
| Computing | 7.65 |

This is a list of times for registration. true false

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1 Jacob Wackerhausen
2 Andres Reino

5

Tue 17th 9.00
Pre-Intermediate 1
Roger will be about 15
minutes late today. Please



Roger should arrive before half-past nine. true false

6

Dear Mohamed,
I'm worried about your attendance this term. Can you
phone me at home? 450 6930, after 6.00.
Best wishes,
Alison

Mohamed doesn't come to class every day. true false

Activity 2 Speaking

Work with a partner. Choose to be Student A or Student B and have the conversation.

Student A

Read the note above. Your teacher is worried about your poor attendance this term. Talk to her/him and explain why you were absent from class so often.

Student B

Read the note above. You are Student A's teacher. Talk to her/him about their poor attendance this term. Ask him/her why they were absent so often.

Activity 3 Language focus

Would you like ...? / Do you like ...?

Work with a partner. Tick ✓ the correct form for each conversation.

Would you like some coffee?

Thanks, I'd love some.

Do you like coffee?

- 1 Would you like a cake?
No thanks, I'm on a diet.
 Do you like cakes?
- 2 Would you like television?
Not much. I only watch sport.
 Do you like television?
- 3 Do you like tea?
I love it. I drink it all the time.
 Would you like tea?
- 4 Do you like tennis?
OK, I'll get changed.
 Would you like to play tennis?
- 5 Would you like to go to France?
Not this year. I can't afford it.
 Do you like France?
- 6 Do you like basketball?
No, I prefer football.
 Would you like to play basketball?



1



2



3



4

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1 Jurga Rubinovaite
2 Satu Knape
3 Forest Woodward
4 Renee Lee

Activity 4 Vocabulary

Work with a partner. Write each word on one of the lines below.

head teacher lecturer professor
teacher tutor

School: _____

University: _____



Activity 5 Writing

Choose one of the jobs above. Talk to your teacher about what this person does. Some of the other members of the class may have some ideas here. Write about this job. Try to write around 40 words.

Homework task

These abbreviations are common in education in Scotland, or in English language teaching. Use the internet or a library. Find out what they mean.

EAP _____

ESL _____

ESOL _____

ESP _____

FE _____

HE _____

HMI _____

HNC _____

HND _____

SCE _____

SQA _____



Lesson

17

Study

Understanding questions

Activity 1 Speaking

Work with a partner. Think of yourself five years from now. Will you be at college, university or at work? If at college or university, what kind of course do you want to do? If at work, what kind of job will you have? Discuss this with your partner. Ask your partner questions about what they want to do and why they want to do it.



© istockphoto.com/Dr Heinz Linke

Activity 2 Listening

Track 17.1

Listen to this lecturer talking to some new students. As you do, tick (✓) **true** or **false** for each of statements 1–6.

- | | | | |
|---|---|-------------------------------|--------------------------------|
| 1 | Alan is the Course Director | true <input type="checkbox"/> | false <input type="checkbox"/> |
| 2 | Classes start at nine o'clock | true <input type="checkbox"/> | false <input type="checkbox"/> |
| 3 | Students can choose subjects after nine weeks | true <input type="checkbox"/> | false <input type="checkbox"/> |
| 4 | All classes are in the main building | true <input type="checkbox"/> | false <input type="checkbox"/> |
| 5 | The students don't know their tutors' names | true <input type="checkbox"/> | false <input type="checkbox"/> |
| 6 | They have to check the notice board today | true <input type="checkbox"/> | false <input type="checkbox"/> |

Activity 3 Language focus

Work with a partner. Look at the adjectives and adverbs in bold below. Some are correct and some are wrong. Correct the wrong ones.

- 1 Sue speaks English very **clear** _____
- 2 The team played **good** today _____
- 3 This train is very **slow** _____
- 4 You have to write **quickly** in this exam _____
- 5 Lorraine cooks **bad** _____
- 6 Charlotte has a **loud** voice _____
- 7 Her writing is quite **neatly** _____
- 8 It's raining very **hardly** _____
- 9 He drove **fastly** down the motorway _____
- 10 Martin sings absolutely **awfully** _____

Activity 4 Vocabulary

Degrees

When you finish university and pass the course, they give you a piece of paper called a degree. These are the abbreviations for common university degrees:



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MA BA MSc BSc BEd PhD

Work with a partner. Use your dictionaries to find out what they mean and complete the list below:

- 1 a first degree in arts* _____
- 2 a first degree in science _____
- 3 a first degree in education _____
- 4 a second degree in arts _____
- 5 a second degree in science _____
- 6 a higher degree in any subject _____

*Arts means subjects like language, history, philosophy, etc. Art is painting, sculpture, etc.

Activity 5 Writing

Remember what you talked about in the **speaking** activity above. Think about your plans for the next five years. What would you like to learn, and where? What work would you like to do? Write around 40 words about your future.

Homework task

Think about a person you admire. This might be somebody in your family, a friend or someone on television or in films. Would you like to do their job? Could you do it? Do you want a job like this in the future? Write about this.

Lesson
18

Study
Understanding texts

Activity 1 Reading

Read the text below and answer the questions.

Studying in Edinburgh

Hi — I'm Pavel Kaperi. I'm Italian. I first came to Scotland three years ago. I studied English at a college in Edinburgh. I enjoyed life in Scotland so I stayed. I did another year of English. I'm very interested in photography and I decided that could be a good job. So now I'm doing a course in photography.



1

Tick (✓) one box for each of questions 1–4.

- 1 Why did Pavel write this?
 - a To tell us about Scotland.
 - b To tell us about photography.
 - c To tell us about himself.

- 2 At the moment, Pavel is studying
 - a English
 - b photography
 - c Polish

- 3 Pavel stayed in Scotland because
 - a he liked living there
 - b he wanted to work there
 - c he wanted to study there

- 4 Does he want to be a photographer? yes no

- 5 When did Pavel arrive in Scotland? _____

Activity 2 Speaking

Work with a partner. Ask your partner about their life in Scotland. When did they come here? Where did they come from? Who did they come with? When did they start English classes? Is this their first class or were they in another one before this?



2

Take some notes because you will use them in the **writing** activity below.

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1 Korhan Hasim Isik
2 texasmmary

Activity 3 Writing

Now write about your partner's life in Scotland. Give information about the questions above. Use your notes and try to write around 40 words.



1

Activity 4 Language focus

Order of adjectives

Work with a partner. Add one more adjective to the phrases below. Write each one in the correct space.

- 1 **big** a _____ blue _____ American _____ car
- 2 **coffee** a _____ brown _____ china _____ pot
- 3 **white** a _____ long _____ evening _____ dress
- 4 **Italian** a(n) _____ nice _____ little _____ table
- 5 **nice** a _____ crystal _____ flower _____ vase
- 6 **British** a(n) _____ exciting _____ gangster _____ film



2



3



4



5

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1 texasmary
2 Rebecca Arnold
3 David Scheuber
4 Arthur Kwiatkowski
5 Brian Sullivan

Activity 5 Vocabulary

School words

Work with a partner. Look at the words in the box. Write one on each line.

| | | | | |
|------------|--------------|------------|----------|-----|
| bell | board | classroom | corridor | gym |
| laboratory | notice board | playground | register | |

- 1 You walk along this. _____
- 2 You do science here. _____
- 3 You have lessons in here. _____
- 4 The teacher writes on this. _____
- 5 You go there during breaks. _____
- 6 You read information there. _____
- 7 There's a list of names in it. _____
- 8 It rings at the end of classes. _____
- 9 You do physical education there. _____



1



2



3



4



5

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1 P_Wei
2 Lisa F. Young
3 Alberto Pomares
4 Jon Schultze
5 Paul Kline

Homework task

Think of five things you own, and like. These can be items of clothing, electronic devices — a mobile phone, TV, radio, etc — a bike or car, books, anything. Write their names below, but with **three adjectives**. Here is an example to get you started:

I have ...

a nice blue denim hat.





2



3



4



5

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- 1 Eric Hood
- 2 Alexander Hafemann
- 3 Fuat Kose
- 4 Terraxplorer
- 5 Konstantin Sukhinin

Lesson 19 Study

Writing notes

Activity 1 Listening

Track 19.1

You will hear six people speaking to answerphones. For each one, tick (✓) the correct answer, **a–c**. You will hear the CD track twice.

1 Abdul Salah can't come to the class today because:

- a he's ill
- b his wife is ill
- c his son is ill

2 Heather wants

- a to join a course
- b to leave a course
- c to know more about courses



1

3 Mario will be

- a 15 minutes late
- b 15–30 minutes late
- c more than 30 minutes late



2

4 Morag wants Ethel

- a to fix the photocopier
- b to come to the photocopy room now
- c to come to her classroom after lunch

5 Ian wants

- a a new certificate
- b to move to a new address
- c to give the college some information



6 Which of these is true?

- a Alexa works in the Northside Community Centre
- b Ranya works in the Northside Community Centre
- c The Reading and Writing course is free

3

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1 Matjaz Boncina
2 Martin Firus
3 Owen Price

Activity 2 Speaking

Look at the six situations below. These are the ones you heard in the **listening** activity. Work with a partner. Choose a situation. Your partner answers the phone. Have the conversation. Then let your partner choose a situation. You answer the phone. Continue to roleplay all the situations.

- 1 **Phone your teacher.** You can't come to the class today. Give a reason and say that you'll be there for the next class.
- 2 **Phone a college information office.** Ask for information about courses in Business Studies. Give your name, address and postcode.
- 3 **Phone a school secretary.** Give your name. You have an interview today. Say the time. Say you will be 15–30 minutes late. Apologise.
- 4 **Phone a school secretary,** from inside the school. Say where you are. The photocopier isn't working. Ask her to come and fix it.
- 5 **Phone a college secretary.** Say they sent your certificate to the wrong address. Give your correct address.
- 6 **Phone a school secretary.** Ask for the course fee for the Reading and Writing course.



Activity 3 Language focus

Work with a partner. Write **at**, **in**, **on** in each space.

1

Jack,
Please come and see me
___ 3 o'clock ___
Thursday.
Maria



1

2

___ Saturdays ___ August
this shop closes ___
7.00.



2

3

Library
___ the summer break the
library closes ___ 5.00 pm.



3

4

**Pool closed for
repair**
Re-opens ___ 9.00
___ Saturday
2 November.



4

5

Trip to Blair Castle
Coach leaves from College
car park ___ 8.30 ___
Saturday. Don't be late!



5

6

___ winter students can stay
in their classrooms at
lunchtime.



6

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- 1 marmion
- 2 Steve Greer
- 3 Tillsonburg
- 4 Dieter Hawlon
- 5 Martin McCarthy
- 6 Andreas Remiorz

Activity 4 Vocabulary

Work with a partner. Write one word from the box after each sentence 1–9. Use your dictionaries if you need help.

'A' levels bursary graduate grant Highers lecture
postgraduate research undergraduate

1 School-leaving exams in Scotland.

2 School-leaving exams in England.

3 A university student doing a first degree.

4 Someone who has completed a university degree.

5 A university student doing a second degree.

6 Money given to a student at a college.

7 Money given to a university student.

8 A talk at university.

9 Study to find new information.



1



2

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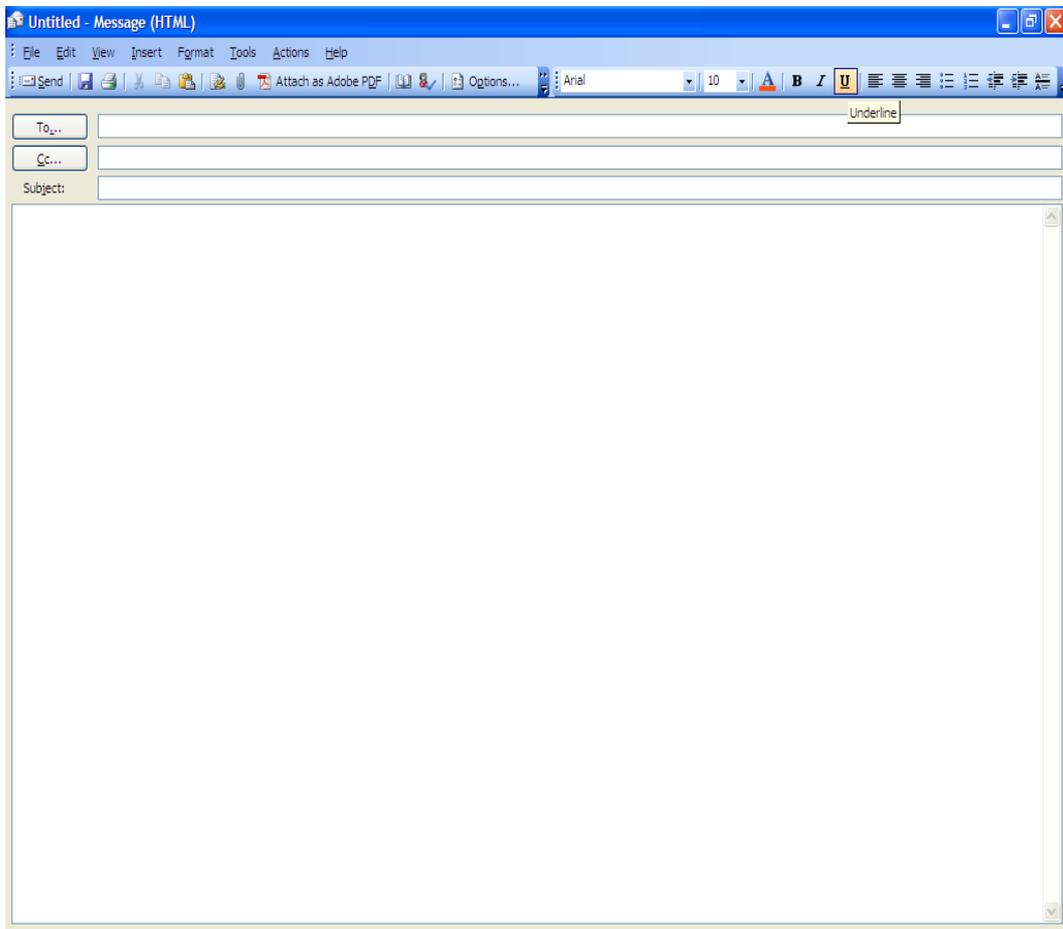
1 Lisa Klumpp
2 ericsphotography

Activity 5 Writing

You have to be away from your class for two weeks. Think of a reason. It could be a holiday, illness or because someone in your family needs your help. Write a note to your teacher. Explain how long you will be away / when you will return. Tell your teacher the reason why and give your apologies.

Homework task

Write an e-mail to your school secretary. Say that you have a new address. Give your old address and the new one.



Lesson
20

Study
Review of lessons 16–19

Activity 1 Reading

Work with a partner. Read the text and do the exercise.

Private school, public school or state school

In England, a **public school** charges money. If you don't pay to go to school, this is a **state school**. In the United States, a **public school** is a free school. If you pay money, this is a **private school**. In Scotland, people also say '**private school**' like Americans, but '**state school**' as in England. When Americans say '**state school**', they mean a state university, like the University of Texas, and not one of the private universities like Harvard.

Now look at these places of education. Write the names that people give them in different countries. Write either **private school, public school or state school** on each line.

1



Eton College, Windsor, England

Fees: over £25,000 per year

Scotland

England

United States

2



Bellahouston Academy, Glasgow

No fees

Scotland

England

United States

Both photos © istockphoto.com

1 Peter Spiro
2 Gregory Olsen

3 The University of California

United States



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Activity 2 Speaking

Do you, or did you, go to a private school? Do you think private schools are a good idea? Look at the points below:



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Private schools

For

They give pupils a good education

They give pupils confidence

Against

They divide communities

They can separate pupils from their parents

Work with others in a group. Write one more point **for** and **against** private schools.

Now discuss private schools with your group. Decide if you think they are a good thing or a bad thing.

Activity 3 Language focus

The sentences below revise the areas of grammar in the language focus sections of lessons 16–19. Work with a partner. Choose between the two forms in **bold**.

1 It's raining **hard / hardly**.

2 '**Do you like sweets? / Would you like some sweets?**'

'No thanks.'

3 A **little red / red little** book.

4 I'll see you **at / in** the summer.

5 '**Do you like soup/ Would you like some soup?**'

'Yes — it smells good.'

6 Carol sings very **quiet / quietly**.

7 I have an interview **0 / in** next week.

8 A **dirty horrible / horrible dirty** dog.

9 '**Do you like films? / Would you like to watch a film?**'

'Yes, I watch a lot of them.'



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Activity 4 Vocabulary

Work with a partner. The answers are all in the vocabulary sections of lessons 16–19.

Across

- 3 Scientists work here (10)
- 6 Money for a college student (7)
- 9 A list of names and attendances (8)
- 10 Looking for new information (8)
- 11 University or college teacher (8)

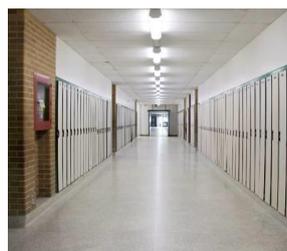
1



Down

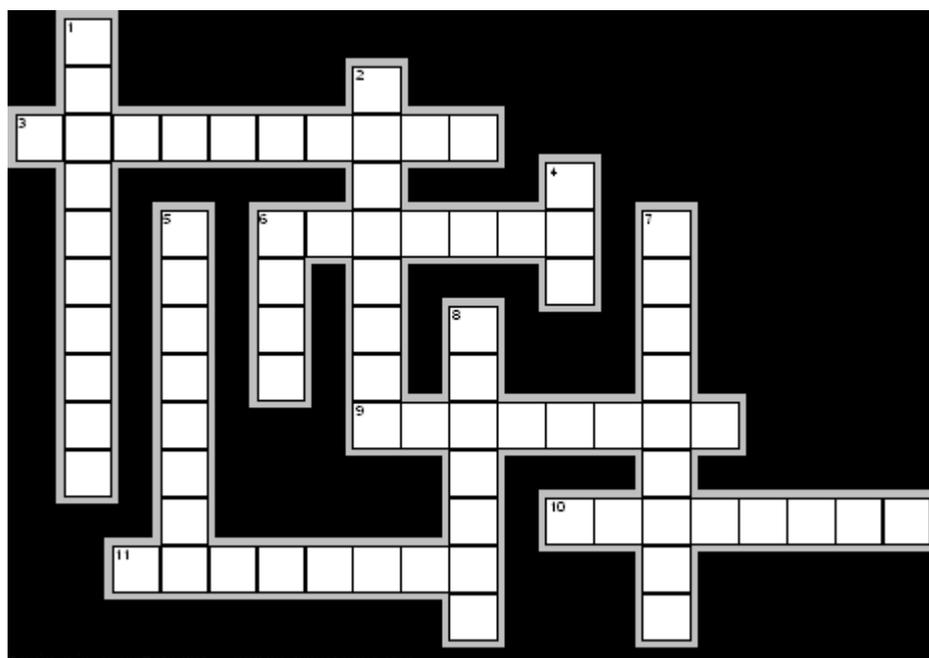
- 1 Open space outside school (10)
- 2 Connects classrooms (8)
- 4 A place for PE
- 5 Someone with a degree (8)
- 6 It rings at school (4)
- 7 Top teacher at a university (9)
- 8 Scottish exams (7)

2



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1 Dirk Houben
2 Eric Ferguson



Activity 5 Writing

In the **speaking** activity above you discussed private schools. Remember what you said in the discussion. Write your ideas about private schools. Say why you agree or disagree with them. Write around 40 words.

Homework task

Imagine you are an important politician. Write three changes you would make to education in Scotland. Give your reasons.



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- 1 _____

- 2 _____

- 3 _____
