

Learning Support Materials



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

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Teacher's Notes



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

## Introduction

These materials are designed to support learning and teaching for the National 2 Unit *English for Speakers of Other Languages: In Context*. They form part of a series of materials for the three National 2 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**

	<b>Page</b>
Teacher's notes	4
Answer key	44
Tapescripts	66
Supplementary materials	76

**01**

**Work**

Personal information

**Task:** Ask for / give basic personal information, eg name, address, date of birth, etc.

**Skills:** Speaking, writing, reading

**Materials:**

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

Put the students into pairs. Explain the nature of the task. Check their language and spelling as they work.

**Activity 2 Reading**

You might consider reading the text to the students, and perhaps eliciting oral answers before they start to read it for themselves and answer the questions. After they finish, ask them to compare their answers with a partner's.

**Activity 3 Language focus**

There are two areas of use of the present simple here — things that people do on a regular basis (nos. 1, 2, 3, 4, 8) and statements that have unlimited truth (nos. 5, 6 and 7). Essentially these amount to the same thing. Of the third-person answers, only no.7 (has) needs any change to the verb beyond adding –s.

**Activity 4 Vocabulary**

Ask the students to work in pairs and to use their dictionaries where necessary. There is little point in them slavishly copying out definitions. Ask them to read these and try to write a few words to convey the meaning — eg overtime = extra work. Collate the final results with the whole class.

**Activity 5 Writing**

Introduce this with a class discussion of daily routines. Elicit times the students get up, what they have for breakfast, etc. Write model sentences on the board.

**Homework task**

Ask the students to discuss, in pairs or groups, who they want to write about. Circulate and make suggestions.

**02**

**Work**

Understanding instructions

**Task:** Understand simple instructions in a predictable work context

**Skills:** Speaking, listening, writing

**Materials:** CD player, CD, tapescript

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

- 1 Ask the students to work in pairs and match the notices 1–5 with the missing messages a–e. Let them use dictionaries if they need to.
- 2 Clarify the meanings of **must** and **mustn't**. Then ask the students, still in pairs, to express the meanings using these. As they work, collect examples of correct sentences, relay them to the rest of the class and write them on the board.

**Activity 2 Listening**

 **2.1**

**Skill:** listen for and select specific information

Clarify the meaning of **Head of Human Resources**. Make sure students understand the context of such an individual spelling out the rules to new employees. Play the CD track twice before collating answers with the class.

**Activity 3 Language focus**

The use of the present simple for regular events or those in unlimited time is covered in lesson 1. Revise it here, and help the students to grasp the somewhat awkward structures used in questions and negatives.

**Activity 4 Vocabulary**

Ask the students to complete this in pairs. You might extend it by eliciting or supplying the names of other workplaces.

**Activity 5 Writing**

Help the students here by eliciting typical rules for schools, colleges and workplaces. You might either play the CD track again or give them a copy of the transcript.

### **Homework task**

If they seem unsure about this, choose one of the other workplaces in the **vocabulary** activity and construct another model on the board.

**03**

**Work**  
Names of jobs

Task: Recognise names of relevant occupations  
Skills: Speaking, reading, writing

**Materials:**

**Notes:**      **Activity 1**      **Vocabulary**

Ask the students to complete this in pairs. Afterwards, possible areas of development are names of other jobs, and/or jobs and gender: the pictures include a female doctor and a policewoman. All of the jobs here are done by both genders.

**Activity 2**      **Speaking**

- 1 Check the students understand the meanings of the words in the boxes — boring, etc. Check over the example with them and elicit some sentences from the other pictures — if possible, some contradictory ideas. Then allow them to say some sentences while you circulate and check.
- 2 The lists are headed with **I'd like / I'd hate**, which the students may not be familiar with. Circulate while they write their sentences and discuss them.

**Activity 3**      **Reading**

This section introduces the students to the idea of linking verbs with **to**, or following a verb with the infinitive, as it is sometimes referred to. Ask them to read the dialogue in pairs and complete the exercise. You may want to tell them that not all verbs can be linked in this way. Many, like **enjoy**, take the **-ing** form on the second verb. However, at this stage, no more than a hint of this would be appropriate.

**Activity 4**      **Language focus**

This continues the idea of joining verbs, introduced in the reading activity. It also introduces the possibility of putting a personal pronoun or noun after the first verb. Check around the pairs as they complete the exercise and collate answers with the whole class.

**Activity 5**      **Writing**



Elicit some example sentences from individual students and relay them to the whole class before asking the students to write these.

### **Homework task**

This allows the students the chance to write some connected sentences. The results may need some re-modelling, and you might consider doing this with the whole class.

**04**

**Work**

Understanding oral instructions

**Task:** Ask for / give basic information about a job, eg hours, pay, duties

**Skills:** Speaking, listening, writing

**Materials:** CD player, CD, tapescript

**Notes:** **Activity 1** **Language focus**

Yes/no questions with the present simple are covered in lesson 2. This lesson looks at wh- questions. Make the point that these are simply yes/no questions with a question word attached to the front.

Ask the students to complete these with a partner. Check their work as they do this and collate the results with the whole class.

**Activity 2** **Listening**

 **4.1**

**Skill:** recognise key words and main points

Make it clear that the students have to fill in the form from the information given. Play the track twice. Depending on the level of the class, you might like to check some answers after the first playing of the track.

**Activity 3** **Speaking**

The students may need some help filling in the form. They should be familiar with the question grammar by now, but check this by eliciting some examples.

As they ask and answer questions in pairs, you might consider recording some pairs and playing the results back, either to the students involved or the whole class.

**Activity 4** **Vocabulary**

Ask the students to do this with a partner. Afterwards collate the results with the class and clarify any areas of misunderstanding.

**Activity 5** **Writing**

Deal with the language in the adverts, eg **no experience necessary**. Then ask the students to imagine a job and give them help with the writing.

### **Homework task**

Ask the students to collect job adverts from the local newspaper, or free newspaper. Put them into pairs or groups and ask them to explain the language of their adverts. Collect useful vocabulary and write it on the board for the class to copy.

**05**

**Work**

Review of lessons 1–4

**Skills:** Speaking, reading, writing

**Materials:** Information sheets for Activity 2 (from Supplementary materials)

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

Make sure the students understand the concept of searching for jobs on the internet. The details given here are minimal, because this is part of a list. More information is available through the View Details link at the end of the advert. Discuss the business of package tours and the work a rep does to look after the customers in the resort. After the students finish the activity, expand on the work of a transfer rep.

**Activity 2** **Speaking**

The speaking activity follows on from the reading activity. Student A has applied for the job as a transfer rep. Student B interviews them. Because this involves rather a leap of the imagination, put the students into two groups and ask them to discuss their roles. Give out the information sheets (from Supplementary materials) and provide as much help as possible here. The Student A group will need to formulate yes/no and wh- questions using the present simple. If their level permits, ask them to do this orally so that they don't simply read out a list.

After the first run, ask the students to return to their groups to prepare for the other role. Give out new information sheets.

**Activity 3** **Language focus**

This exercise combines the language practised in **lessons 2 and 3**, ie present simple yes/no questions and negatives (nos. **1–4**) and joining verbs with **to** (nos. **5–8**). Ask the students to complete the sentences in pairs. Collate results with the whole class and focus on any remaining points of misunderstanding.

**Activity 4** **Vocabulary**

This text uses words from the vocabulary sections of **lessons 1–4**. Ask the students to complete it in pairs, then collate results with the whole class.

### **Activity 5      Writing**

Prepare students for this by asking them to read the advert in the **speaking** activity again. Let them discuss this in pairs, looking at sentences they can use as models. Elicit possible sentences and relay these to the class.

### **Homework task**

This task asks students to collect information about a particular area of work, the travel industry. As such it mimics the process they will go through when they develop an interest in a particular type of employment. Depending on level, you might want to narrow the research down to a limited number of questions, eg what are travel reps paid, where do most British people go for their holidays?

**06**

## Work

### Understanding questions

**Task:** Understand and answer simple predictable questions  
**Skills:** Speaking, listening, writing

**Materials:** CD player, CD, tapescript

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

#### **6.1**

Make sure the students understand the situation and the nature of the task. In spite of the advert, in Boris's opinion, the work at Slaneco is low-paid, boring, and the staff dining room does not have good food. On the other hand, the conditions are comfortable and he is offered promotion. Play the CD track twice. Depending on the level of the students, collate answers with the class after either the first or second play.

#### **Activity 2**      **Language focus**

Checking questions, sometimes known as declarative questions, are a greatly neglected area. Given the complexities of question-forming in English, students need to be made aware that it often isn't necessary. Discuss the issue with them and ask them to think about the grammar of their own language. In all probability, this will be simpler.

Many languages signal questions just by adding a question word onto a sentence. This may be *yes? no?* or a special particle. Often even this is unnecessary, the task simply being done by intonation. It may be of some comfort to students to know that this is possible in English as well. Read through the explanation with the students.

Demonstrate the difference between the falling intonation of a statement and the rising tone of a checking question. Ask the students to complete the task in pairs. Collate their results with the whole class and clarify any remaining uncertainty over the grammar of **yes/no** and **wh**-questions.

#### **Activity 3**      **Speaking**

This activity gives students the chance to ask checking questions. It can be assumed that they will know something about each other. If not, they can ask questions that might produce a **yes** answer, eg You live near here? You're married? Introduce the activity by encouraging the students to ask you questions, and write a point on the

board for each **yes** answer. During this phase, check their intonation, demonstrating the correct form if necessary. Depending on the level of the class, you might allow the students some time to write their questions before doing the activity.

#### **Activity 4      Vocabulary**

Ask the students to make use of their dictionaries here, and allow them time to check some of the words that may be unfamiliar, eg cables. As a follow up, they might list some other jobs they know and try to find an associated word for each one.

#### **Activity 5      Writing**

Preparation for this will depend on the nature of the class. If the students are in full-time education, they can be put into random pairs or groups and asked to discuss the good and bad things about their lives as students. If the students are in employment, try if possible to put those in similar work in groups together. After the writing activity, ask for feedback from the students about the different aspects of their experiences.

#### **Homework task**

Prepare students for this with a class discussion. Begin by expanding on the work of a midwife, and some of the advantages and disadvantages of the job, which are outlined in the student notes. Elicit some other jobs and their advantages and disadvantages. If all else fails, you could talk about teaching.

**07**

**Work**

Signs and notices

**Task:** Get information from simple workplace signs and notices  
**Skills:** Speaking, reading, writing

**Materials:**

**Notes:**

**Activity 1 Speaking**

Start by playing this game with the whole class, where you take the part of Student A. Ask them to ask you questions, at first using the forms given in the student notes, then moving on to any others that they can formulate. Once they have the idea, pair them up and let them play. Try to get across the idea of competition – the one who asks the fewest questions to find out the correct answer is the winner.

An additional possibility, while demonstrating the game to the class, is to choose a job that goes against normal gender expectations — female pilot, male nurse, etc. This can be extended into a discussion at some point, either before or after the game, of gender and jobs.

**Activity 2 Reading**

Ask the students to complete this activity in pairs. Afterwards, collate their answers and go over relevant points of language. These might include:

- 1 safety helmet, beyond
- 3 out of order
- 4 until further notice
- 5 due to, essential
- 6 risk, naked light

**Activity 3 Language focus**

- 1 The students may have some familiarity with the concept of countable and uncountable nouns. However, it may surprise them that time and money are uncountable. Ask them to do the exercise in pairs.
- 2 Collect words from the pairs and write them on the board. Lead into a class discussion of countable and uncountable nouns.

**Activity 4 Vocabulary**



Ask the students to work in pairs. Explain that the flowchart reflects the title: **Getting / keeping / leaving / losing a job**. Check that they understand the meanings of the nouns and verbs in the boxes. Circulate and help any pairs having difficulty. Afterwards, collate results with the whole class.

### **Activity 5      Writing**

Ask the class to suggest a job and write its name on the board. Ask the students to think of this job in terms of pay, conditions, wages/salary, qualifications, training, location and daily routine. As their ideas emerge, write notes on the board. Build up an overall picture of the job, then convert this to an oral narrative, for example:

Surgeons work in hospitals. They have good salaries. They do operations on people. They study for many years before they start work ...

When students have the idea and have noted the necessary language, ask them to start writing. Circulate and help individuals with points of language.

### **Homework task**

Ask the students to share the information they have gathered with others in a group. Pick out some of the more interesting elements and relay them to the class.

**08**

## **Work**

### Writing notes

**Task:** Write a short note or e-mail to give/ask a colleague for simple information or make a routine request

**Skills:** Speaking, listening, writing

**Materials:** CD player, CD, tapescript, teacher's card and student cards for Activity 3 (from Supplementary materials)

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

Ask the students to work with a partner. This is neither an information gap activity, nor a roleplay in any real sense of the word. Ask them both to read the situations. Clear up any points of misunderstanding then let them practise the dialogues, exchanging parts when they finish either each one or the whole set. Encourage them to extend the conversation beyond the basic message and response. You might consider recording some conversations and playing them back, either to the students involved or the whole class.

**Activity 2**              **Listening**

**8.1**

For each question, students hear a short answerphone message and have to identify two pieces of information. Play the CD track twice. Ask them to compare their answers with a partner after either the first or second playing.

**Activity 3**              **Language focus**

### **Verb bingo**

Print one copy of the teacher's card and the student cards from the Supplementary materials. Distribute the students' cards around the class. These can either be given out sequentially or spread through the range available. The students' cards each have 12 base forms of irregular verbs. Tell the students that if they hear you say the past form of this verb, they should score it out. If they hear all the past forms on their card they should call out 'Bingo!' Begin to call the past forms from the teacher's card. Score each one out as you do so. You can tell which numbered student cards each past form appears on — and so, in theory, determine the winner of the game if you like:

6	7	8		bled	forgot	rode	stood	6	7	8		
	7	8	9	blew	froze	rang	stole		7	8	9	
		8	9	10	broke	gave	rose	stuck		8	9	10
11			9	10	brought	went	ran	stung	11		9	10

In fact, it is highly unlikely that students at this level will hear all of their verbs correctly, and you may have to set a lower number than twelve to get a clear winner. However, the game does raise awareness of irregular past forms, and can be played a number of times.

#### **Activity 4      Vocabulary**

The vocabulary in this exercise is quite advanced. However, it is useful in practical terms. Ask the students to use their dictionaries if they need them, and be prepared to help if necessary. Afterwards, ask them to speculate on where the phrases come from.

#### **Activity 5      Writing**

You may prefer the students to do this exercise with a partner. Stress that they don't need to repeat every detail in the letter, but just to write one sentence that will convey the message. Afterwards, elicit sentences for a number of students and compare them on the board.

#### **Homework task**

The students can prepare for this by discussing possible messages with a partner. Ask them to look back at the **writing** activity for ideas.

**09**

## **Work**

### Understanding texts

- Task:** Understanding simple texts conveying information, eg e-mail, memo
- Skills:** Speaking, reading, writing
- Materials:** Role cards for Activity 1 (from Supplementary materials)

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

This is a roleplay involving a disgruntled worker telling the boss why he/she wants to leave the company. Ask the students to work in pairs and give a role card to each student. Afterwards, ask them to redo the roleplay, each taking the other part.

**Activity 2 Reading**

Depending on the dictionaries they are using, the students may need some help with the pre-reading vocabulary. They may also need some help understanding the concepts. Once these are clarified, ask them to read the payslip and answer the questions. Note that the final sum is wrong and that this is referred to in an extra question at the end. When the students finish, collate results with the whole class.

**Activity 3 Language focus**

Ask the students to complete this exercise in pairs. Afterwards, elicit any points of misunderstanding with the whole class.

**Activity 4 Vocabulary**

Ask the students to use their dictionaries, and give them help if necessary, to clarify the meanings of the words. Then let them complete the activity in pairs.

**Activity 5 Writing**

This is a follow-on to the **speaking** activity. Students are asked to complete an e-mail. This only requires a statement of three reasons, eg the pay is bad; the hours are long. They might prepare for this by discussing, in pairs or groups, reasons for leaving a job.

### **Homework task**

Ask the students, in groups, to discuss their dream jobs. Circulate and pick out some of the more interesting ambitions. Write these on the board and discuss them with the class.

**10**

**Work**

Review of lessons 6–9

**Skills:** Speaking, listening, writing

**Materials:** CD player, CD, tapescript, job cards for Activity 1 (from Supplementary materials)

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

The Supplementary material for this unit contains a set of cards, each giving the name of a job. Cut these up into sets. Ask the students to work in groups of four. Give a set to each group. One student takes a card and the others ask yes–no questions and try to guess the job. Some examples of usable questions appear in the student notes. The students have 20 questions to guess the job; if they don't guess correctly, the card-holder is the winner and keeps the card. If a student guesses the job, they keep the card, and lift the next one, to be asked questions on. When all the cards have been lifted, the student in each group with the most cards is the winner.

The easiest way to help the students to understand the game is for you to play it as a demonstration with three students, taking the first card yourself.

**Activity 2 Listening**

 **10.1**

This listening consists of five short monologues where people talk about their jobs, mentioning three and confirming one. For each question the students have to choose the correct job from the pictures in the student notes and write its name. Play the CD track twice.

**Activity 3 Language focus**

This exercise revises the **language focus** sections of lessons 7–9. Ask the students to work in pairs. Afterwards, discuss any points of difficulty.

**Activity 4 Vocabulary**

The answers to this crossword are all in the **vocabulary** activities of lessons 6–9. Make sure the students understand the conventions of crosswords, in particular that the number of letters in the answer appears in brackets after the clue. Ask the students to work in pairs.

**Activity 5 Writing**

Remind the students of the jobs listed in the speaking and listening activities. Ask them to choose a job that interests them. At this point, it may be possible to put students with the same employment interests into pairs or groups. Otherwise, ask them to describe their job to a partner, then write a short description.

### **Homework task**

This task is speculative, and some students may not know another country well enough, or the country they do know may be too similar to Scotland. Preparatory discussion would lead to the task being done in class, so as an introduction you might suggest some jobs in Scotland that have limited international currency. To highlight this, focus on some of the more salient, even stereotypical aspects of the culture. The list might thus include: whisky stillman, haggis maker, bagpipe/kilt maker.

**11**

**Study**  
Names of subjects

**Task:** Recognise names of relevant academic subjects  
**Skills:** Speaking, listening, writing

**Materials:** CD player, CD, tapescript

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

 **11.1**

Make sure the students understand the rubric and what they are being asked to do. The missing subjects are **English, German, history, maths, music** and **science**. Spelling should not be a problem, except perhaps in the case of science. Play the track twice. After either the first or second play you might ask the students to check their answers with a partner.

**Activity 2**      **Speaking**

The format of this exercise will depend on whether the students are at school, college or work. Be prepared to adapt the rubric to their circumstances. Encourage them to talk for 2–3 minutes. You may want to record some of the conversations and play them back, either to the pair or the class.

**Activity 3**      **Language focus**

Talk through the introduction with the students and make sure they understand the difference in timing between the two forms. Ask them to complete the exercise in pairs. Afterwards, discuss other possible situations where they might choose one or the other form.

**Activity 4**      **Vocabulary**

Ask the students to complete this exercise in pairs. These are the names of school subjects which only have one word. Longer subject-names appear in the **vocabulary** activity for lesson 14. When the students finish, check that they understand the general meaning of each subject name.

**Activity 5**      **Writing**

Ask the students to recall what they said in the speaking activity. It might be possible to put them into new groups based on their favourite subjects. Try to convey the idea of



different parts of a subject that may have more or less appeal for them. Ask the students to write around 40 words.

**Homework task**

School pupils in Scotland tend to study fewer subjects than are covered in many countries. It isn't unusual internationally for pupils to have at least an introduction to philosophy and psychology; many countries feel that some coverage of their constitution and political process is appropriate, and what passes for foreign language provision in Scotland would be seen as inadequate in the wider world.

Use the results of the students' enquiries to make a list of subject-names, and perhaps to start a discussion about different educational systems.

**12**

**Study**

Personal information

**Task:** Ask for / give basic personal information, eg name, address, date of birth, etc

**Skills:** Speaking, reading, writing

**Materials:**

**Notes:            Activity 1            Speaking**

Ask the students to work with a partner. Give them time to read and understand the advert and the role cards. Let them choose which part they would like to play. If they are playing the part of Student B they can use either their own home address or an imaginary one. If they are outside the age range, stress that Student Bs should invent a credible date of birth. Make sure that the Student As understand that the objective of the task is to check that their Student B is eligible and to record their name, address and post code.

When the students have finished the roleplay, you might consider asking them to exchange parts and do it again.

**Activity 2            Reading**

Ask the students to work in pairs. They may or may not be familiar with the concept of catchment areas and the controversy they can generate. Discuss this with them, drawing on their experience as parents or pupils, then ask them to do the exercise.

**Activity 3            Language focus**

These forms are variously known as possessive adjectives or determiners. This is largely a question of point of view, but determiners reflect a more modern approach.

However, at this level the students don't need to be bothered with terminology. Ask them to do the exercise in pairs.

**Activity 4            Vocabulary**

Ask the students to work with a partner and use their dictionaries. Some of the courses will have unfamiliar titles. On the other hand, Electrical and Mechanical Engineering are both giveaways. When the students finish, collate results with the whole class and check for understanding of the vocabulary.

## **Activity 5      Writing**

You might prepare the students for this by asking them, in pairs or groups, to discuss schools. The nature of the discussion will depend on the class. They may all be at the same school. At the other extreme, they might be an adult class whose schooling was in different countries. Introduce appropriate areas for discussion such as the age and appearance of the buildings, whether the school is well provided for or not, etc.

### **Homework task**

Encourage the students to choose a subject that they are not too familiar with and ask them to find some more information about it, using the internet or a library. When they return to class, ask them to share what they have learned with the others.

**13**

**Study**

Understanding instructions

**Task:** Understand simple oral/written instructions for classroom activities

**Skills:** Speaking, listening, writing

**Materials:** CD player, CD, tapescript

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

Prepare the students for this by reminding them what you did in the previous class. Revisit any books or material used and make a list of activities on the board under appropriate headings. Move the students towards describing the process of the lesson.

Afterwards, you may like to ask the students to do the roleplay again, either exchanging parts or working with a new partner.

**Activity 2 Listening**

 **13.1**

Ask the students to complete this individually. At some point, after either the first or second play, they might compare their results with a partner. Collate results on a whole-class basis. If there are any remaining points of understanding, play the track again.

**Activity 3 Language focus**

Short answers are one of the trickier areas for learners of English. In many languages a simple affirmation or negative is adequate. Ask the students to complete this exercise in pairs, then collate their answers. Afterwards, let them practise asking and answering the questions.

**Activity 4 Vocabulary**

Ask the students to work with a partner here. Clarify the meaning of the different types of place of education with the whole class. At some point, indicate that although further education colleges accept younger students, many attend either college or university at the same ages.

**Activity 5 Writing**

If the class has a regular feedback process, this activity could be incorporated into it. Ask the students to discuss, in pairs or groups, their preferences for learning English, then to write about them. The objective here is to develop students' vocabulary and structures in terms of what happens in a class. As they talk, circulate and introduce or elicit useful language.

### **Homework task**

Prepare the students for this with a classroom discussion. Obviously, computers will play more of a part in language learning, but try to focus on whether they will take over entirely from teachers. Much of the response will depend on the age and nature of the class. School pupils are likely to find the idea of learning from home quite attractive, but even they might accept that there is a social aspect to learning as part of a group which they might miss.

**14**

**Study**

Finding out about a course

**Task:** Ask for / give basic information about a course, eg days, times, classes, etc

**Skills:** Speaking, reading, writing

**Materials:**

**Notes: Activity 1 Speaking**

There is an element of play-acting here, in that Student B has to pretend not to be in the class. However, this does allow Student A to be completely familiar with the information, and not have to memorise details. Make sure the students fully understand the scenario before they begin.

**Activity 2 Reading**

Ask the students to complete this individually, without using their dictionaries. When they have a set of answers, ask them to compare these with a partner's, using their dictionaries to check the meaning of any unknown words. Afterwards, check the meanings of the subject-names with the whole class.

**Activity 3 Language focus**

Discuss the introduction with the students. Of the two forms, the present continuous is the one with inherent meaning, of limited duration. The present simple is just a verb in context, and will cover a range of meanings from instant to permanent. At this level, the present simple is useful for regular activities, and habits with no time limits. Ask the students to complete the exercise in pairs.

**Activity 4 Vocabulary**

Ask the students to complete this exercise in pairs. These are the names of school subjects which have more than one word. Single-word subject-names appear in the **vocabulary** activity for lesson 11. When the students finish, check that they understand the general meaning of each subject-name.

**Activity 5 Writing**

Discuss the task with the students. Elicit some names of courses and talk about the different variables – full-time, part-time, one semester, one year, etc.

### **Homework task**

Help the students here by discussing different colleges or universities in the area, and the types of courses that might interest the students in the future. Depending on the level of the class, either before they begin or afterwards, you might bring some prospectuses into the classroom and let them read these. A possible follow-up would be for students to discuss their future plans in groups.

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

**Skill:** Speaking, listening, writing

**Materials:** CD player, CD, tapescript

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

 **15.1**

Ask the students to complete this individually. At some point, after either the first or second play, they could compare their results with a partner. Collate results on a whole-class basis. If there are any points that have not been fully understood, play the track again.

**Activity 2**      **Speaking**

Remind the students of the listening activity so that they understand the scenario. If some time has passed since they did it, play the CD track again. Put them into groups then give them a few minutes to think of what they will say. They can write some notes but not a full script. Encourage the others to ask questions while the speaker is speaking. This will help to keep things moving along. If the students are in a community class, detached from the parent organisation, ask them to talk about other courses they have done, or student life in the area.

**Activity 3**      **Language focus**

These sentences revise the areas of grammar in the **language focus** activities of lessons 11, 12, and 14. Ask the students to work with a partner. Afterwards, check for any remaining points of misunderstanding.

**Activity 4**      **Vocabulary**

Ask the students to complete this in pairs. This may take them some time, but there is nothing inherently complex about it. Encourage the students to count the numbers of letters in each word and to look for possible slots on the grid.

**Activity 5**      **Writing**



Make it clear that a clue is not a full definition, but should just provide enough information for someone to guess the answer. Help the students as they do this exercise. They may need to use their dictionaries for some of the words. Afterwards, pick out the best clues and write them on the board.

### **Homework task**

When the students return with their completed grids, ask them to compare them, in pairs or groups. Pick out some of the better ones and show them to the class.

**16**

**Study**

Signs and notices

**Task:** Get information from simple school/college signs and notices

**Skills:** Speaking, reading, writing

**Materials:**

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

Ask the students to do this exercise in pairs without using their dictionaries. Collate results with the whole class then allow students to check unknown words. Clear up any remaining points of misunderstanding.

**Activity 2**      **Speaking**

Ask the students, in pairs, to read the role cards in the student notes and choose which part they want to play. Encourage the Student As to be imaginative in their excuses. Afterwards, you might want them to exchange roles and try the conversation again. If the students are adults, this could be roleplayed as a phone conversation.

**Activity 3**      **Language focus**

Discuss the difference in structure and meaning between the two forms. Ask the students to complete the exercise in pairs. Afterwards, encourage them to ask and answer questions, at first using the sentences on the page, then by creating their own.

**Activity 4**      **Vocabulary**

This exercise, while not particularly taxing, is designed to root out a persistent false friend: the word **professor**. In many languages its cognate simply means teacher. Even in countries where it is used solely as a university title, the academic hierarchy can be structured into a multitude of assistant professors, associate professors, assistant associate professors and whatever. In the UK, by contrast, the application is restricted to one, occasionally two, members of a university faculty. Ask the students to complete the exercise in pairs, and discuss the above with them.

**Activity 5**      **Writing**

Prepare the students for this with a class discussion. Help to clarify their understanding of the different jobs. If the students are school pupils, ask if they have any relatives doing any of these jobs. If they are adults, some may have experience of these jobs themselves.

### **Homework task**

When the students return with their results, discuss the wider meanings of the terms with the whole class.

## **17** Study Understanding questions

**Task:** Understand and answer simple predictable questions  
**Skill:** Speaking, listening, writing

**Materials:** CD player, CD, tapescript

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

Prepare students for this by discussing their possible futures with the whole class. Pick up some of the more probable options and write them on the board. Stress that the students should not just relate their ideas but should ask their partners questions.

**Activity 2** **Listening**

### 17.1

Ask the students to complete this individually. At some point, after either the first or second play, they could compare their results with a partner. Collate results on a whole-class basis. If there are any remaining points of misunderstanding, play the track again.

**Activity 3** **Language focus**

Ask the students to work with a partner and complete the exercise. Afterwards, discuss the difference between adjectives and adverbs. You might make the point that native speakers don't always follow the rules. 'They played good,' is in fairly regular use, and probably becoming more common.

**Activity 4** **Vocabulary**

Ask the students to do this exercise in pairs. Afterwards, you may wish to tell them that the older Scottish universities depart from this recognised international system by awarding an MA as a first degree in Arts. Although this complicates matters, it does allow arts graduates who also have a postgraduate MA to write MA MA after their names, which is good for a laugh if nothing else.

**Activity 5** **Writing**

Recall the **speaking** activity with the students and ask them to think of their plans for the next five years. Ask one or two of the more confident ones to relay these to the class to clarify the subject of the writing.

### **Homework task**

Prepare for this with a class discussion of heroes, but try to move the focus away from film stars and sporting legends towards jobs that the students might see as possibly attainable. The object here is to move their thinking beyond their own charted course towards more ambitious ideas.

**18**

**Study**

Understanding texts

Task: Understanding simple texts relating to study  
Skills: Speaking, reading, writing

**Materials:**

**Notes: Activity 1 Reading**

Ask the students to complete this individually, then to collate their answers with a partner.

**Activity 2 Speaking**

This exercise is linked to the writing that follows. The students have to interview their partner, take notes and write them up as a profile. Stress that they must take some notes about the basic facts relating to their partner. Pair the students up, if possible with someone from a different background; if not, with someone they don't know very well.

**Activity 3 Writing**

Keep the students in their pairs. Ask them to work from their notes. However, make it clear that they can ask their partners supplementary questions to clarify points of detail. When they finish, let them exchange profiles and let their partners check the facts.

**Activity 4 Language focus**

Ask the students to complete this exercise with a partner. Afterwards, open up a discussion of order of adjectives. The general rule for the types of adjective used in the exercise is **attitude, size, colour, origin, material** and **type**, though variations on this are possible. However, the underlying principle is that we start with the most subjective quality and move to the least debateable. Thus, in no.1, a big blue American car, size is subjective, colour is more distinct, though colours can fade into each other, but origin is definite.

**Activity 5 Vocabulary**

Ask the students to complete this activity in pairs. Collate results with the whole class when they finish.

### **Homework task**

Prepare the students by asking them to describe things they have with them in the classroom — items of clothing, mobile phones, calculators, etc. List some of the adjectives on the board, and supply some more if necessary. Make it clear that each item they write about should have three adjectives preceding it, and in the right order.

**19**

**Study**  
Writing notes

**Task:** Write a short note or e-mail to give/ask a teacher for simple information or make a routine request

**Skills:** Speaking, listening, writing

**Materials:** CD player, CD, tapescript

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

 **19.1**

Ask the students to complete this individually. At some point, after either the first or second play, they could compare their results with a partner. Collate results on a whole-class basis. If there are any remaining points of misunderstanding, play the track again.

**Activity 2**      **Speaking**

This exercise uses the situations from the listening activity. Students, in pairs, can choose from the six and take the part of the caller or the person answering the phone. Make it clear that the important thing is to convey the information rather than to get into an extended conversation. You might precede or follow this by playing CD track 19.1 again.

**Activity 3**      **Language focus**

Ask the students to complete the exercise in pairs.

Afterwards, discuss the rules:

- at** a specific time:    at 3 o'clock, at 7.00
- on** a day:              on Thursday, on Saturday 2  
November
- in** a period of time: in August, in winter
- 0 before *next*        next week

**Activity 4**      **Vocabulary**

Ask the students to complete this in pairs, using their dictionaries if necessary. Afterwards, discuss the wider meanings of the words, and their grammar. For example, **graduate** works as a noun, verb or adjective.

**Activity 5**      **Writing**



Make it clear to the students that the important thing here is to convey the three points: length of absence / date of return; reason for absence and a (brief) apology. This is a note rather than a letter, but give students some idea of format and ask them to use your name after **Dear**.

### **Homework task**

Check that the students understand the task. Ask them to think of a new address, and to include both of them in the e-mail.

**20**

**Study**

Review of lessons 16–19

**Skills:** Speaking, reading, writing

**Materials:**

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

The terminology here can be quite confusing. The term 'public school' is understood in Scotland, but not widely used. The private sector actually favours 'independent school', which is a further complication. Ask the students to complete the exercise in pairs. Focus on the point that when an English person and an American use the form 'public school', they actually mean exactly opposite things.

**Activity 2**      **Speaking**

The introductory matter here, where students are asked to write down one more points for and against private schools, could be done with the whole class, with points written on the board. Private schooling is more widespread in many countries than in the UK, and some classes may have students with such a background. At some point, hand over the discussion to the groups. Collate their verdicts at the end.

This issue is revisited in the **writing** activity below.

**Activity 3**      **Language focus**

The sentences in this activity revise the areas of grammar in the language focus activities of lessons 16–19. Ask the students to work with a partner. Afterwards, discuss any remaining points of misunderstanding.

**Activity 4**      **Vocabulary**

The crossword revises the words in the **vocabulary** activities of lessons 16–19. Ask the students to complete it in pairs.

**Activity 5**      **Writing**

This is a follow-up to the speaking activity. Ask the students to recall their ideas about private schools and why they agree or disagree with them. Then ask them to write a simple argument for or against private education.

**Homework task**

Make sure the students understand the nature of the task. They could be prepared for this with discussion, in pairs or groups. When they return to class with their ideas, elicit these and lead into a discussion with others in the class.

## Answer key

### **01** Work Personal information

#### Activity 2

- 1 She's a **teacher**.
- 2 In a **primary school**.
- 3 **Eight years old**.
- 4 At **half past eight**.
- 5 At **seven o'clock**.
- 6 She **walks**.
- 7 At **four o'clock**.

#### Activity 3

1 start, 2 watch, 3 work, 4 lives, 5 likes, 6 need, 7 has, 8 drinks

**02** **Work**  
Understanding instructions

**Activity 1**

**1c, 2a, 3e, 4b, 5d**

**Activity 2**

**1 b, 2 b, 3 a, 4 false, 5 true, 6 false, 7 true, 8 true, 9 false**

**Activity 3**

- 1 Do you know the time?
- 2 He doesn't live in Paisley.
- 3 They don't work on Saturdays.
- 4 Does she like the boss?
- 5 I don't know him.
- 6 Do we need this?
- 7 We don't start now.
- 8 Do they sell newspapers?

**Activity 4**

- 1 factory
- 2 office
- 3 building site
- 4 college
- 5 supermarket
- 6 surgery
- 7 hospital
- 8 studio
- 9 farm

**03** **Work**  
Names of jobs

**Activity 1**

1 teacher, 2 pilot, 3 doctor, 4 businessman, 5 police officer, 6 firefighter, 7 plumber, 8 lawyer

**Activity 3**

Ranjit speaks to Ms Contini because he wants **to talk** about his career. He wants **to go** to university but he also wants **to get** a job. He wants **to make** some money because he wants **to buy** a car.

**Activity 4**

- 1 We hope to see Jim soon.
- 2 They want to watch the film.
- 3 Sandra needs to buy a new jacket.
- 4 Remember to post the letters.
- 5 Mustafa tries to do a good job.
- 6 I hate to get up early.
- 7 We stop to have coffee at 10.30. **or** At 10.30 we stop to have coffee.
- 8 Saida often forgets to do her homework.

**04** **Work**  
Understanding oral instructions

**Activity 1**

- 1 When do we start work?
- 2 When do we finish (work)?
- 3 When do we have lunch?
- 4 Where do I park my car?
- 5 Who do I work with?

**Activity 2**

	<b>Start work</b>	<b>Supermarket opens</b>
<b>Mon to Fri</b>	<u>8.00</u>	<u>8.30</u>
<b>Saturday</b>	<u>8.30</u>	<u>9.00</u>
<b>Sunday</b>	<u>9.00</u>	<u>9.30</u>

**pay per hour**

<b>Mon to Fri</b>	<u>£6.40</u>
<b>Saturday</b>	<u>£9.60</u>
<b>Sunday</b>	<u>£12.00</u>

**Staff must not wear jeans**

**The car park is at the back**

**Activity 4**

- a time and a half
- b double time
- c piecework
- d to get the sack / to be fired
- e to be promoted
- f back shift

**05**

**Work**

Review of lessons 1–4

**Activity 1**

- 1 true
- 2 false
- 3 false
- 4 true
- 5 false
- 6 true
- 7 false

**Activity 3**

- 1 – We don't **work** in a shop.
- 2 ? Do you **have** a car?
- 3 ? **Does** Veysel **know** you?
- 4 – She doesn't **love** you.
- 5 ? Do they **want** to **move** to London?
- 6 – You don't **need** to **make** more money.
- 7 – He doesn't **try** to **do** a good job.
- 8 ? Does Elena **like** to **shop** here?

**Activity 4**

Roman is a student. He wants to be a **lawyer** one day. But now he needs to make some money. So he works on Saturdays in a **supermarket**. The **wages** are good because the supermarket pays him **time and a half**. He works on the **back shift**, from four o'clock till midnight. The supermarket has a lot of **customers** on Saturdays.



**06** **Work**  
Understanding questions

**Activity 1**

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

**Activity 2**

	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 4**

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

**07** Work  
Signs and notices

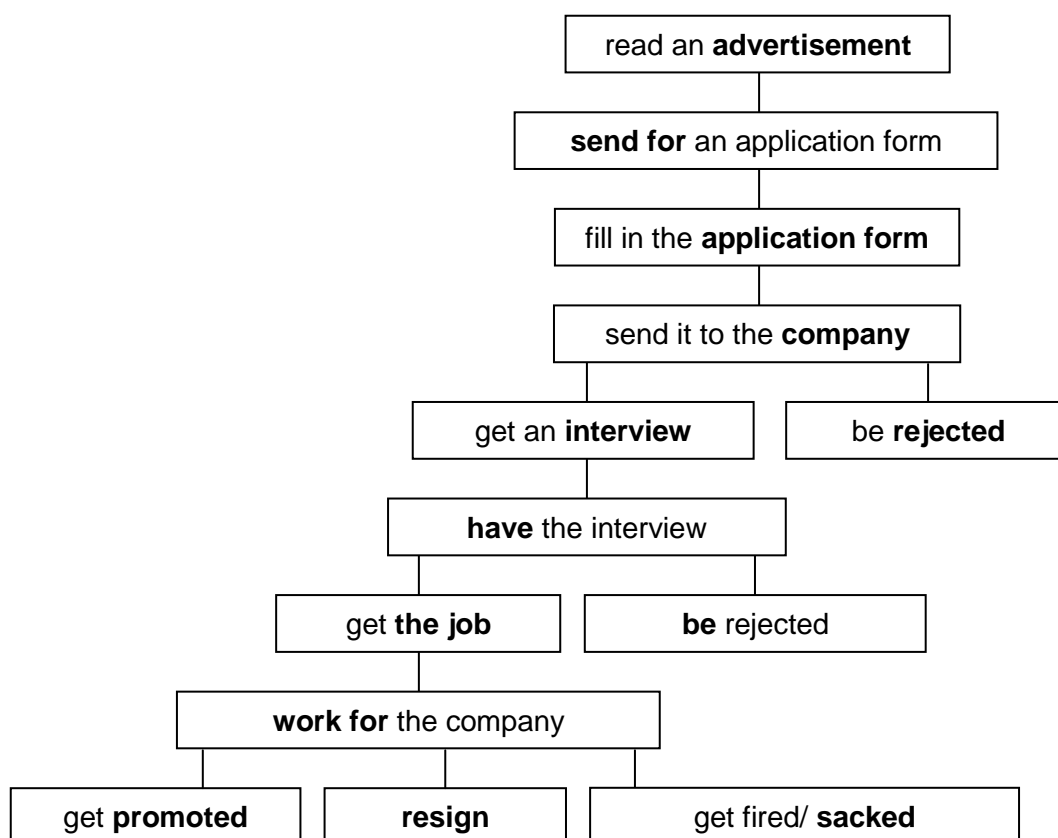
**Activity 2**

1 true, 2 false, 3 false, 4 false, 5 true, 6 true

**Activity 3**

1 a many, b much, c many, d much, e much, f many, g much, h many

**Activity 4**



**08** **Work**  
Writing notes

**Activity 2**

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

**Activity 4**

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

**09** **Work**  
Understanding texts

**Activity 2**

- 1 Joe Soap
- 2 Driver
- 3 Falkirk
- 4 No (point 10 of 12)
- 5 40
- 6 No
- 7 £367.31
- 8 £54.00
- 9 £23.60
- 10 £22.00

His correct pay is £267.71

**Activity 3**

- 1 but
- 2 or
- 3 then
- 4 and
- 5 or
- 6 because
- 7 but
- 8 and
- 9 then
- 10 because

**Activity 4**

1 cost, 2 save, 3 charge, 4 borrow, 5 afford, 6 lose, 7 waste, 8 lend,  
9 spend, 10 buy

**10 Work**  
Review of lessons 6–9

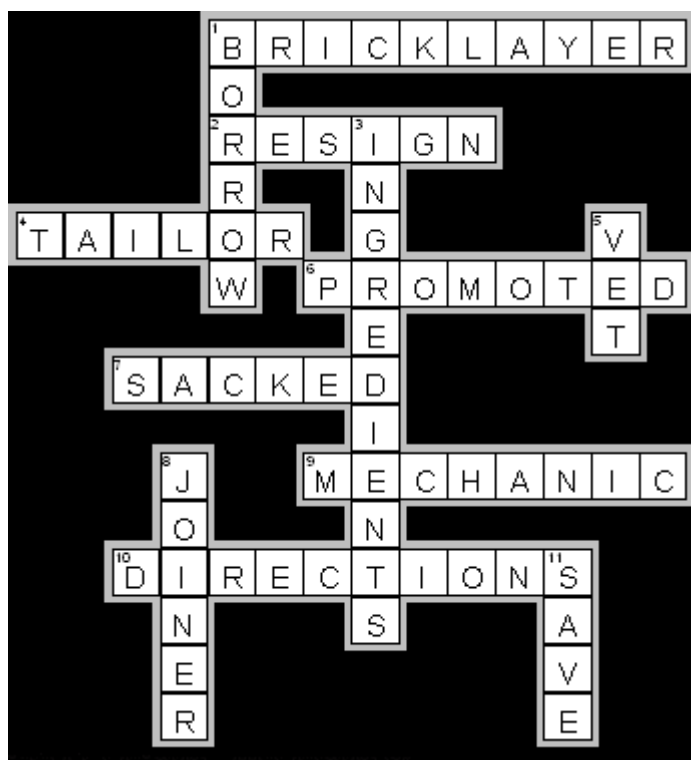
**Activity 2**

- 1 vet
- 2 police officer
- 3 surgeon
- 4 midwife
- 5 personal assistant (PA)

**Activity 3**

- 1 much
- 2 drank
- 3 paid
- 4 much
- 5 or
- 6 and
- 7 spent
- 8 much
- 9 because

**Activity 4**



# 11 Study

## Names of subjects

### Activity 1

Burghlee High School

Timetable

Name: Craig McNair

Class: 2B3

Mon	Registration	Computing	Maths	break	Art	P&SE	lunch	German	Drama
Tue	Assembly	English	<b>Science</b>	break	Home Economics	Geography	lunch	<b>Maths</b>	Business Management
Wed	Registration	<b>German</b>	PE	break	Media	<b>English</b>	lunch	RE	<b>History</b>
Thu	Registration	Science	PE	break	German	Maths	lunch	English	Modern Studies
Fri	Registration	Science	Design Technology	break	<b>Music</b>				

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
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### Activity 3

- 1 I'm going to
- 2 I'll
- 3 I'll
- 4 He's going to
- 5 I'll
- 6 I'm going to

### Activity 4

- 1 GEOGRAPHY
- 2 ENGLISH
- 3 HISTORY
- 4 MATHEMATICS
- 5 GERMAN
- 6 BIOLOGY
- 7 CHEMISTRY
- 8 COMPUTING
- 9 PHYSICS
- 10 DRAMA

**12** **Study**  
Personal information

**Activity 2**

1 house, 2 inside, 3 school, 4 price, 5 parents, 6 pretend, 7 live, 8 private,  
9 relative

**Activity 3**

1 their, 2 my, 3 Our, 4 His, 5 its, 6 her 7 your

**Activity 4**

1 c, d            2 b, f            3 e, h            4 a, g

**13 Study**  
Understanding instructions

**Activity 2**

- 1 true
- 2 false
- 3 false
- 4 false
- 5 true
- 6 false

**Activity 3**

- 1 Are they eating? / aren't
- 2 Is she sleeping? / isn't
- 3 Are you going? / 'm not
- 4 Are you talking? / am
- 5 Are they coming? / are
- 6 Is she singing? / is
- 7 Are you watching? / are
- 8 Is it raining? / isn't
- 9 Am I dreaming? / aren't
- 10 Is it growing? / is

**Activity 4**

- 1
- |                  |          |
|------------------|----------|
| college          | <u>4</u> |
| university       | <u>4</u> |
| nursery school   | <u>1</u> |
| primary school   | <u>2</u> |
| secondary school | <u>3</u> |



**14 Study**  
Finding out about a course

**Activity 2**

- 1 false
- 2 true
- 3 false

**Activity 3**

- 1 'm/am finishing
- 2 goes
- 3 watches
- 4 's/is cooking
- 5 spend
- 6 prefers
- 7 's/is playing
- 8 sleeps
- 9 's/is buying
- 10 's/is working

**Activity 4**

- |                |                    |
|----------------|--------------------|
| 1 ART AND      | j DESIGN           |
| 2 BUSINESS     | c MANAGEMENT       |
| 3 INFORMATION  | b SYSTEMS          |
| 4 PHYSICAL     | e/f EDUCATION      |
| 5 MODERN       | g STUDIES          |
| 6 PERSONAL AND | h SOCIAL EDUCATION |
| 7 DESIGN       | a TECHNOLOGY       |
| 8 DRAMA AND    | i MEDIA STUDIES    |
| 9 HOME         | d ECONOMICS        |
| 10 RELIGIOUS   | e/f EDUCATION      |

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

**Activity 1**

1 b, 2 a, 3 b, 4 yes, 5 the weather, 6 warm clothes

**Activity 3**

1 're going to

2 Do you like

3 their

4 'll

5 'm taking

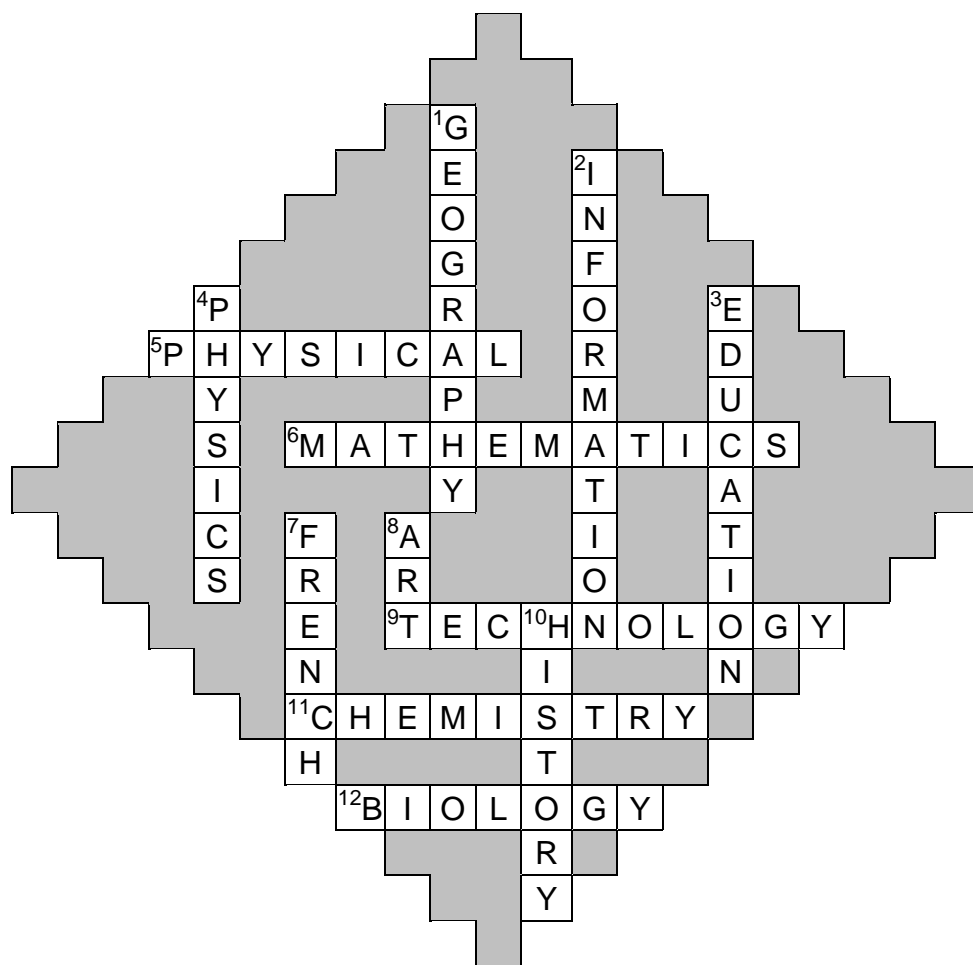
6 her

7 'll

8 its

9 's giving

### Activity 4



## **16** Study Signs and notices

### Activity 1

- 1 true
- 2 true
- 3 false
- 4 false
- 5 true
- 6 true

### Activity 3

- 1 Would you like a cake?
- 2 Do you like television?
- 3 Do you like tea?
- 4 Would you like to play tennis?
- 5 Would you like to go to France?
- 6 Do you like basketball?

### Activity 4

**School:** teacher head-teacher  
**University:** lecturer tutor professor

### Homework task

<b>EAP</b>	English for Academic Purposes
<b>ESL</b>	English as a Second Language
<b>ESOL</b>	English for Speakers of Other Languages
<b>ESP</b>	English for Special/Specific Purposes
<b>FE</b>	Further Education
<b>HE</b>	Higher Education
<b>HMI</b>	Her Majesty's Inspector
<b>HNC</b>	Higher National Certificate
<b>HND</b>	Higher National Diploma
<b>SCE</b>	Scottish Certificate of Education
<b>SQA</b>	Scottish Qualifications Authority

**17** Study  
Understanding questions

**Activity 2**

- 1 true
- 2 false
- 3 true
- 4 false
- 5 false
- 6 true

**Activity 3**

- 1 clearly
- 2 well
- 3 ✓
- 4 ✓
- 5 badly
- 6 ✓
- 7 neat
- 8 hard
- 9 fast
- 10 ✓

**Activity 4**

- 1 BA: Bachelor of Arts
- 2 BSc: Bachelor of Science
- 3 BEd: Bachelor of Education
- 4 MA: Master of Arts
- 5 MSc: Master of Science
- 6 PhD: Doctor of Philosophy

**18** **Study**  
Understanding texts

**Activity 1**

1 c, 2 b, 3 a, 4 yes, 5 three years ago

**Activity 4**

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

**Activity 5**

1 corridor, 2 laboratory, 3 classroom, 4 board, 5 playground,  
6 notice board, 7 register, 8 bell, 9 gym

**19** **Study**  
Writing notes

**Activity 1**

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

**Activity 3**

- 1 at, on
- 2 On, in, at
- 3 In, at
- 4 at, on
- 5 at, on
- 6 In

**Activity 4**

- 1 Highers
- 2 'A' levels
- 3 undergraduate
- 4 graduate
- 5 postgraduate
- 6 bursary
- 7 grant
- 8 lecture
- 9 research

**20** Study  
Review of lessons 16–19

**Activity 1**

1 Eton College

**Scotland**  
private school

**England**  
public school

**United States**  
private school

2 Bellahouston Academy

**Scotland**  
state school

**England**  
state school

**United States**  
public school

3 The University of California

**United States**  
state school

**Activity 3**

1 hard

2 Would you like some sweets?

3 little red

4 in

5 Would you like some soup?'

6 quietly

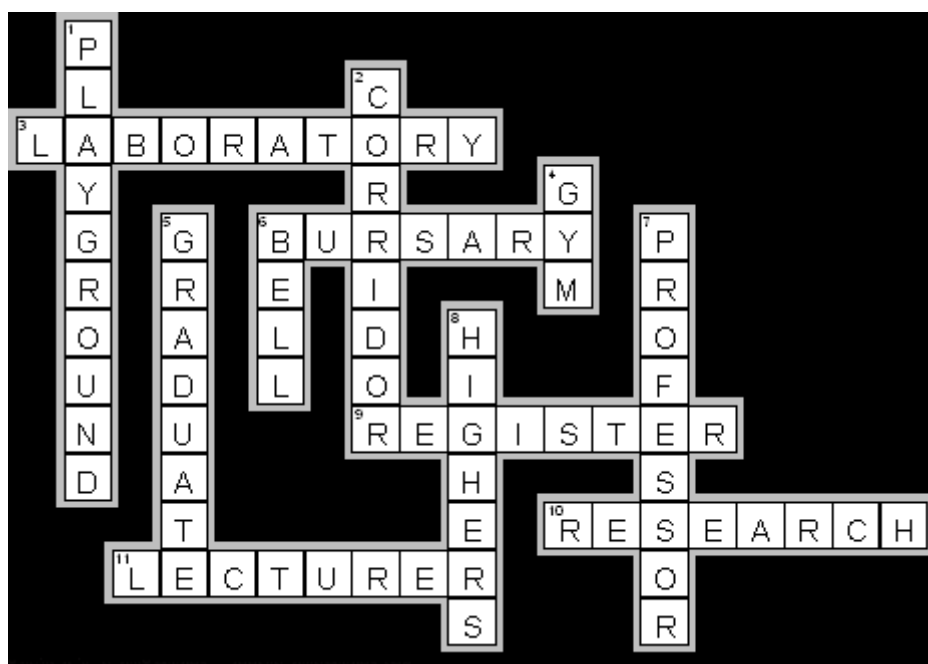
7 0

8 horrible dirty

9 Do you like films?



### Activity 4



# Tapescripts

## **02** Work Understanding instructions

### 2.1

Hello, and welcome to Slaneco. My name's Andrea Cagney. I'm Head of Human Resources here, so I always speak to the new employees. I tell them the rules, so they can work here without problems. So, what do you need to know?

Well the first thing is, be here on time. We start at nine o'clock in the morning. So, don't just arrive at nine — you must be at your desk at nine. We have a break at ten-thirty, for half an hour. You can get tea and coffee in the canteen. Then we start again at eleven. Lunch is from half past twelve till half past one. Again, you can eat in the canteen, or go out. But a lot of people just bring sandwiches. There's another half-hour break at three o'clock, and we finish at five.

Now, dress. We expect you to dress quite formally. Men must wear a suit and tie, and women, a suit too, and a tie if you like. You can wear either trousers or a skirt, but you mustn't wear jeans or jerseys. You can wear jewellery, of course, but nothing too big. All of you, men and women, must look professional.

That's about it — be here on time, dress properly and, of course, work hard. Thank you.

**04** **Work**  
Understanding oral instructions

4.1

- Mr Stevens** Hello, Marco. OK, let me tell you about the job. Now, you know that you start work at 8 o'clock. That's Monday to Friday. Some weeks you work Saturdays too. On Saturdays you start work at 8.30.
- Marco** OK. Some weeks I work Sundays, but not Wednesdays. What time do I start on Sundays?
- Mr Stevens** At 9 o'clock.
- Marco** And when does the supermarket open?
- Mr Stevens** At 8.30, Mondays to Fridays. On Saturdays we open at 9 o'clock and on Sundays at 9.30.
- Marco** And how much is the pay?
- Mr Stevens** You get £6.40 an hour.
- Marco** Do I get extra at the weekends?
- Mr Stevens** Oh yes, you get £9.60 an hour on Saturdays and £12 an hour on Sundays.
- Marco** That's good – I want to work on Saturdays and Sundays. I need to make some money.
- Mr Stevens** Fine. Do you have any more questions?
- Marco** Yes, what do I wear to work?
- Mr Stevens** Oh, just something smart. No jeans please.
- Marco** And where do I park my motor bike?
- Mr Stevens** We have a car park at the back.
- Marco** That's fine. OK, see you on Monday.
- Mr Stevens** See you then. Bye.
- Marco** Bye.

**06** **Work**  
Understanding questions

**6.1**

- Andrea Hello Boris — come in. Take a seat.  
Boris Hi — good morning. Thanks.  
Andrea Now, I've got your file here. Let's have a look. OK, so you started work here six months ago?  
Boris Yes.  
Andrea That was in May?  
Boris Yes.  
Andrea So, why did you choose Slaneco?  
Boris Well, you advertised for workers. I answered the advert.  
Andrea I see. Did you think Slaneco was a good company?  
Boris No. I just saw the advert.  
Andrea Oh — OK. Now, are you happy here?  
Boris No.  
Andrea Sorry?  
Boris I'm not happy here.  
Andrea I see. Why aren't you happy?  
Boris Because the pay isn't very good. And the work is quite boring.  
Andrea Well, I'm sorry about that. But you like the working conditions?  
Boris Well, I have a nice desk and a comfortable chair.  
Andrea And we have a lovely dining room for staff.  
Boris You mean the canteen? Well, it's OK. Apart from the food and the coffee.  
Andrea You don't like the food?  
Boris I don't like chips every day.  
Andrea Chips? Well, we have salads.  
Boris Lettuce leaves and chopped tomatoes are not a salad. In Bulgaria we have real salad. And good coffee.  
Andrea Well, Boris, in a different country things are different, you know.  
Boris Some things are the same. Pay in Bulgaria is very low. Pay at Slaneco is very low as well.  
Andrea Well, I have some good news for you. We think your work is very good.  
Boris Thank you.  
Andrea And we want to offer you a new job. As a supervisor.  
Boris Is the pay better?  
Andrea You get more money, yes.  
Boris And the work isn't so boring?  
Andrea We think it's more interesting. So, do you want the job?  
Boris Yes, thank you.  
Andrea Fine. You start on Monday. Now, please try to be happy.  
Boris OK.

**08** **Work**  
Writing notes

**8.1**

**1**

Hi Jenny. This is Mac. I'm just calling to tell you where I am. OK, it's the Conway Hotel on Barton Street. Can you get round here for lunch at around 12.30?

**2**

Marion, Ayshe here. Can you send me the McDonald file? That's M — small C — Capital D — 0-N-A-L-D. Thanks.

**3**

Eddie — hi. It's Abdul here. I'm calling from the train. We're half an hour late so I'll arrive at 1 o'clock, not 12.30, and at Platform 3, not Platform 8. See you there.

**4**

This is Miller Office Supplies. You have an unpaid invoice – number 7609 for 437 pounds. Please send the money immediately.

**5**

Carol, I want you to book two tickets on an early train to Manchester tomorrow. I wanted to fly but I'm going with Barry and he's scared of flying, and the coach is too slow.

**10** **Work**  
Review of lessons 6–9

**10.1**

**1**

I work in a surgery, but I don't work with people. My patients can't talk to me so I have to find out what is wrong with them.

**2**

I'm an officer, but I don't work in an office – well, not for very long. I wear a uniform but I don't use guns.

**3**

I work in a theatre, but I'm not an actor. When I work, I wear special green clothes. I use instruments, but I'm not a musician. Some of my instruments are very sharp.

**4**

I work in a hospital, but some of my colleagues work in people's houses. I'm not a doctor or a nurse. When you're born, I may be the first person you see.

**5**

I work in an office, but I'm not an executive. I work for one of the bosses but I'm not a secretary. I'm much more important than that.

## **11** Study Names of subjects

### 11.1

**Meera** Hi Craig. How are you?

**Craig** Oh, fine.

**Meera** Good, now can you tell us about your timetable.

**Craig** Yes, sure. Well, I suppose Friday's my favourite day, because we stop at lunchtime. I only have three lessons on Friday morning. I've got Science, then Design Technology, then Music, and then we can go home.

**Meera** What about the other days?

**Craig** Hmm — Wednesday is the best. It starts with German, which I don't like ...

**Meera** Why not?

**Craig** Oh, it's so difficult — I'm not very good at languages.

**Meera** What about the rest of Wednesday?

**Craig** Well, we get PE next ...

**Meera** What's that?

**Craig** Physical Education, then we have a break, then Media — that's OK, and then English — I like that. In the afternoon we have RE ...

**Meera** What's RE?

**Craig** Religious Education. I don't like it much but it isn't difficult. Then my favourite to finish — History.

**Meera** What's your worst day?

**Craig** Oh ... Tuesday. It starts OK, with English, but after that it just gets worse and worse. We have Science next — I hate Science. Then after the break it's Home Economics and Geography — yuch. After lunch it gets worse — Maths and Business Management.

**Meera** Fine, Craig. Thanks a lot.

**Craig** No problem.

**13** Study  
Understanding instructions

13.1

1

**Woman** Now, this term you have eight essays.

**Man** Do we do these at home?

**Woman** Yes, in your own time. To pass the course, you have to complete them all.

2

**Woman 1** Could you tell me where the computer class is?

**Woman 2** Yes, it's in Room 8.03. That's on the 8th floor.

**Woman 1** Oh, is there a lift?

**Woman 2** Just go through that door and along the corridor.

3

**Woman** Could you tell me when the Spanish class starts?

**Man** Well, the term begins on the 31st of August — but the class is on Tuesdays.

**Woman** So, Tuesday 1st September

**Man** Yes, that's right.

4

**Man** Southside College. Good morning.

**Woman** Hello, I'd like some information about computing courses.

**Man** OK, I'll put you through to the Information Office.

**Woman** Fine, thanks.

5

**Man** Hi Barbara, it's Mustafa.

**Woman** Hello Mustafa. You OK?

**Man** Fine. I missed the class today. Did we get any homework?

**Woman** Yes, there's an essay on page ... wait ... page 53. We have to do it for Monday.

6

**Woman** And what would you like to do when the course finishes?

**Man** Well, I want to go to university, but I have to work for a year.

**Woman** Well, we all need money. Can you go next year?

**Man** Yes, I hope so.



**15**

**Study**

Review of lessons 11–14

**15.1**

Hello, my name's Abebe. I was a student on this course last year. Your teachers asked me to come here today and tell you about life as a student here. I really enjoyed this course. You learn a lot of new things, and I met students from many parts of the world. In fact, I stayed for another year, and I'm now doing the Higher course. I came here from Nigeria because I wanted to do this course, and at first life in Britain was quite difficult. The food is very different from the food at home, but after a while you learn to eat it — and even to like some things. And the weather — well, no, I still don't like that, especially in the winter. I still miss the sunshine at home. My advice is to wear warm clothes — though you might get lots of colds at the beginning.

## **17** Study Understanding questions

### 17.1

Good morning. My name is Alan Rutherford. I'm your Course Director and I want to tell you about the course. Now, you all have your timetables. As you can see, classes start each morning at 10 o'clock. That's not very early so please arrive on time. For the first nine weeks, all of you have the same timetable. After that you can choose your subjects. All the classes are here in the main building, except for lab work on Thursday afternoon. That's in Laboratory 12 in the Science Block — just across the road. Now, each of you has a tutor. Your tutor's name is on your timetable. Look at it now. On the notice board in the corridor there's a list of your names and the times to meet your tutor. Go and look at it after this talk. Now, on Wednesday afternoons ...

**19** Study  
Writing notes

**19.1**

**1**

Hello Linda. This is your student Abdul Salah. I'm sorry but I can't come to the class today. My wife is ill and I have to take my son to the dentist. I'll see you tomorrow. Bye.

**2**

Hello, I'd like you to send me information about courses in Business Studies. My name is Heather Simpson and I live at 43 Blair Street, Dalkeith, EH22 1RG. Thank you.

**3**

Hello, my name is Mario Contadino. I have an interview today at 10.30. I'm sorry, but I'm going to be late. I'll try to get there for 10.45, certainly by 11 o'clock.

**4**

Ethel – hi, it's Morag. I'm in the photocopy room. I have to go to a class. Meanwhile, the photocopier's jammed again. Can you come and have a look at it when you get back from lunch? Thanks.

**5**

Hello. I'm a student at the college. You sent me a certificate but it went to the wrong address — the people there brought it round. Anyway, please correct my address. I'm Ian Hogarth. My address is 45 Warner Street, EH6 7BN, not 54 Warner Street.

**6**

Alexa, this is Ranya. I'm calling from Northside Community Centre. I need to know the course fee for the Reading and Writing course. There's a student here who's interested. Can you phone me back?

## Supplementary materials

### **05** Work Review of lessons 1–4

#### **Activity 2      Speaking**

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##### **Student A**

At the interview, you want to know more about the work.

You also want to know:

- how long the contract is
  - how much the pay is
  - which town you work in
  - where you live
  - if you get a car
  - how many hours you work
  - if you work overtime — if yes, how much the overtime pay is.
- 

##### **Student B**

You have to explain the job to Student A. You also have to give the information below.

##### **Transfer rep**

##### **Job details**

<b>Contract:</b>	1 June–30 September.
<b>Salary:</b>	£4600 (equivalent to £13,800 per year)
<b>Location:</b>	Spain: Malaga or Benidorm
<b>Accommodation:</b>	Self-catering flat
<b>Transport:</b>	None provided
<b>Hours of work:</b>	40, but sometimes overtime is necessary
<b>Overtime rate:</b>	1.5 times normal
<b>Contract:</b>	June to September

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**08** **Work**  
Writing notes

**Activity 3**      **Language focus**

**Teacher's card**

1		was	fed	lit	slid	1					
1	2	beat	felt	lost	spoke	1	2				
1	2	3	became	fought	made	spent	1	2	3		
	2	3	4	began	found	meant	spun	2	3	4	
		3	4	5	bent	flung	met	spat	3	4	5
6		4	5	bound	flew	paid	split	6		4	5
6	7		5	bit	forbade	read	sprang	6	7		5
6	7	8		bled	forgot	rode	stood	6	7	8	
	7	8	9	blew	froze	rang	stole	7	8	9	
		8	9	10	broke	gave	rose	stuck	8	9	10
11		9	10	brought	went	ran	stung	11		9	10
11	12		10	built	grew	said	struck	11	12		10
11	12	13		bought	ground	saw	swore	11	12	13	
	12	13	14	caught	had	sold	swept	12	13	14	
		13	14	15	chose	heard	sent	swam	13	14	15
16		14	15	came	hid	sewed	swung	16		14	15
16	17		15	crept	held	shook	took	16	17		15
16	17	18		dealt	kept	shone	taught	16	17	18	
	17	18	19	dug	knelt	shot	tore	17	18	19	
		18	19	20	did	knew	showed	told	18	19	20
21		19	20	drew	laid	shrunk	thought	21		19	20
21	22		20	drank	led	sang	threw	21	22		20
21	22	23		drove	left	sank	wore	21	22	23	
	22	23	24	ate	lent	sat	won	22	23	24	
		23	24	25	fell	lay	slept	wrote	23	24	25
			24	25	was	fed	lit	slid	24	25	
				25	beat	felt	lost	spoke			25

### Student cards

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<b>Card 1</b>	be	feed	light	slide
	beat	feel	lose	speak
	become	fight	make	spend

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<b>Card 2</b>	beat	feel	lose	speak
	become	fight	make	spend
	begin	find	mean	spin

---

<b>Card 3</b>	become	fight	make	spend
	begin	find	mean	spin
	bend	fling	meet	spit

---

<b>Card 4</b>	begin	find	mean	spin
	bend	fling	meet	spit
	bind	fly	pay	split

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<b>Card 5</b>	bend	fling	meet	spit
	bind	fly	pay	split
	bite	forbid	read	spring

---

<b>Card 6</b>	bind	fly	pay	split
	bite	forbid	read	spring
	bleed	forget	ride	stand

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<b>Card 7</b>	bite	forbid	read	spring
	bleed	forget	ride	stand
	blow	freeze	ring	steal

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<b>Card 8</b>	bleed	forget	ride	stand
	blow	freeze	ring	steal
	break	give	rise	stick

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<b>Card 9</b>	blow	freeze	ring	steal
	break	give	rise	stick
	bring	go	run	sting

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<b>Card 10</b>	break	give	rise	stick
	bring	go	run	sting
	build	grow	say	strike

---

<b>Card 11</b>	bring	go	run	sting
	build	grow	say	strike
	buy	grind	see	swear

---

<b>Card 12</b>	build	grow	say	strike
	buy	grind	see	swear
	catch	have	sell	sweep

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<b>Card 13</b>	buy	grind	see	swear
	catch	have	sell	sweep
	choose	hear	send	swim

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<b>Card 14</b>	catch	have	sell	sweep
	choose	hear	send	swim
	come	hide	sew	swing

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<b>Card 15</b>	choose	hear	send	swim
	come	hide	sew	swing
	creep	hold	shake	take

---

<b>Card 16</b>	come	hide	sew	swing
	creep	hold	shake	take
	deal	keep	shine	teach

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<b>Card 17</b>	creep	hold	shake	take
	deal	keep	shine	teach
	dig	kneel	shoot	tear

---

<b>Card 18</b>	deal	keep	shine	teach
	dig	kneel	shoot	tear
	do	know	show	tell

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<b>Card 19</b>	dig	kneel	shoot	tear
	do	know	show	tell
	draw	lay	shrink	think

---

<b>Card 20</b>	do	know	show	tell
	draw	lay	shrink	think
	drink	lead	sing	throw

---

<b>Card 21</b>	draw	lay	shrink	think
	drink	lead	sing	throw
	drive	leave	sink	wear

---

<b>Card 22</b>	drink	lead	sing	throw
	drive	leave	sink	wear
	eat	lend	sit	win

---

<b>Card 23</b>	drive	leave	sink	wear
	eat	lend	sit	win
	fall	lie	sleep	write

---

<b>Card 24</b>	eat	lend	sit	win
	fall	lie	sleep	write
	be	feed	light	slide

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<b>Card 25</b>	fall	lie	sleep	write
	be	feed	light	slide
	beat	feel	lose	speak

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**09** **Work**  
Understanding texts

**Activity 1**      **Speaking**

**Role cards**

**Student A**

You are unhappy in your job. Put a tick (✓) after three reasons below, or write some of your own.

The pay is low. \_\_\_\_\_

The hours are long. \_\_\_\_\_

The work is boring. \_\_\_\_\_

The work is difficult. \_\_\_\_\_

Student B is your boss. Talk to him/her. Say you want to leave and say why.

**Student B**

You are Student A's boss.

Student A isn't happy.

He/she wants to leave the company.

Talk to him/her.

**10** **Work**  
Review of lessons 6–9

**Activity 1**      **Speaking**

**Job cards**

<b>accountant</b> 	<b>baker</b> 
<b>brick layer</b> 	<b>cleaner</b> 
<b>bus driver</b> 	<b>cleaner</b> 
<b>farmer</b> 	<b>firefighter</b> 
<b>jeweller</b> 	<b>joiner</b> 

<b>journalist</b>		<b>lawyer</b>	
<b>mechanic</b>		<b>midwife</b>	
<b>nurse</b>		<b>photographer</b>	
<b>pilot</b>		<b>plumber</b>	
<b>police officer</b>		<b>secretary</b>	
<b>tailor</b>		<b>taxi driver</b>	

**teacher**



**vet**

