

Learning Support Materials

English for Speakers of Other Languages: ESOL in Context - Work (National 5)

Student Notes



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Lesson
01 **Describing jobs**
Types of jobs

	Task: Talking about jobs
Skill: Speaking, Listening	

Activity 1

Work with a partner.

If you are at school:

- Think back to your first days at secondary school.
- What things were different from primary school?
 - What new subjects did you study?
 - Which subjects were new?
 - Which subjects did you like and not like?



In what ways is your life at school different from your parents' school lives?

or ... if you are at work:

Think back to your very first job.

- What do you remember about it?
- What was involved in doing the job?
- How old were you at the time?
- How much did you earn?

Now think back even further.

- Do you know what jobs your grandparents did?
- Do you know anyone who does the same job today?

Activity 2

Look at this list of jobs. Which ones do you think will be **stressful**? Write 1 after the most stressful. Then number the others down to 10, the least stressful. Now compare your list with a partner's. Discuss the reasons for your choices.

- | | | | |
|------------|-----|-----------------|-----|
| coal miner | ___ | policeman/woman | ___ |
| farmer | ___ | postman/woman | ___ |
| IT worker | ___ | shop assistant | ___ |
| musician | ___ | teacher | ___ |

poet

TV presenter

Look back at the list again. Do any of these jobs seem a little old-fashioned to you? Which ones? Explain your choices.

Activity 3

You will hear three people talking about their jobs. All three jobs are from the list in Activity 2. Listen to them and decide what jobs the people do. With a partner, discuss why you chose your answers.

Activity 4

Think about how jobs will be different 20 years from now. Discuss this with your partner. Now prepare a 2-3 minute presentation on the topic of 'Jobs of the Future'. Your presentation can be humorous or serious.

You can choose either to make your presentation to a small group or to the whole class.

You should take around 15 minutes or so to prepare. If you want to use a projector your teacher will give you the materials you need.

Don't worry too much if your presentation is not perfect at this stage. You will have plenty of chances in this unit to practise making presentations. This is just a first attempt.

Now give your presentation to the others in the class.

Lesson
02

Describing jobs
Volunteers

	Task: Examining volunteer work
Skill: Speaking, Reading	

Activity 1

Why would anyone work for no money?

Work with a partner or a small group.

Discuss this. Try to find 5 reasons.

Write them on the lines:



Have you ever worked for no money? Tell your partner about it.

Activity 2

There are hundreds of charities and voluntary organisations all over Scotland and they all do different jobs.

Here is a list of some charities. Look carefully at the names and try to guess what they do. Write your ideas on the lines.

Enable _____

CLAN
(City Literacy and Numeracy) _____

Children 1st _____

Shelter _____

Friends of the Earth _____

Age Concern _____

Activity 3

Read this passage about volunteer work in Scotland and answer the questions below it.

Reaching Out With An Extra Pair Of Hands

Without the support of volunteers, we could not reach out to some of the thousands of people we are in contact with each year. Services like ParentLine Scotland, our free national telephone helpline, simply would not exist without the support of volunteers. They keep this service going, so parents from all over Scotland can get support and information when they need it. Volunteers, fully trained in telephone counselling skills, answer calls from parents on a range of issues and concerns. All volunteers are supervised, have 40 hours of introductory training, and participate in two further training workshops annually. Despite the huge commitment we ask of them, over 50 volunteers are happy to give up their own time to run this essential service that reaches the whole country. Because more volunteers than ever now support Parenting Scotland, we can handle more calls than at any time before. The energy, enthusiasm, skills and experience of volunteers all over Scotland help our paid staff and allows us to provide high quality services to children and their families.

Not only do volunteers get involved in running some of our services, many help to raise the funds we need to operate services for children. We have 75 volunteer Action Groups throughout Scotland, whose events raised nearly £290,000 during the year. Other volunteers used their workplaces to raise money for us. Employee fundraising is crucial. Staff at Ladbrokes* alone raised over £120,000 last year. Individual volunteers play their part too, giving up their time at charity events or working in our charity shops. All of this support not only raises funds, it also makes us better known and informs others of the valuable work we do. In this way we can reach more people with our child protection messages.

* A popular betting shop

Children 1st Annual Review 2002/03

1 Look quickly at the text again and find:

- a the number of hours of introductory training. _____
- b the number of volunteers working for Parenting Scotland.

- c the number of volunteer Action Groups. _____
- d the amount of money raised by the Volunteer Action Groups.

- e the amount of money raised by Ladbrokes' staff. _____

For questions 2-4, circle **true** (T), **false** (F) or **doesn't say** (DS).

- 2 ParentLine volunteers do not need special training. T F DS
- 3 Volunteers help to find money for the organisation. T F DS

4 There are more volunteers than paid staff. T F DS

Activity 4

Look back at the text of Activity 3. In your own words, describe what the ParentLine service does. Write no more than two sentences.

Activity 5

Would you like to do volunteer work? Complete either one or two sentences from each pair so that it is true for you.

I'm very interested in working with _____.

I'm not interested in working with _____.

I think I'm good at _____.

I don't think I'm any good at _____.

I would like to try _____.

I wouldn't like to try _____.

I'd be able to work in _____.

I wouldn't be able to work in _____.

Now talk with a partner. Give your reasons why you are or are not interested in volunteer work. If you are interested, say what kind of work you would like to do.

Activity 6

Look at these sentences. Change the words in brackets to the correct part of speech. Write the correct words in the blanks. Use a dictionary if you need one.

1 The _____ sector in Scotland is very lively. (VOLUNTEER)

2 My mother is a very _____ person. (CHARITY)

3 Many of our _____ are volunteers. (ASSIST)

4 Doing volunteer work requires a big _____. (COMMIT)

Homework task:



Choose one of the charities mentioned. Use a library or the Internet. Find out about it and write a report of 200-300 words.

Lesson
03

Describing jobs
Personal skills and qualities

	Task: Talk about job skills
Skill: Listening, Speaking	

Activity 1

Make a list of the jobs you have done, *or* a list of the jobs you might like to do.
Now work in a group with 2-3 other students.
Show them your list and look at theirs.
Who has the most unusual job on their list?
Who has the best-paid job?
Discuss jobs with the other students.



Activity 2

Below is a list of skills and qualities that employers look for. There is also a list of job titles. Match each skill/quality (A) to a job (B)?

- | | |
|---------------------------|---------------|
| A | B |
| good communication skills | postman/woman |
| friendly manner | architect |
| IT skills | soldier |
| good team worker | poet |
| flexible | teacher |
| enthusiastic | bank clerk |

Some skills and qualities will go with more than one job. There is no single correct answer.

Work with a partner explain your choices.

Activity 3

You will hear a recording of a woman giving a talk to school students. She is from a local company and is telling the students about job prospects in the company.

As you listen, answer these questions. You will hear the recording twice.

For questions 1–3, complete the sentences with one word only.

- 1 Forth & Clyde is an _____ company.
- 2 Forth & Clyde is one of the largest _____ in the area.
- 3 Good communication skills are _____.

For questions 4–6, say whether the sentences are **true** (T), **false** (F) or if the passage **doesn't say** (DS). Circle the correct answer.

- | | | | |
|--|---|---|----|
| 4 Insurance is mostly about money. | T | F | DS |
| 5 Human Resources involves training. | T | F | DS |
| 6 Forth & Clyde is the biggest company in the country. | T | F | DS |

Activity 4

When we talk about events in the past ...

if we don't say **when** they happened, or the time **isn't** important, we use the present perfect: *I have worked in a factory.*

if we say **when** they happened, or the time **is** important, we use the past simple: *I worked in a factory ten years ago.*

Now

We also use the present perfect for events that start in the past and continue up to now: *I've worked here for two years.*

We use the past simple for events that started and finished in the past: *I worked there for two years.*



Look at these pairs of sentences. In each pair, tick (✓) the correct one.

- 1 **a** I've worked in a bank after I left school.
b I worked in a bank after I left school.
- 2 **a** I've always wanted to be a teacher.
b I always wanted to be a teacher.
- 3 **a** I have never driven a van.
b I never drove a van.
- 4 **a** She's left that company last year.
b She left that company last year.

Lesson

04

Describing jobs

Review and remember 1

Activity 1

Complete the following sentences about work experience so that they are true for you:

- 1 I'm quite good at _____.
- 2 I'm not very good at _____.
- 3 I'm quite good with _____.
- 4 I'm not very good with _____.
- 5 I have some experience of _____.
- 6 I have no experience of _____.
- 7 I've worked in _____.
- 8 I've worked with _____.
- 9 I've never worked with _____.

Now work with a partner. Look at each other's sentences. Discuss how you are the same and how you are different.

Activity 2

The words in the list below are all taken from lessons 1–3, but the spelling has been mixed up. Write the correct word on each line.

- 1 imutoniccanom _____
- 2 retuelnov _____
- 3 eefliblx _____
- 4 tucrier _____
- 5 nereepexix _____
- 6 rerace _____

Activity 3

Find the mistakes in these sentences and correct them. Some are wrong words and some are the wrong tense.

- 1 I am not very good in maths.
- 2 I've worked abroad for a year after I left school.

- 3 I want to divide my talk for three parts.
- 4 I have no experiences of charity work.
- 5 I have had three works since I came to Scotland.

Activity 4

Make a list of three jobs you would be happy to do for no pay. For each job write down a reason why you would be happy to do it for no money.

job: _____
reason: _____

job: _____
reason: _____

job: _____
reason: _____

Now show your list to a partner. If you have both written a job which is similar, make a note of this.

Team up with another pair. Show your lists and the similar job. See if the other pair has a similar job.

After a few minutes report back to the class with the most popular job.

Activity 5

Look at these sentences. Change the words in brackets to the correct part of speech. Write the correct words in the blanks. Use a dictionary if you need one.

- 1 A lot of people gain experience and training by working in the _____ sector. (VOLUNTEER)
- 2 My brother is a very _____ footballer. (SKILL)
- 3 Edinburgh is an important centre for the _____ industry. (INSURE)
- 4 It is good to have full-time _____. (EMPLOY)
- 5 He is totally _____ to his job. (COMMIT)
- 6 She has no _____ for her job. (ENTHUSE)

Lesson
05 **Applying for a job**
Making enquires

	Task: Enquiring about a job
Skill: Listening, Writing	

Activity 1

All of these words have something to do with work. For each word, write a sentence to make its meaning clear.

- bonus _____
- cover _____
- overtime _____
- promote _____
- retire _____
- rota _____
- shift _____
- temp _____
- union _____
- wages _____



When you are asking for information about a job, you could use the following questions:

- 1 Could you please tell me something about _____?
- 2 Could you please give me some further information regarding _____?

Which question would be more appropriate when speaking and when writing?

Imagine you are interested in a job. What would you like to know about it? Maybe the pay is the most important. Write three other things on the lines:

- 1 _____ 2 _____ 3 _____

Activity 2

Rob has seen an advert for a job which interests him. He phones up the number given in the advert and asks for more information. Listen to the conversation between him and Jane Summer from the company. The first two times you will only hear Jane.

- As you listen the first time try to imagine what Rob is saying and make notes.
- The second time, pretend to be Rob and speak to Jane yourself.

Finally, listen to the full conversation and compare your ideas with what Rob said.

Activity 3

Phrasal verbs are very important in English. They are often used in everyday language instead of more formal verbs. Phrasal verbs have:

a verb + a particle

get	up
set	in
take	out
<i>etc.</i>	<i>etc.</i>

Look at the tape script from Activity 2. Note that two phrasal verbs are used in the telephone conversation, **find out** (discover, learn) and **sort out** (solve).

There are many phrasal verbs. Think of them like vocabulary – learn them one at a time.

Now look at the sentences below. Replace each verb in *italics* with a phrasal verb from the box. Use a dictionary if you need one.

break down give in go on put out shut up
--

- 1 '*Be quiet!*' he shouted at the children.
- 2 The waitress asked me to *extinguish* my cigarette.
- 3 I'm sorry I interrupted you. Please, *continue*.
- 4 It's usually a reliable car. I didn't expect to *stop working*.
- 5 This is too difficult for me – I *concede*.

Activity 4

In conversation, we often use words which don't have much meaning. Here are some examples:

er/um	right	I mean	obviously	well
--------------	--------------	---------------	------------------	-------------

We use these to fill time while we are thinking, or to show that we are listening to the other person. Listen to the tape and count the number of times you hear each word in the box.

Activity 5

You see this advert in a newspaper:

<p>BORED WITH YOUR CURRENT JOB? Come and work for us!! Competitive salaries, great conditions, 'Work from home' option. Join a great team of dedicated market researchers. For more information contact Andrea: andreablack@blabla.co</p>
--

You are interested and you want to find out more. Write an email to Andrea. Enquire about the following points:

- the pay?
- training?
- hours?
- work from home option?
- PC necessary?

Write notes of what you want to say before you write the final version. This is called a 'first draft'.

Lesson
06

Applying for a job
Adverts

	Task: Understanding job adverts
Skill: Listening, Speaking	

Activity 1

Work with a partner. Look at this list of qualities:

- ambitious
- highly motivated
- self-starter
- team player
- dynamic
- committed
- excellent communication skills
- able to work on own initiative



Now think of the job you do or a job you would like to do.

Write it on this line: _____

Which of the qualities are most important in this job? Discuss this with your partner.

Activity 2

You will hear the first part of a talk about how to find and understand job adverts. As you listen answer the questions.

Note: The questions do not always follow the same sequence as the recording, so you may find the answers to later questions near the beginning of the talk. Be ready for this.

For questions **1-3**, say whether the statements are **true** (T), **false** (F) or whether the man **doesn't say** (DS). Circle the answer you think is correct.

- 1 The man will talk for ten minutes then leave. T F DS
- 2 The talk will be in two parts. T F DS
- 3 Nobody in the audience has ever had a job. T F DS

For questions **4-6**, complete the sentences by using one word only.

The best newspapers to look at for job adverts are the
(4)_____ and the (5)_____. They both carry job
adverts every (6)_____.

For questions **7–10**, list four types of jobs that are advertised in these newspapers.

7 _____

8 _____

9 _____

10 _____

11 We only hear the first part of the talk. What is the name of the second part?

12 What follows the end of the talk?

Activity 3

Look back at the recording in Activity 2.

The man is giving a presentation and he uses several of the skills and techniques that a good presentation should have. Listen to the recording again and this time look at the tape script.

- 1 What is he using to help him with the talk?
- 2 How does he structure his talk?
- 3 How does he involve the audience in the talk (give 2 examples)?

All of the above are part of a good presentation. Remember them when you are practising your own presentation skills. Don't forget the audience – involve them!

Activity 4

In the recording, the man used the expression **half a dozen**. This means six. (A dozen means twelve.)

There are many idioms in English using numbers. These are useful to know.

Look at the expressions in the box and use them to complete the sentences below.

Use your dictionary if you need it.

at sixes and sevens	second nature	
in two minds	six and half a dozen	fifty-fifty

1 'Which way do you want to go, over the hill or by the river?'
'I really don't mind. It's _____.'

2 That was an easy goal. The defence was _____.

- 3 Speaking English will soon be like _____ to you.
- 4 I'm _____ about whether to go to the party. I feel I should but I don't really want to.
- 5 'What are my chances of getting the job?'
'I think about _____.'

Activity 5

Work in a small group. Your teacher will give you some job adverts. Look at them and discuss the best people to do the different jobs.

What kind of personal qualities, experience and qualifications does each job advert ask for?

Homework task:



Look up some numbers in your dictionary and see if you can find more number idioms.

Lesson
07

Applying for a job
Job descriptions

	Task: Understanding job descriptions
Skill: Reading, Writing	

Activity 1

Work with a partner. Think of a job and, in the table below, write the skills, qualifications and experience needed. Don't write the name of the job.



Essential	Desirable

Exchange your list with another pair. Try to guess each other's jobs.

In a job description the following things are usually mentioned:

qualifications experience salary location

Think of three more things and write them on these lines:

- 1 _____
- 2 _____
- 3 _____

Activity 2

Below is an email written by a young man, David, to his parents. Read the email and answer the questions underneath it.

Dear Mum and Dad,

How are you doing? Well, I hope. Things are quite busy with me at the minute - I have been applying for jobs since I got back from Prague. So far I've applied for six and there's one that looks really interesting. It's working for a wildlife charity and it involves travelling all over Scotland working with local councils and police against wildlife crime - you know, people stealing eggs from birds' nests and hunting without a licence and that sort of thing. The pay is decent but not huge - about £15,500 a year to start with and another £300 for each year you're there. They say they would prefer to have someone with a biology/ zoology background so obviously that's me out but they didn't say that was totally necessary so hopefully I'll have a chance. What they *did* say was necessary was knowledge of the countryside and work experience in the countryside, and I have that. Anyway I don't want to go on about it too much. But I just wanted to let you know what I've been doing. Must go - it's getting late and I'm tired.

Lots of love,

David

For questions 1–3, say whether the statements are **true (T)**, **false (F)** or whether the text **doesn't say (DS)**.

- 1 David has been working in Europe. T F DS
- 2 The pay is very big. T F DS
- 3 David did not study zoology at university. T F DS
- 4 David says 'I don't want to go on about it too much'. What does *go on about it* mean?
 - a Think about it.
 - b Keep talking about it.
 - c Apply for it.
 - d Avoid it.

Activity 3

Look at the email from Activity 2 again. Use the information in it to complete this job description form. Use **one word only** per gap.

JOB (1) _____: Wildlife Crime Officer.

BASED: (2) _____ Scotland.

(3) _____: £15,500 rising in increments of £300 for every

(4) _____ of service.

QUALIFICATIONS/EXPERIENCE:

Degree in Biology/Zoology (5) _____.

Knowledge of Scottish countryside (6) _____.

(7) _____ of working in rural areas (8) _____.

You will be working in (9) _____ with local authorities and other bodies (e.g. the Police) in rural areas throughout Scotland to help combat wildlife crime.

Activity 4

The language of job applications is usually quite formal. Sometimes it does not look like the kind of English that you hear in the street.

Have a look at these verbs. They are all formal. Match each one with a less formal one in one of the sentences below.

obtain	decline	terminate	comprehend	advise
		purchase		

- 1 Where did you get this information?
- 2 I can't understand his argument.
- 3 We must unfortunately end your employment.
- 4 We have been told that you recently moved to this address.
- 5 It is a good idea to buy this software.
- 6 He refused my offer.

Activity 5

At the start of the email David says 'I've been applying for jobs since I got back from Prague. So far I've applied for six.'

Which one of these sentences is in the **present perfect** and which in the **present perfect continuous**?

We use the present perfect continuous when we want to focus on the activity and its consequences. We use the present perfect to focus on the completion of the activity.

As in the present tense, we do not normally use **state** verbs (**have, think, agree, understand, like**) in the present perfect continuous.

Look at the sentences below and choose the correct form:

- 1 I'm exhausted. I've *been working/worked* all day.
- 2 I've *written/been writing* ten emails this morning.
- 3 You're soaking wet! What have you *done/been doing*?
- 4 I've *lived/been living* here since I was born.
- 5 I've *been going out/gone out* quite a lot lately.
- 6 He hasn't come out of his room all morning. I don't know what *he's done/ been doing* in there.

Lesson

08

Applying for a job
Review and remember 2

Activity 1

Look at the words below. The spelling is mixed up. Write the correct words on the lines.

bitsaomiu _____

tavidotem _____

iviaetint _____

catmunionicom _____

Activity 2

Now use the words to complete this job advert:

We are looking for two _____, highly _____
self-starters with excellent _____ skills and the ability to
work on their own _____.

Now compare your ideas with a partner.

Activity 3

Read these sentences and rewrite them in less formal language. Use a dictionary if you like. In many dictionaries, *form.* means formal and *inf.* means informal.

- 1 After our solicitor advised us of the situation we were compelled to terminate Mr. Smith's employment with us.
- 2 I am writing to enquire as to the availability of employment within your organisation.
- 3 We fully comprehend the severity of the situation.
- 4 Mr Jones declined Mr. Black's offer.

Activity 4

Each of these sentences has a mistake in grammar or vocabulary. Correct them.

- 1 'What have you been doing all day?' 'I've read.'
- 2 The car broke down in the middle of the motorway.
- 3 This is too difficult – I give out.
- 4 I've been reading three whole books this week.
- 5 I want to find a few things about the company out.
- 6 I don't have any experiences of charity work.

Lesson
09 **Applying for a job**
Formal letter of request

	Task: Responding to a job advert
Skill: Reading, Writing	

Activity 1

Think of a job that goes with each verb below. Write it on the line.

- 1 take care of _____
- 2 design _____
- 3 repair _____
- 4 advise _____
- 5 manage _____
- 6 arrest _____
- 7 buy and sell



Compare your answers with a partner's.

Activity 2

Work in a group with 2 or 3 other students. Try to find someone who:

- has worked in another country.
- would like to try a new job.
- would like to get training for a new job.
- is doing a job they like.
- has worked as a volunteer.

Write down three jobs that you think are interesting and unusual.

- 1 _____
- 2 _____
- 3 _____

Would you like to try any of these jobs? Why? Why not?

Activity 3

Work in a group of three. Look at the advertisement for CSV (Community Service Volunteers) below. Write advantages and disadvantages of doing this work on the lines below.

Advantages:

Disadvantages:

Now share your ideas with another group.

IS THIS YOU?

If you are aged between 16 and 35 you could be gaining new skills which will breathe life into your CV.  **CSV** make a difference in scotland

No specific skills or qualifications are required.

Opportunities include working with:

- homeless people in a hostel
 - young people leaving care
 - students with disabilities
 - carers needing a break
 - and many more in 800 settings UK-wide.

<p>Projects are:</p> <ul style="list-style-type: none">● full-time and away from home throughout the UK● 4-12 months valuable experience	<p>Volunteers receive:</p> <ul style="list-style-type: none">● free accommodation● free food or food allowance● weekly personal allowance● support and references
---	--

Call today on CSV
FREEPHONE 0800 374 991

Source: CSV

Decide if each statement is true or false. Write **T** or **F** on each line.

- 1 You can do this work while living at home. ____
- 2 You do not need specific qualifications. ____

- 3 If you want to know more, you phone 0800 377 991. ____
- 4 People over 60 are welcome. ____
- 5 There are hundreds of different places you could work. ____
- 6 You might be asked to help homeless people. ____

Activity 4

Listen to the message left on the voicemail and answer the following questions:

- 1 Who is making the phone call?
- 2 Who is she phoning?
- 3 What should Cathy do?
- 4 Who will she speak to, if she phones back?
- 5 What kind of details do you think she will need to give?

What message do you think Karen heard just before she left her message?

Work with a partner. Discuss what she heard.

Activity 5

Work in pairs. One person is Lisa and the other is Sandra. Role-play the conversation between them.

Lisa wants to know:

- name
- address
- when Sandra is free to volunteer
- if Sandra has a contact telephone number and email address
- if Sandra will complete an application form and attend an interview

Sandra gives Lisa the information she asks for. Sandra is worried because she has a small child - she wants to know:

- if she can do this voluntary work and look after her child
- what the personal allowance is

Use your imagination. Invent questions and answers.

Activity 6

Lisa explains that before she can send out an application form, she needs a written request.

Write a letter asking for an application form. In your letter you will need to include:

- the CSV address (123 High Street, Glasgow, G12 7XY)
- your address
- the date
- Dear _____
- your request for an application form
- why you want it
- a sentence to finish your letter
- your signature and name

If you don't want to give your own details, pretend to be someone else.

Homework task:



Write out the letter to CSV asking for an application form (if not already completed).

Lesson
10 **Applying for a job**
Application forms

	Task: Completing application forms
Skill: Writing, Speaking	

Activity 1

What is an ideal worker?

Work with a partner. Think of all the adjectives you know to describe a very good employee. Write one on each line below.



- 1 What do you call the period of training for an electrician, a plumber, a car mechanic, etc.? _____
- 2 What do you call the report written by an employer about an employee for a new employer? _____
- 3 What do you call the period of time when a nurse or a bus-driver, for example, works during the day or the night?

Activity 2

Work in a small group. You have just received the application form for a job in Magic Makers. Their factory makes toys and fireworks, and needs people to work in all kinds of jobs. There are jobs in the office for designers of magic tricks and fireworks, for security guards, cleaners and people who work on the machines. Some jobs allow you to work part-time, some are better paid and some require qualifications. Decide which job you want to apply for. Then discuss your choice with the others in the group. Give your reasons.

Activity 3

Below, there is an application form from Magic Makers. Read Sections 1 and 2 and match the words on the left with their definitions on the right. If you don't know the meaning of a word, try to guess this from the other information. Only use a dictionary if you have to.

- | | |
|-----------------------------|---|
| 1 spent conviction | A LETTERS LIKE THESE |
| 2 block capitals | B must be done, not a choice |
| 3 notice period | C the number given by the government to people who have the right to work in the UK |
| 4 mandatory | D A crime which was committed so long ago that it doesn't need to be mentioned |
| 5 National Insurance Number | E the length of time (after telling an employer) before you can leave a job |

Activity 4

Now complete Sections 1 and 2 on the next pages. Apply for the job you thought of in Activity 2. Tell the company of your strengths so that they want to employ you.

MAGIC MAKERS

Wilton Road
Toll Roundabout
Livingston
West Lothian
EH59 6AA

APPLICATION FOR EMPLOYMENT

Please use block capitals throughout. Sections 1, 2, 4 and 6 are mandatory. If you are enclosing your CV, which details your education, training and employment history, then Sections 3 and 5 can be left blank.

SECTION 1

PERSONAL DETAILS

First name(s): _____

Surname: _____

Address: _____

Postcode: _____

Telephone (home): _____ mobile: _____

National Insurance No.: _____

E-mail address: _____

What form of transport would you use to get here?

Car/Motorbike	[]
Public transport	[]
Bike	[]
Walk	[]
Lift	[]

Have you ever been convicted of a criminal offence, other than a spent conviction under the Rehabilitation of Offenders Act 1974? YES/NO

Do you need a permit to work in the UK? YES/NO

SECTION 2

APPLICATION DETAILS

Position applied for: _____

Have you previously worked for Magic Makers? YES/NO.

If YES, when? _____

Period of notice you require to give: _____

Date available for employment: _____

Please give details of any skills, experience or qualifications which would especially suit the job you are applying for.

Salary required for position applied for: £_____ per annum

Available for overtime: YES [] NO []

Available for following shift patterns:

Continuous: 7.00am - 7.00pm YES [] NO []

Three Shift: 6am - 2.05pm
2pm - 10.05pm
10pm - 6.05am YES [] NO []

Two Shift: 6am - 2.05pm
2pm - 10.05pm YES [] NO []

(NB shift work is required only for certain roles within Production and Plant Service Engineering areas).

Homework task



Below there is a copy of sections 3-6 of the Magic Makers Application Form. Read them and ask your teacher about any part that is unclear. Then fill in the form. You don't have to write about yourself. Pretend to be another person if you want to.

SECTION 3

EDUCATION AND TRAINING

Secondary School	from	to	Subjects studies and level (e.g. Standard Grade English)

College/University	from	to	Course title and main subjects with examination results and class of pass
Details of awards or prizes won at school and college/university:			
Training Organisation	from	to	Details of training/apprenticeship. Please state trade, if applicable
Professional membership and qualifications:			

PLEASE NOTE YOU WILL BE REQUIRED TO SUBMIT EVIDENCE OF HIGHEST QUALIFICATIONS AT INTERVIEW.

**SECTION 4
INTERESTS**

Brief details of pastimes, hobbies, sports:

Please list any voluntary organisations, charities, associations and societies in which you have an interest.

**SECTION 5
EMPLOYMENT HISTORY**

Current/Most recent employer: _____

Type of business: _____

Address: _____

Job title: _____

Duties : _____

From: _____ To: _____ Leaving Salary: £ _____ per annum.

Reason for leaving/wanting to leave: _____

May we contact this employer now for a work reference? YES/NO

If YES, employer's phone number: _____

Please give details below of your previous employment, beginning with the most recent.

Please account for all time since leaving school. Use plain paper to continue if necessary.

Employer: _____

Type of business: _____

Address: _____

Job title: _____

Duties: _____

From: _____ To: _____ Leaving Salary: £ _____ per annum.

Reason for Leaving (wanting to leave): _____

May we contact this employer now for a work reference? YES/NO

If YES, employer's phone Number: _____

SECTION 6

REFERENCES

(If possible, your referees should hold official positions, e.g. head teacher, lecturer, employer)

Name: _____ Position: _____

Address: _____

Post code: _____

Phone (daytime): _____

May we contact immediately? YES/NO

Name: _____ Position: _____

Address: _____

Post code: _____

Phone (daytime): _____

May we contact immediately? YES/NO

Lesson

11

Applying for a job

CVs

Task: Preparing CVs

Skill: Reading, Speaking, Listening

Activity 1

CV is a common abbreviation. What is its full form? Use a dictionary if you like.

Write its full form here: _____

What does it mean? Write its meaning here:

Activity 2

This text comes from an employment agency called **Office Personnel**. It gives advice on how to write a CV. Read the text and write short answers to the questions below.

TIPS FOR PREPARING A CV

The aim of a CV is to open doors and get you in front of a prospective employer for an interview. It therefore needs to be a brief, factual account of your employment history and qualifications to date. It is your opportunity to demonstrate you can clearly communicate what you have to offer an organisation. You also want to explain in your CV that you can do the job, that you have a good approach to work and that you will fit in with the company. Use this guide to create a perfect CV.

CONTENT

A CV can end up being a very dull list of your working life, so it is important to be focused on what is relevant to the particular job for which you are applying. This will help you decide what goes into the document and in what order. A good approach is to organise your CV as follows:

Name, address and contact telephone number

Career aim

Remember that the organisation or person you are targeting will have a number of CVs hitting their desk, so yours has to get the message across quickly. An eye-

catching summary about yourself and your work experience will provide the reader with an idea of what you are looking for and will help your CV get noticed.

Skills

A summary of the skills you have acquired during your working life.

Employment history

Starting with the most recent job and then working backwards, list your career to date. Include the name of your employer, the start and end dates and your job title. Try and describe your achievements where possible and what you accomplished in each job.

Education

Personal Interests

List only those about which you are enthusiastic.

Your CV should also be suited to the organisation you are interested in. This may involve only changing a small part of the CV, but it shows that you have thought about the job for which you are applying.

APPEARANCE

Presentation is all-important. If you think about it, prospective employers will look quickly through a pile of CVs and find reasons to reject them, so poor presentation will make yours easy to reject. You should follow the golden rules:

Do:

- Use clear, simple language.
- Use short sentences in each part of the CV.
- Make it fewer than two pages long.
- Check there are no spelling or grammatical errors.
- Make it attractive so that it makes you seem different from the others.
- Use good quality paper.

One of the best ways of ensuring that your CV is perfect is to know what you should not do.

Don't:

- Be boring.
- Leave too much out.
- Have a disorganised layout.
- Make it difficult to read due to poor typing or photocopying.
- Enclose a photograph, unless asked for one.
- Give referees at this point. Wait until you are offered the job and select those people who will give you a reference appropriate to the position.
- Give salary details unless specifically requested. Some employers will use this to work out whether you are suitable for the job or use the information to pay you less.

Source: www.officepersonnel.com

1 Your CV should have six sections. What are they?

_____	_____
_____	_____
_____	_____

2 How long should a CV be? _____

3 Should you give your telephone number? _____

4 Do you start with the first or the last place you received education?

5 As well as the name, the place and when you worked, what else should you write in the Work Experience section?

6 Why should you mention all your achievements?

7 Where would you write your career aim on your CV?

8 Why shouldn't you give referees at this stage?

Activity 3

Working in pairs, decide in which order you would put the following in your CV. Write a number after each. There is no correct order, but you should have a reason for the order you choose.

Referees ____

Interests and activities ____

Personal details ____

Career aims ____

Work experience ____

Education ____

Other skills ____

Activity 4

With a partner, listen to the following dialogue between two girls. Discuss these questions:

- What do they talk about?
- What do they decide to do?
- Do you think this is a good idea?

'Next' is a popular clothes shop in Britain.

Activity 5

Work in groups of three. Each student should choose to be one of the people below. Role-play what happens when Anna and Helen go back to the shop.

The shop assistant: Answer Helen and Anna's questions.

Helen: Ask about jobs, application form and CV.

Anna: Ask any questions you want.

Lesson
12 **Applying for a job**
Covering letter

	Task: Writing covering letters
Skill: Reading, Writing	

Activity 1

In groups, play ‘**Twenty Questions**’.

Student A thinks of a job. Students B and C have to guess what it is. They can ask up to twenty questions.

Student A can only answer ‘yes’ or ‘no’.

If Student B or C guesses correctly, he or she thinks of the next job.

If they don’t guess with twenty questions, Student A wins.

Before you start, make a list of yes/no questions you could use:

- equipment: e.g. Do you need any special equipment for this job?
- clothes: _____ ?
- training _____ ?
- location _____ ?
- travel _____ ?
- skills _____ ?
- personality _____ ?
- pay _____ ?

Activity 2

A **covering letter** is a letter that you send with your CV.

Work with a partner and decide on a suitable word or words for each gap in the following passage. There may be more than one possible answer for each gap:

Covering Letter

People tend to send CVs without a (1) _____. This is a big mistake! You (2) _____ make an effort and write a relevant covering letter. Your CV has taken a lot of (3) _____, but it will

be general and fairly formal, so this is the only (4) _____ to show your personality.

Your letter should get the reader's attention and make them (5) _____ to look at your CV.

Activity 3

Look at the advertisement and read the tips below it.

HOTEL STAFF
SCOTLAND AND ENGLAND

Restaurant managers
Waiters/waitresses
All grades of chefs
Kitchen staff

Permanent/temporary; full-time/part-time

HOTEL STAFF AGENCY, 10 NILE ST, GLASGOW, G2 5BB

Tel : 0141 222 6271 email: HSA@yahoo.com

To apply send CV and covering letter

Tips for the covering letter:

- Address it to a named person if possible. If not, write to The Manager.
- Explain why you want to work for them and why you are applying for that particular position.
- Mention the points on your CV that fit the job for which you are applying.
- Keep the letter short.

Now imagine you want to work for Hotel Staff Agency. Choose the job you want to do and write a covering letter to go with your CV. Use the advice above. Write no more than 150 words in your letter. Remember:

- Start with a short paragraph saying what job you want.
- Write about why you want to do this job.
- Say what experience you have that might be useful.
- End by thanking them for looking at your CV.

Use the business format on the next page. Write no more than 150 words.

Your address

Recipient's Address

Date

Dear Sir/Madam

Say what job you want

Say why you want this job

Say what useful experience you have.

Thank them for looking at your CV.

*Yours faithfully
sign:*

print your name:

Lesson
13 **Applying for a job**
Job interviews

	Task: Preparing for a job interview
Skill: Speaking, Listening	

Activity 1

Work with a partner. Think of three questions that you can be asked at a job interview. Write each one on a line below?

Now, with your partner, ask and answer these questions.

Activity 2

Work in groups of four. Think of some tips for someone who is going to a job interview. Think about preparing for the interview, what to wear, getting to the interview and how to present yourself at the interview. Write your tips on these lines:

You should/shouldn't _____.

Also, _____.

And _____.

And _____.

Now show your advice to another group. Ask to see their ideas.

Activity 3

Listen to the interview. Note how Erica avoids answering the question about whether she has experience. Has she worked in a call centre before? _____.

Listen to the interview again. Fill out the chart below with details for Erica:

a Arrival in Scotland	
b Start of university course	
c Job wanted	
d Skills needed	
e Number of hours wanted	

Activity 4

Erica has avoided answering some of the questions that would not help her to get the job. Listen again and decide if the statements below are true or false.

Note that Erica always answers the questions positively and she always tells the truth.

- 1 Erica is available to work at any time. T F
- 2 Erica has worked in a call centre before. T F
- 3 Erica has experience of using a computer. T F
- 4 Erica has had a job with computers before. T F
- 5 Erica can give two references. T F
- 6 Erica gives her last employer as a reference. T F

Activity 5

These are questions which might be asked at a job interview. Decide how you would answer each question and write some notes. Remember to be positive and try to think of good things about yourself.

- How would you describe yourself?
- Why do you think we should give you this job?
- What are your strengths and weaknesses?
- What would you say are your major achievements?

- Where do you see yourself the five years time?

Activity 6

Work with a partner. One of you is the interviewer, one the person looking for a job. Ask and answer the questions above. Each time, the interviewer should follow up with a question about what the person looking for a job tells you.

Homework task:



Think of three more questions that an interviewer might ask you and prepare answers for them.

Lesson
14

Applying for a job
Review and remember 3

Activity 1

Work with a partner. Think of 8 adjectives to describe positive qualities that an employer looks for in a good employee. The first one has been done for you.

- 1 punctual
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____
- 8 _____



Do you feel that you have any of these qualities?

Activity 2

Use the words and phrases below to fill in the gaps in the sentences. All of these words have appeared in previous lessons. When you finish, check your answers with a partner.

major achievements references sigh of relief
shifts dealing with the public needs a break

- 1 You will have to provide two _____, including one from your last employer.
- 2 This position would suit a friendly person used to _____.
- 3 Most people when they finish filling in an application form give a _____.
- 4 A volunteer can help a carer who _____.
- 5 As this factory never shuts, we need staff who can work _____.
- 6 A covering letter is a good place for people to draw attention to their _____.

Activity 3

Work in a group of 3 or 4.

Look at the advert for CSV volunteers below.

You have telephoned the Volunteer Centre and they want to know what kind of voluntary work you want and why you want to do it.

Look back at the advert for CSV volunteers and the notes you made in lesson 9.

Now explain to the others in the group what kind of voluntary work you would like to do.

The others in the group should then ask you questions.

step forward to
put something back.

The act of Volunteering can bring you immense satisfaction and a strong sense of achievement. It can also enhance your career prospects and help you meet the right people. There's even US research to suggest that it can increase your life expectancy. So access our helpful website and do what you can.

Discover the variety of volunteering options by visiting www.volunteerscotland.org.uk

East Dunbartonshire 0141 578 6680 • East Lothian 01620 829036 • Edinburgh 0131 225 0630
Falkirk 01324 692000 • Glasgow 0141 226 3431 • Midlothian 0131 663 6165 • North Ayrshire 01294 471 876
West Dunbartonshire 0141 952 7569 • West Lothian 01506 650111

Volunteer
Centre Network Scotland

Activity 4

Read this advice to someone who is going to a job interview. Then answer the questions that follow.

INTERVIEW MANNERS

Remember, language and manners count during interviews. Interviewers are just like the rest of us, easily impressed by good behaviour and just as easily offended by unsuitable behaviour. They also need to understand what you have to say.

Here are some tips for acting professionally before, during and after interviews, to avoid offending interviewers and increase your chances of getting a job. These interview tips are based on good manners.

You might think that some of the advice is obvious. If so, that's good. It means that you are already on your way to completing successful interviews. However not everyone knows how to behave in an interview. So, these interview tips try to cover some of the advice you need.

Do your homework, find out about the company (maybe by looking it up on the internet) and study the job description before your interview, as your

interviewer will ask you what you know about the company and why you want the job. It also helps you to prepare questions about the company and job. Interviewers normally expect you to have such questions.

Unless otherwise instructed (e.g. to fill out a job application), arrive five to ten minutes early for the interview. This shows that you are well organised and punctual. But don't arrive more than ten minutes early, as it might be inconvenient for your interviewers. Definitely don't be late.

At the Interview

- Smile, immediately offer a firm handshake and say something like, 'I'm pleased to meet you.' Avoid informal greetings you might use to say hello to your friends.
- If the interviewer is informal, then follow along while remaining polite and professional. If the interviewer is very formal, you should be formal too. In either case, try to appear to be relaxed, but not too relaxed.
- Wait to be told to take a seat or ask if you may, then say thank you. This shows good manners.
- The interviewer will expect you to be a little nervous but still try to avoid obvious signs of nervousness.
- Maintain eye contact with the interviewer. Avoid staring or you might make the interviewer uncomfortable, but do look straight at him or her and don't look away too often either.
- Don't eat, drink, chew gum or smoke, or even ask if it is permitted. But if the interviewer offers coffee or other beverages, it's quite alright to accept.
- It's okay to ask questions to better answer the questions the interviewer asks you. Keep your questions until the interviewer asks if you have any, which is usually toward the end of the interview. Avoid asking something just because interviewers expect you to have questions. Instead, ask about important matters, such as job duties, management style and the finances of the company. It's not a good idea to ask questions about holidays, sick days, lunch breaks and so on. You can do that later when you are offered the job.

Source: www.officepersonnel.com

- 1 It is important to show good manners at an interview because:
- a it is in the job description.
 - b you will get better pay.
 - c the interviewer will think positively of you.
 - d good manners can easily offend.

- 2** If you find some of the advice obvious:
- a** this shows you are already well prepared for interviews.
 - b** the advice is obvious to everyone.
 - c** the advice cannot help you.
 - d** you do not need any advice.
- 3** It is a good idea to read the job description because:
- a** you have to tell them about the job.
 - b** it will help you to explain why you want the job.
 - c** it tells you about the company.
 - d** you will find out the time of the interview there.
- 4** You should arrive at the interview about 5-10 minutes early
- a** or you will be thought punctual.
 - b** so that you will be thought punctual.
 - c** because it is good manners.
 - d** but it is better to be late.
- 5** When the interview starts you should:
- a** use greetings you would use for friends.
 - b** not smile in case you don't look professional.
 - c** say nothing until you are asked a question.
 - d** smile, shake hands and greet the interviewer.
- 6** You should have some questions prepared and can ask them:
- a** when you arrive at the interview.
 - b** as you are being asked questions.
 - c** when you are asked if you have any questions.
 - d** after the interview is over.
- 7** What three pieces of advice are given about sitting and looking at the interviewer?
- _____
- _____
- _____
- 8** What should you do if you are asked if you want a cup of coffee?

Activity 5

Listen to the two job advertisements and complete the chart below. You will hear the recording twice.

	job 1	job 2
Telephone number		
Company name		
Person to contact		
Job		
Skills needed		

Homework task:



In these lessons about applying for a job you have prepared a letter asking for an application form, a CV and a covering letter. Check that you have finished all of these and have redrafted them if necessary.

Lesson
15

The World of Work
Agendas for meetings

	Task: Learning about agendas
Skill: Speaking, Listening	System: Pronunciation, Vocabulary

Activity 1

In groups, describe the meetings you have been to and how you felt about them. Think about both formal and informal meetings.

- Were they successful? Why/Why not?
- How were they organised? Were they well organised?
- Did everyone have a chance to say what they wanted?
- Did you feel satisfied with what was decided at the meeting?
- Were you happy to be there?



Activity 2

Work with a partner. On the left below are parts of a meeting. On the right are definitions. Match each part **1-9** to a definition **a-i**.

- | | |
|---|---|
| 1 Matters arising (from the minutes) | a Issues not on the agenda for discussion. |
| 2 Reports | b A list of everything which will take place and the order in which it will happen. |
| 3 Any other business (AOB) | c A greeting to everyone. |
| 4 Welcome | d An announcement of all the people who have said they can't come to the meeting. |
| 5 Date of next meeting | e The things that people have come to talk about. |
| 6 Apologies | f Either a written text or a spoken explanation of something which has happened and is of interest to the meeting. |
| 7 Minutes of last meeting | g Time and place for next meeting (if there is one). |
| 8 Agenda | h The record of what has gone on at the last meeting. |
| 9 Items of business | i The discussion of what, according to the Minutes, still needed to be talked about. |

Now write the numbers of the parts on these lines **in order for a meeting**. More than one order may be possible. Discuss your ideas with your partner.

1st, 2nd, etc.

Activity 3

Listen to the meeting on the tape. Write the name of each part of the meeting as you hear it.

1	
2	
3	
4	
5	
6	

Homework task:



You have to hold a students' representatives meeting?
What would you put on the agenda? Plan a meeting.

Lesson
16

The World of Work
Minutes for meetings

	Task: Taking minutes
Skill: Reading, Writing, Listening	System: Discourse

Activity 1

Read the minutes of a meeting below and answer the questions which follow.



Minutes of Marketing Group Meeting

20 September 2004

Present:

David (DD), Helen (HH), Emma (EG), Annette, (AG), Joy (JC).

Apologies: Myra

Reports by those present: see **appendix one**

EG circulated report on activity to date. Full copy of report, together with its appendices, attached to these minutes as appendix one.

Future Work: EG talked about next proposed area of work: looking at sponsorship. All suggestions etc. welcome. JC said she was going to contact businesses locally. Report back to next meeting.

Review of activities: AG discussed the last event, which was called Youth Daze. 1 August 2004, 12-4pm. Programme circulated, and attached to these minutes. HH gave a summary of how the event worked and offered suggestions for improvements for next year.

Any Other Business: Main areas/spaces and internal and external signs. Internal signage discussed, agreed to have a site map available, for use in all marketing events.

Date of next meeting:

MONDAY 12 JANUARY 2005, 2.30 PM.

Small Meeting Room, 2nd floor
John Moor House, Bridge Park, Haddington

Appendix One: EG's report.

1 The title of the group meeting was:

- a** The Minutes meeting.
- b** Marketing Group Meeting.

- c** Meeting on 20 September, 2004.
d Present Meeting.
- 2** The date and time of the next meeting will be:
a 20 September 2004, 2.30pm.
b 12 January 2005, 2.30pm.
c 1 August 2004, 2.30pm.
d It doesn't say.
- 3** The number of people at the meeting was:
a 1
b 5
c 6
d It doesn't say.
- 4** The report on activity to date was made by:
a Emma
b David
c Annette
d It doesn't say.
- 5** One of the events organised by the Marketing Group was:
a Review of Activities.
b Internal and External Signs.
c Youth Daze.
d It doesn't say.
- 6** The number of businesses giving sponsorship is:
a 1
b 5
c 6
d It doesn't say.
- 7** The one reported decision agreed by the meeting was:
a to have a site map available.
b to review the last event.
c to report on activities.
d to look at sponsorship.
- 8** The number who apologised for not coming to the meeting was:
a 1
b 5
c 6
d It doesn't say.

Activity 2

Listen to the discussion that takes place in a meeting in the text below and make notes about the subjects discussed.

Notes from the meeting

Activity 3

Now look at your notes and write them up as minutes, giving headings to the different sections. Remember the work you did about agendas. This will help to give you the headings for the different parts.

Activity 4

Work with a partner. Discuss the differences between minute-taking and writing a summary of what happens.

Tip Meetings in different countries are held in different ways, and there are all sorts of different ways of taking minutes. The most important thing is to have some record of what has happened and what decisions have been made.

Test yourself:



Read the minutes again and think about some of the differences between the meeting you listened to and the meeting you read the minutes for.

Homework task:



From the notes and the work you have done in class, try to prepare the minutes in a way that will look impressive.

Lesson
17

The World of Work
Instructions and regulations

	Task: Giving a talk
Skill: Reading, Speaking	

Activity 1

In the UK, there are laws about people's health and safety at work.

Work with a partner. Think of a job that you both know something about. Now write down something about this job that might affect people's health. Then think of the solution. Here's an example:



office work

problem: strain to eyes and body from working on computers.

solution: give advice on how to sit, and allow frequent breaks.

Now you try:

problem: _____

solution: _____

Activity 2

Work with a partner. Read the advice below. It comes from a leaflet about Health and Safety Law. Write a suitable word on each line.

If you think there is a (1) _____ and safety problem in your workplace (2) _____ should first discuss it with your (3) _____, supervisor or manager. You may also wish to discuss it (4) _____ your safety representative, if there is (5) _____. You, your employer or your safety representative can (6) _____ information on health and safety in confidence by (7) _____ Info Line telephone service on 0541 545500.

If you think your (8) _____ is exposing you to risks or is (9) _____ carrying out legal duties and you have (10) _____ this out without getting a satisfactory (11) _____

_____, you can contact the enforcing authority for health and (12) _____ in your workplace. Health and Safety inspectors can give (13) _____ on how to comply with the (14) _____. They also have powers to enforce it. Your employer can give you their (15) _____ and addresses.

Source: Health and Safety Executive, *Health and Safety Law - what you should know* (Crown Copyright 1999)

Activity 3

Health and Safety at work is the employer's responsibility but it is also the duty of the employee. Look at the following list of duties and decide which of the duties are for the employer and which are for the employee. Write the correct numbers of the sentences below in each box.

employer's duties employee's duties

--	--

- 1 Make sure the machinery is safe and that people work with it safely.
- 2 Take care of your own health and safety.
- 3 Use the tools or other work items correctly and in a safe way.
- 4 Give information, instruction, training and supervision on health and safety matters.
- 5 Co-operate with the employer on health and safety.
- 6 Draw up a health and safety policy statement.
- 7 Provide any protective clothing or equipment.
- 8 Take reasonable care of others around you.
- 9 Be prepared if there is an emergency.
- 10 Provide first-aid.
- 11 Assess what the dangers and risks to health and safety are.
- 12 Avoid danger from fire, noise, equipment and radiation.

Activity 4

Using your notes and the reading, prepare a talk about health and safety at work or college. If possible, use examples from your experience. Be ready to talk for two or three minutes and then answer questions.

Tip A presentation is more interesting if you can make it sound personal.

Test yourself:



Check you know the meaning of everything covered today. You can look up further information at the Health and Safety Executive website at www.hse.gov.uk

Homework task:



Finish preparing your presentation on Health and Safety at Work.

Lesson
18

The World of Work
Written communication

	Task: Writing a memo
Skill: Writing, Speaking	System: Discourse

Activity 1

What written methods of communication are there? Think of letters, email, etc.

Work in groups of three or four. Make a list here.



Check your results with other groups in the class.

Tip Often you are given very important information at work written in a very difficult style of English. Ask for explanations of what you don't understand. Take away things that are written down and read them at home if you can.

Activity 2

What form of written communication would you use for the following?

- 1 Applying for a job.
- 2 Filling in the dates you want to go on holiday.
- 3 Passing on a telephone message for another member of staff.
- 4 Letting people know about a meeting.
- 5 Checking if your friend is free at lunchtime.
- 6 Informing your boss your machine/computer has a fault.

Activity 3

Look at the statements about memos and decide if they are **true (T)** or **false (F)**:

- 1 On a memo you don't need to put your full address. T F
- 2 A memo is only used to pass information quickly. T F
- 3 On a memo you don't need to put the date. T F
- 4 On a memo you don't have to finish with 'Yours.....' T F
- 5 A memo is used only within the same office. T F
- 6 A memo is used only within the same company. T F
- 7 It must be clear who a memo is **to** and who it is **from**. T F
- 8 A memo is thrown away after it is read. T F

Activity 4

Imagine the following situation:

In your workplace you have noticed some wires that stretch across the floor and you have seen one or two people trip on them. You have talked about it being dangerous but no one has done anything. Now you decide to write a memo to your boss and to the safety representative in your workplace about the danger.

Work in pairs to prepare your memo. Remember to follow the rules of memo-writing. Remember to be polite but ask for some action to be taken.

Include the following information:

- 1 Who you are.
- 2 What the problem is and where it is.
- 3 What suggestions you can make to solve the problem.
- 4 What you have already done about it.
- 5 What the law on Health and Safety at Work says.
- 6 How you would like to hear from your boss and safety representative.

Your memo should be about 150–200 words long.

Activity 5

Discuss together what you would do with your memo when you have written it.

Think about:

- making copies – for whom?
- how you would make sure the right people see the memo.
- how the memo might be sent - do you think it would be a good idea to email the memo?

Homework task:



For homework, finish writing the memo about the danger at work. If you want, you can change the problem and describe a different danger.

Supplementary:



Try to read some of the case studies on the HSE website. See how much you can understand, and try to read for meaning without checking every word.

Lesson
19 **The World of Work**
Verbal communication

	Task: Role-playing a meeting
Skill: Speaking, Listening	

Activity 1

The language we use changes in small ways depending on whom we are talking to, e.g. friends, our boss, other work colleagues, customers. It also changes if we are talking on the phone or face to face.



Your teacher will give you an extract from a conversation. You should decide on the situation and relationship and read/act out with your partner for the class.

Decide what the situation or place is and what the relationship is: friend, work colleague or customer. Fill in the table below. In some cases, there might be more than one correct answer.

situation	relationship
1	
2	
3	
4	
5	

Activity 2

Work with a partner. You have had a reply to the memo you wrote in lesson 18 about the wires in your workplace. Read the response below and in pairs decide what you are going to do.

Imagine the conversation you will have on the telephone, between yourself and Helen McCall.

Tip The Safety Adviser has written a friendly memo, but she is a manager, so while you can be friendly you should not sound too informal.

MEMO

To: John Waters, Patricia Moore
From: Helen McCall, Safety Adviser

Date: 14 May
Subject: Trailing wires

Thank you both for your memo. May I first of all congratulate you on taking such a responsible attitude to safety in the workplace.

I am very concerned that there should be such a danger to staff and I consider it very important that we meet as soon as possible to identify the problem and find a solution. I wonder if you could ring me and arrange a suitable time for me to come and view the wires, and then meet with you and your safety representative afterwards.

I hope that together we will soon have this danger removed.

HM

Activity 3

Four people, Helen, John, Patricia and the Safety Rep. (Sam) have met, looked at the wires and are now holding a meeting to decide what to do. Get into groups of four and decide who will play each part.

Your teacher will give you some phrases. Try to fit them into the conversation as naturally as possible. Before you start the meeting, check the meaning of your phrase and when you would use it.

Activity 4

Look at all the phrases you had to use.

- Practice pronouncing them.
- Try using different ways of saying the same phrase.

Then listen and repeat the phrases, but remember they can be said with many different expressions.

Tip Pronouncing things correctly is related to meaning – if you say something with a different tone, the meaning can be different.

Lesson
20

The World of Work
Review and remember 4

Activity 1

This agenda has got into a muddle. Try and reorganise it so it follows the normal pattern for meetings. There is more than one correct answer.

Staffing Report
Agenda for Meeting on 23 April
Date of Next Meeting
Activities for Next Year
Matters Arising
Any Other Business
Minutes
Sales Report
Apologies



Check your order with someone sitting near you. Do you have any differences? Discuss these.

Activity 2

Read the article below about what to do if there is an accident or illness at work. Then answer the questions which follow.



ADVICE TO EMPLOYERS ON ACCIDENTS, ILLNESSES, ETC.

WHEN do I need to make a report?


Death or major injury

If there is an accident connected with work and:

- your employee, or a self-employed person working in your workplace is killed or suffers a major injury (including: as a result of a fight);
or
- a member of the public is killed or taken to hospital.


-  You must telephone without delay. They will ask for brief details about your business, the injured person and the accident; and ...
-  within ten days you must follow this up with a completed accident report form.

Over-three-day injury



-  If there is an accident connected with work (including a fight) and your employee, or a self-employed person working at your workplace, suffers an over-three-day injury you must send a completed accident report form within ten days.

An over-three-day injury is one which is not major but results in the injured person being away from work or unable to do the full range of their normal duties for more than three days (including any days they wouldn't normally be expected to work such as weekends, rest days or holidays) not counting the day of the injury itself.

Disease

-  If a doctor informs you that your employee suffers from a disease should report you must send a completed disease report form to the enforcing authority. You will find a full list of the diseases you have to report on the pad of report forms, or you can simply ring the HSE InfoLine to check whether a disease needs to be reported.

Dangerous occurrence

-  If something happens which does not result in an injury but which clearly could have done, it may be a dangerous occurrence which must be reported immediately (e.g. by telephone) to the enforcing authority. You can ring the HSE InfoLine to find out what kinds of occurrences are included.
-  Within ten day you must follow this up with a completed accident report form.

HOW do I make a report?

You can report to the Incident Contact Centre by a number of methods:

- By phone 0845 3009923 (8.30-5pm).
- By fax 0845 300 9924 (any time).
- By internet www.riddor.gov.uk (any time).
- By email riddor@natbrit.com
- By post Incident Contact Centre, Caerphilly Business Park,
Caerphilly CF 83 3GG

Don't forget that you can always get advice on the HSE Infoline 0541 545500

Source: Health and Safety Executive, *Health and Safety Law-what you should know* (Crown Copyright 1999)

- 1 This advice is written for:
 - a employers only.
 - b employers or the person the employer has appointed to deal with health and safety.
 - c workers.
 - d people at home.
- 2 If someone is killed or seriously injured at work:
 - a you must notify the authorities immediately.
 - b you must telephone within ten days.
 - c you must contact the authorities immediately and then fill in a form within ten days.
 - d you must fill in the form within ten days.
- 3 You have to report accidents, and also:
 - a some diseases.
 - b all illnesses.
 - c some diseases and all dangerous occurrences.
 - d all diseases and all dangerous occurrences.
- 4 The definition of an over-three-day injury includes:
 - a a major injury.
 - b not a major injury which lasts for up to three days.
 - c a major injury which lasts for up to three days.
 - d not a major injury which lasts for more than three days.
- 5 The different ways to make a report are by:
 - a phone, fax, internet, email and post.
 - b phone, fax, internet, email, post and HSE InfoLine.

- c phone only.
 - d post only.
- 6 If something has to be reported, the report must arrive in the post:
- a after ten days.
 - b ten days after.
 - c up to ten days after.
 - d over three days.
- 7 There are five different situations where a report has to be made. What are these five situations?
- 8 What would you do if you were unsure about whether to report an accident?

Activity 3

You have seen someone trip over the wires on the floor of your workplace. Now your employer has to fill in an accident form. He has asked you to explain what you saw.

Write a report of the accident. It should be about 150 words long. It is up to you to decide what kind of accident it was.

Remember to include:

- where and how the accident happened.
- who was involved.
- when it happened.
- where you were at the time.
- what happened after the accident.

Anything else you think will be important.

Activity 4

Think about what you have learned in the last five lessons.

Do you feel you could take part in meetings at work?

With a partner, discuss some of the problems you have met.

Test yourself:



Review the new vocabulary you have met in the last lessons.

Homework task:



Finish writing your report of the accident at work. Be ready to redraft it if you get some ideas from other

students or the teacher.

Lesson

21

Transferable skills

Preparing a presentation 1

	Task: Designing a presentation
Skill: Speaking	System: Discourse

Activity 1

How do you feel about speaking in front of an audience?

Choose one of these topics and write down as many things as you can about it.

- Your favourite sport.
- Your favourite book.
- Your favourite film.



Now, with a partner, talk for 1 minute about your topic.

Was that difficult or easy?

Tip Good preparation = a good presentation!

Activity 2

In Activity 1, was your talk *organised*?

How can you organise your presentation? Look at the words below and put them in the correct order:

- a development
- b conclusion**
- c introduction

Look at the phrases below. Where would you put them in your presentation?

- a In conclusion,
- b For example,
- c I'd like to talk about
- d To sum up ...
- e Then, I'm going to talk about
- f May I introduce myself?

You can use *signpost words* to organise your talk – they tell the audience where you are going!



Look at these signpost words. Do you know how to use them?

- Secondly
- Then
- First
- Finally
- Next

Talk for 1 minute again about your topic from Activity 1. Can you add some signpost words? Ask your partner to write down the words they hear.

Homework task:



Choose another topic from Activity 1. Prepare a 2 minute presentation for the next lesson. Make sure you have an introduction, development and a conclusion.

Self-evaluation:



Record your talk from the lesson today. Listen to yourself and write down what you did well and what you need to improve e.g. pronunciation, vocabulary, grammar.

Lesson
22

Transferable skills
Preparing a presentation 2

	Task: Using voice and body language
Skill: Speaking	System: Discourse

Activity 1

Do you need to shout at your audience? No. But you do need to speak clearly so that they can understand you. You also need to *project* your voice.



Self-study tip

At home, you can practise your presentations in front of a mirror or ask a friend or family member to listen to you.

Activity 2

You prepared a presentation for your homework in lesson 29.

You are going to give your presentation and your partner is going to tell you how you use your voice.

They're going to answer these questions:

- 1 Did you speak too fast or too slow, or was the speed about right?
- 2 Was your voice too loud or too soft, or about the right volume?
- 3 Was your voice clear enough?
- 4 Did you use correct *stress and intonation*?

Activity 3

Do you want your audience to look like this ...



... or this?



As well as using your voice properly, you need to look at the audience and look as if you're interested in your presentation and the audience.

You are going to do your presentation again. This time, your partner is going to answer these questions:

Did you make *eye contact* with the audience?

Did you use any *gestures* that distracted the audience?

Homework task:



Prepare a 2 minute presentation on your school/college or university for the next lesson.

Lesson
23

Transferable skills
Preparing a presentation 3

	Task: Preparing visual aids
Skill: Speaking	System: Discourse

Activity 1

How can you make your presentation interesting?

What are visual aids?

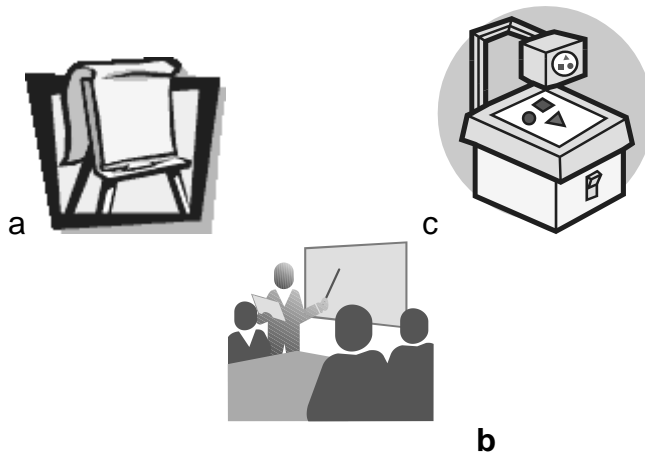
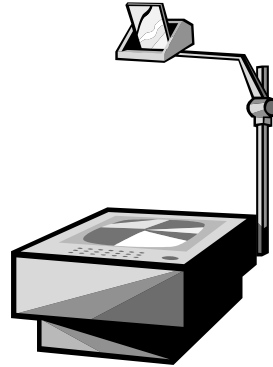
In lesson 30, you prepared a presentation on your school/college or university. Before you do your presentation, can you use anything to make it more interesting and easy to follow for your audience?

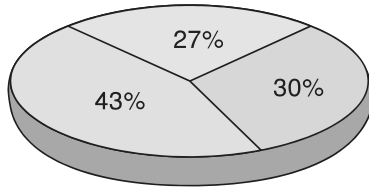
In the picture at the start of the lesson, the presenter is pointing to a chart on the wall - this is a type of *visual aid*. Learning to use visual aids will make your presentations more interesting and enjoyable but you need to practise.

Can you think of any visual aids your teacher uses?

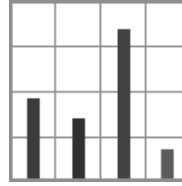
Activity 2

Look at the pictures below – what are these visual aids called? Write their names on the lines below.





d



e

a _____

b _____

c _____

d _____

e _____

Can you think of any other visual aids?

Activity 3

Your teacher is going to show you how to use some visual aids in your classroom.

Choose at least one visual aid to use in your presentation on your school/college or university. Are you ready to present?

Test yourself:



How many names of visual aids can you remember?

Self-evaluation:



Are your presentation skills improving? How can you test yourself? Make some notes on what you can do to improve your skills.

Supplementary:



Watch a TV presenter and make some notes on his/her presentation style - is he/she a good or a bad presenter?

Lesson
24

Transferable skills
Presentation practice: Work

	Task: Making a presentation
Skill: Speaking	System: Discourse

Activity 1



In this lesson you are going to prepare a presentation on *work*.

What kind of topics can you talk about for 2-3 minutes on work? Write three possible ones below.

Activity 2

With your partner, decide how you can divide the presentation into sections. Think about what you learned about structure in lesson 21.

Have you prepared:

- your notes (prompt cards)
- your visual aids?

Now do your presentation.

Activity 3

At the end of your presentation, your teacher and some other students will ask you some questions about your talk. What kind of questions can they ask you? Discuss your ideas with a partner.

Homework task:



Prepare your presentation..

Self-evaluation:



Practise your presentation with some friends. Ask them to ask you questions about your talk.

Lesson
25 **Transferable skills**
Discussions and debates

	Task: Developing an argument
Skill: Speaking	System: Discourse, Grammar

Activity 1

What kind of subjects do you discuss with your friends? Do you agree or disagree most of the time?

Choose a subject to discuss from the statements below:

- a People should be allowed to have as many children as they want.
- b Nobody should be allowed to smoke in a public place.
- c People should be allowed to take their pets to work or school/college.

Do you agree or disagree with the statement? Why?

Write your reasons here.

Activity 2

Start discussing your statement with your partner. You can use this language:

- I agree with the statement because
- I disagree with the statement because
- I completely agree/disagree
- I don't agree/disagree
- I don't really agree

After your discussion, decide who had the made the greatest number of good points. Did you or your partner win the argument?

Homework task:



Choose one of the other statements from Activity 2 and write down the things you agree and disagree with. Then discuss this statement with one of your friends.

Lesson
26

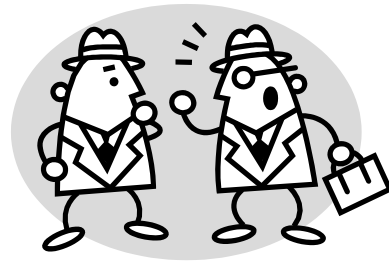
Transferable skills
Debate practice

	Task: Debating an issue
Skill: Speaking	System: Discourse

Activity 1

Work in a small group. Discuss these points:

- Do you have a job?
- Does anyone in your family have a job?
- What hours do they work?
- Do they work nine-to-five or flexible hours?
- Are they full-time or part-time?



Activity 2

Your teacher is going to ask you to discuss a topic about work in teams.

One team will agree and one team will disagree with the statement.

The statement is:

‘Working from nine-to-five is not the best way to work any more. It’s too restrictive. All jobs should offer flexible hours so that people can do other things such as look after children or relatives, take other jobs or study.’

Team A should agree with the statement.

Team B should disagree with the statement.

Before you start, discuss your ideas with the others in your team. Make a list of your points.

Activity 3

Your teacher is going to record the debate. When you finish, listen to the debate and decide who won. Answer these questions as you listen:

Did you use appropriate language?

How good was your pronunciation?

How well did your team develop your argument?

Were you able to argue against the other team’s points?

Do you feel more confident about discussing an issue now?

Homework task:



Write a summary of the debate.

Self-evaluation:



How can you use the skills you are developing in these lessons to help you in other areas e.g. reading, writing?

Lesson
27 **Citizenship 1**
Reading and questioning a pay slip

Activity 1

Look at the words below. Write one letter **a-j** after each sentence **1-10**.

- a** tax
- b** tax code
- c** employee number
- d** gross pay
- e** net pay
- f** deductions
- g** national insurance
- h** pension
- i** pension contribution
- j** national insurance number

- 1 The money you get before they take anything away. ____
- 2 Your personal Social Security number. ____
- 3 The number that shows how much tax you will pay. ____
- 4 Money you get when you retire. ____
- 5 The wage you actually have. ____
- 6 The money you pay, and get back when you retire. ____
- 7 Money they take away before you get your wage. ____
- 8 Money for National Health and Social Security benefits. ____
- 9 Money the government takes for roads, schools, etc. ____
- 10 Your personal number in your work place. ____

Activity 2

Read this payslip and answer the questions that follow.

NAME <i>XXXXXXXXXX</i>	Bestbuy Supermarkets	Month: April 2002
Employee number:	National Insurance:	Tax Reference:
Tax Code: 461L	Contribution letter: A	
Basic pay	Weekly hours	Amount
£4.50 per hour	20	90.00
Tax		-10.20
NI		-5.45
TOTAL PAY		74.35

- 1 What is this person's tax code? _____
- 2 What is their basic hourly pay? _____
- 3 Do they work part time or full time? _____
- 4 What is their gross pay? _____
- 5 Is the gross pay for a week or for a month? _____
- 6 How much are the deductions? _____
- 7 Is the total pay correct? _____

Activity 3

How do you check your wage slip?

Write in the correct word below: **add, subtract, multiply** or **divide**.

- 1 The hourly pay is £9.20. A person works 18 hours per week.
What is the weekly pay?
_____ £9.20 by 18.

- 2 The gross monthly pay is £1,268. Deductions are £367.
What is the net pay?
_____ £367 from £1268.

- 3 The job pays £17,000 per year.
What is the monthly pay?
_____ £17,000 by 12.

- 4 You pay £52 tax and a £28 National Insurance contribution.
What are your total deductions?
_____ £52 to £28.

Activity 4

Work with a partner. Check these wage slips.

Basic pay	Weekly hours	Amount
£5.65 per hour	20	£101.70
Tax		-£14.78
NI		-£7.33
TOTAL PAY		£79.59

Basic pay	Weekly hours	Amount
£8.60	12	£103.20
Tax		£49.83
NI		£8.22
TOTAL PAY		£47.35

- What is wrong?
- Who can you speak to?
- What can you say?

Lesson
28

Citizenship 2

Contract of employment

Activity 1

Read the contract of employment on the following pages. Read it quickly, then complete the summary below. Write one or two words on each line.

Summary of contract of employment

This job is a full-time (1) _____, which involves the task of providing good customer (2) _____, starts on (3) _____. The pre-tax wage for a working week of (4) _____ is (5) _____, which will be paid into your (6) _____. There is (7) _____ of annual (8) _____ holiday, which increases according to duration of service. In order to receive (9) _____ under this contract you must produce a (10) _____. If you have been working for Pizza Palace for more than one month and wish to give notice, you must send your notice in writing at least (11) _____ before the date you want to finish.

CONTRACT OF EMPLOYMENT

1 Names of the contracted parties

Between: Pizza Palace (the 'employer')
191 Bingham Road, Thornton Heath, Surrey, CR7 2BZ
And: Terry Smith (the 'employee')
12 Smalltown Road, Midshire MRT 5EW

2 Starting date of the employee

Employment start date: 10 August 2004

3 Job title and description

The employee's job title is: Assistant – full time.
The employee's main task is to assist the owner in maintaining a consistent quality of service to customers.

4 Address of the workplace

The employee will work from: 191 Bingham Road, Thornton Heath, Surrey, CR7 2BZ.

5 Salary

The employee's salary is £8,528 gross per annum. Payments are weekly (£164 gross) by cheque. If you do not have a bank account you will need to open one.

6 Hours of work

The employee's working week will consist of 45 hours, from Monday to Friday and from 9am to 6pm. There is a 1-hour lunch break: timing to be agreed with the employer. From time to time, the employee may be asked to work outside the contracted hours. The normal hourly rate will be paid.

7 Holiday entitlement

The employee is entitled to 4 weeks' (20 days') paid holiday per annum, including Bank and Public Holidays. At the end of 5 years' service an extra day's holiday entitlement is given – followed by a further 1-day holiday entitlement for each of the next 4 years service: bringing maximum holiday entitlement to 5 weeks (25 days). Further details are outlined in the Pizza Palace handbook.

8 Sickness entitlement

Contractual sick pay: the employee will receive their normal salary for a period of 4 weeks, in any 12-month period where a doctor's certificate is produced after 7 consecutive days' sickness. Payments will be less statutory sick pay and any Social Security benefits due to the employee.

9 Grievance and discipline procedures

These are outlined in the Pizza Palace handbook and are in line with the current legislation.

10 Notice periods required from both the employee and the employer

The minimum notice periods are as follows:

Time in employment:	Minimum notice:
Under 1 month	No notice
Over 1 month	1 week
2 years' service	1 month
3 to 12 years' service	1 week for each year, to a maximum of 12 weeks.

The employee must submit a written copy of their notice to the business's address, as 1 above. The employer will send a copy of the notice to the employee's address, as 1 above.

In the case of the employee being dismissed for gross misconduct, the employer will decide if any notice period will be applied and/or worked.

I agree to the above terms and confirm I have received a copy of this contract.

.....

Signed by the employee

Dated:

.....

Signed by or on behalf of the employer

Dated:

Activity 2

Wage slip

Look at the wage slip and answer the questions which follow:

Pizza Palace

Name: T. Smith

Month: November 2005

Employee number: 5584321

Nat. Ins. Number: YY362718C

Tax Ref. 001 B

Tax code: 461L

Contribution Letter: A

Basic pay	Monthly hours	Amount
£ _____ per week	_____	£ _____

Overtime rate

£ _____ per hour	_____	£ _____
------------------	-------	---------

Gross pay: £ _____

Income tax: £69.32

NI: £34.46

Net pay: £ _____

- Find Terry's basic weekly pay in his contract of employment and write in the amount on his wage slip.
- Find Terry's weekly hours of work. Deduct his lunch breaks for the week. Then multiply the weekly hours by four (weeks). Write the monthly hours he has worked on his pay slip.
- Write the monthly amount on his pay slip.
- Terry worked two hours overtime this month. He earns £6.10 an hour for overtime. Write these figures in the correct gaps.
- Calculate his overtime pay and write it in the amount column.
- Calculate his gross pay and write it in the amount column.
- Calculate his net pay and write it in the amount column.

(**Note:** The person and company referred to in this activity are entirely fictional. Any resemblance to an existing person or company is purely coincidental.)

Lesson
29

Citizenship 3

Understanding minimum wage law

Activity 1

Write one letter **a-g** after each sentence **1-7** below.

- | | |
|-----------------------|----------------------|
| a compensation | e slave |
| b employment | f trade union |
| c minimum wage | g tribunal |
| d poverty | |

- 1** The lowest wage per hour which can legally be paid for a particular type of work. _____
- 2** Someone forced to work for a master and owner. _____
- 3** Work, occupation. _____
- 4** A group of workers of the same trade who join together to bargain with employers for fair wages and so on. _____
- 5** Something given to make up for wrong or damage. _____
- 6** A group of people appointed to give a judgement, especially on an appeal. _____
- 7** Being poor, having little money or property. _____

Activity 2

Work in a group of 3-4 students. Discuss these points.

- How much is the minimum wage?
- Who decides the minimum wage?
- Is there a minimum wage in the country you come from?
- Do you think it is a good idea to have a minimum wage?
- Do you know what you can do if your employer does not pay the minimum wage?

Activity 3

Try and put the following paragraphs in the correct order. The first paragraph is in the right place.

- a** A worker was only paid 29p an hour in the supermarket where he worked.

- b** After he left his job, he complained to an organisation that helps workers get better working conditions. They helped him take his case to court.
- c** After a few weeks he did get more money. His wages went up to 96p an hour. The minimum wage at that time was £4.50 an hour.
- d** He won the case and the court paid him £5,000 compensation.
- e** The man came to England from Africa two years ago and really needed a job so, he accepted the low wages. The owner of the supermarket said that he would get paid more money if he showed that he could do the job well.
- f** The worker kept the job for six months before he got really fed up because he worked for long hours and did not get enough money.

Activity 4

Look at the titles for the story below. Decide on the best title. Now talk with the others in your group. Explain why you have chosen it.

- a** Man on low wage wins compensation.
- b** Man used as slave labour in supermarket.
- c** What a shelf stacker was paid.
- d** Shop worker who was paid 29 pence an hour wins compensation.

Activity 5

Answer these questions:

- 1** What was the hourly rate of the worker's starting pay?
- 2** Why was he willing to accept such a low wage?
- 3** What was the increase he received after a few weeks?
- 4** How much did this new wage fall short of the minimum wage?
- 5** How did he get help to fight his case?

If something like this happened to you:

- Which organisation would you go to for help?
- What would you say?
- If you wanted to write a letter, what would you write?

Lesson
30

Citizenship 4

Discrimination at work

Activity 1

Draw a line from each word on the left to its meaning on the right.

- | | |
|------------------|--|
| 1 Access | a A person or company that pays others to do work. |
| 2 Discrimination | b A person who is paid to do work. |
| 3 Employee | c A way to go into a place or building. |
| 4 Employer | d Continual unpleasant remarks said to someone. |
| 5 Harassment | e To get a more important job. |
| 6 Promotion | f Treating a person or a group in an unfair way. |

Now look at the words on the left again. Mark the stress and syllables in each word. One of them is done for you:

access di|scrim|i|nat|ion employee
employer harassment promotion

Activity 2

Read the text and answer the questions that follow.

Discrimination and work: The law

Discrimination is usually one of the following:

- 1 People who are treated differently because of their race, sex, colour, nationality or marital status. For example, a woman paid less money than a man for doing the same job, is a case of discrimination.
- 2 An employer discriminating against a person because they have a disability. To stop discrimination against a disabled person the employer must change the workplace place so that it is accessible for a disabled person.
- 3 There are no laws about age discrimination: you can be refused a job if the employer thinks you are too old or young for it.

- 4 Harassment is also a form of discrimination: for example, making racist or sexist comments.
 - 5 Discrimination can be against a group or an individual person.
 - 6 Sometimes an employer says discrimination is necessary for the job. For example, a French restaurant may want French staff rather than English staff, and this is allowed.
-

Are the following examples of discrimination allowed by law? Circle Y for yes or N for no. Then, on the line, explain why or why not.

- 1 Tony, 55, wanted a job as a baker. The company didn't give him the job because they wanted someone younger, to be the same age as the rest of the staff. **Y / N**

- 2 David, who uses a wheelchair, failed to get a job as a manager at a small company of ten employees. The company said it was too expensive to change the office to have wheelchair access. **Y / N**

- 3 Gabby, a young woman, always gets whistled at when she walks across the factory floor at work. The men often shout at her about her hair, clothes, and so on. **Y / N**

- 4 Jan didn't get a promotion at work, even though she was the best person for the job. Her employers thought she would soon start a family and take lots of time off work. **Y / N**

- 5 A Spanish restaurant wants to employ Spanish waiters and waitresses because they are already familiar with the food. **Y / N**

Lesson
31 **Citizenship 5**
Comparing salaries

Activity 1

Which jobs have the highest and lowest salaries in the UK? Put these jobs in order of salary or wage. Write one job in each box.

Doctor		Highest Lowest
Nurse		
Top football player		
Lawyer		
Housewife		
Teacher		
Shop assistant		
Lorry driver		

To find the answers, ask a British person or check on the internet. Report your findings to your classmates and see if they have the same findings.

Do you think the order is the same for workers in your country?

Activity 2

Which jobs do you think should have the highest and lowest salaries? Put the highest first and the lowest last.

Doctor		Highest Lowest
Nurse		
Top football player		
Lawyer		
Housewife		
Teacher		
Shop assistant		
Lorry driver		

Tell the others in the class your opinions in the form of a presentation or an essay. Give reasons for your decisions. (200–250 words).

Activity 3

Work with others in a group. Discuss these questions.

- Is it right that a footballer earns more than a nurse? What are the arguments for and against?
- Should housewives get a wage? Give your reasons.
- If you had the power to change the present situation, what would you change?