

# 10

## Going to work

Look at the picture.  
These people work in a  
supermarket? What kind  
of jobs do you think  
they do?



### What you will do

This unit is about work. You will learn how to:

#### Listening and speaking

Understand instructions

Sc/E1.4c; Lr/E1.2c, 3a

Work with people

Sd/E1.1a, 1c; Sc/E2.3b, 3d; Lr/E1.1c, 5a, 5b

Ask permission

Sc/E1.2b; Lr/E2.5a

Leave a message

Sc/E1.4e; Sd/E1.1b; Lr/E1.5a

#### Reading and writing

Understand signs and symbols

Rt/E1.1b, 2a; Rw/E1.1a

Read information

Rt/E1.1a; Rs/E1.1a

Write a note

Wt/E1.1a; Ws/E1.1a; Ww/E1.1b, c

# Supermarket jobs

## Activity A • Talking about jobs



1 The people on page 1 are talking about their jobs. Listen and match the people with their jobs.



A Komathy



B Jackie

- restaurant assistant
- general shop assistant
- loading bay assistant
- cleaner



C Abu-Baker



D Frank



2 Listen again. Complete the table.

Name	Full-time / Part-time / Shift work	Hours of work
Abu-Baker	Full-time	
Jackie		
Frank		
Komathy		

# Working in the restaurant

## Activity A • Taking orders

- 1 What kind of food does a supermarket restaurant sell?
- 2 Work in pairs. Jackie is serving food. A customer is ordering food. Put the conversation in the correct order.

Sorry? Can you say that again, please? .....

Hello, can I help you? .....1

Here you are. ....

Is the chicken Halal? .....

Thank you. ....

Oh, is the chicken Halal? .....

Oh, yes, all our meat is Halal. ....

OK, I'll have chicken salad, please. ....

Which salad? Ham, chicken or cheese? .....

Yes, I'd like salad, please. ....



- 3 Listen to check.

## Activity B • Checking understanding

- 1 Jackie doesn't understand the customer. Underline what she says when she doesn't understand.
- 2 Work in pairs. What other things can you say when you don't understand?
- 3 Practise the conversation.
- 4 Your teacher will give you a menu. One of you is the customer. The other one is the restaurant assistant. Use your ideas from task 2 to check understanding.



# Filling the shelves

## Activity A • Listening to instructions



- 1 Mrs Harman, Komathy's manager, is telling her how to fill the shelves. Listen and complete the sentences. Use these words.

sell-by goods (×2) shelf (×4)

- a **First** check the ..... - ..... date.
- b **Then** take everything off the .....
- c **Next** wipe the ..... with the cloth.
- d **Then** put the new ..... at the back of the .....
- e **Then** put the old ..... at the front of the .....

- 2 Listen again. Put your hand up each time you hear the words in **bold**. Why do we use these words?

- 3 Look at the text in question 1 again. Underline all the verbs. Where are they in the sentence?

## Activity B • Giving instructions

Work in pairs. Tell each other how to make a cup of tea or coffee. Start like this.

*First fill the kettle with water.  
Next ...*

**Remember**

- When we give instructions, we put the verb at the beginning of the sentence. This part of the verb is called the **imperative**.
- **First**, **then** and **next** are called **sequence words**. We use them in instructions to show the order of doing something.

## Having a break

### Activity A • Meeting people



Jackie meets Komathy in the supermarket. It is their break time. Listen and answer the questions.

- Where do they go?
- Jackie asks Komathy what she wants to drink. What does she say?
- Does Komathy eat cake or not? What does she say?
- Who do they meet?



### Activity B • Practising meeting people

Work in groups. Take turns to be Jackie, Komathy and Abu-Baker. Use the pictures below to help you. Remember to:

- introduce yourself
- make offers
- introduce someone else.

#### Remember

- *Would you like* is a polite way of making offers.  
*Would you like a cup of coffee?*



*Would you like ... ?  
This is ....*



*I'm sorry, I don't ...*



*My name's ...*



*Hello, nice ...*

# In the loading bay

## Activity A • This, that, these, those

- 1 Frank is working in the loading bay. His boss, Alf, tells him what to do. Look at the picture. What does Alf want Frank to do?



First take **this** loading cage, and put it next to **that** cupboard over there.

Over there, OK.



Next put **these** boxes in **those** trolleys over there.

OK, put **these** boxes in **those** trolleys over there.

- 2 Work in teams. Look around your classroom. Make a list of things you can see. Use *this*, *that*, *these*, *those*. How many things can you list?

### Remember

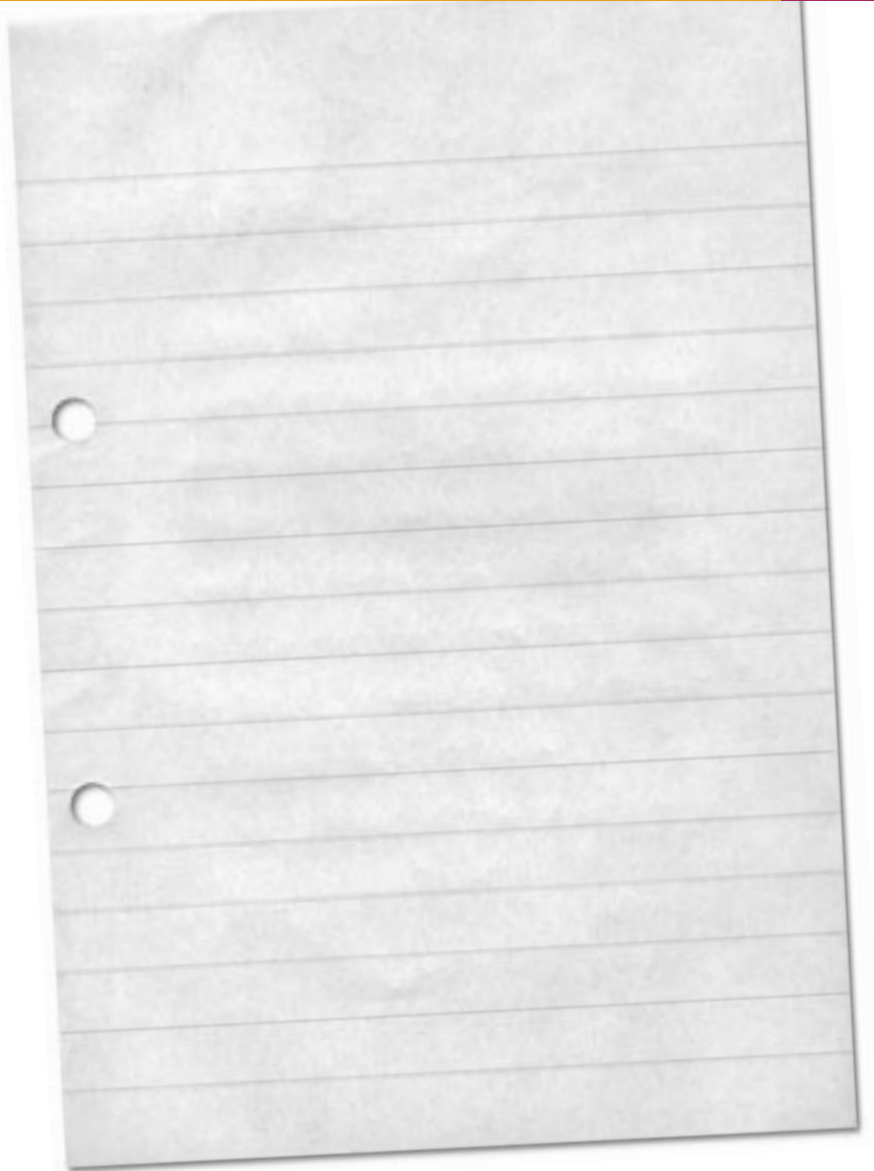
- We use *this*, *that*, *these* and *those* to show the thing or things we are talking about.

	Singular	Plural
Near to speaker	this	these
Far from speaker	that	those

# Leaving a message

## Activity A • Using voicemail

1 Abu-Baker is ill. He phones work at 7.30 am. He leaves a message for Mrs Harman, his manager. She isn't at work yet, so he leaves a message on her voicemail. What does he need to say? Make a list here.



2 Listen and check.

3 Discuss in groups.

- How do you feel about using telephones and voicemail?
- Do you make a list of things to say before you make the call?
- What other things do you do when you leave a message on a machine?

4 Work in pairs. You can't come to work today. Practise leaving messages on a voicemail machine.



*Sorry, no one is here to take your call at the moment. Please leave your message after the tone.*

# Feelings

## Activity A • Noticing feelings

Look at the photograph below. It is the next day. How does Mrs Harman look? How does Abu-Baker look? What do you think is happening?



## Activity B • Describing feelings

1 Match the words and the meanings.

- |            |                   |
|------------|-------------------|
| worried    | funny/not serious |
| angry      | frightened        |
| annoyed    | very cross        |
| jokey      | sorry             |
| apologetic | not pleased       |



2 Listen and answer the questions.

- Why is Mrs Harman angry?
- Who is Jenny?



### Activity C • Listening for feelings



- 1 Listen again. Which people show these feelings?  
Mrs Harman, Abu-Baker or Jenny?

Write the names next to the feelings.

worried     Abu-Baker.....  
angry        .....  
annoyed     .....  
apologetic   .....

- 2 What does Mrs Harman say to show that she is sorry?  
3 How do people show their feelings in your culture?

### Activity D • Showing feelings when we speak

Work in pairs. One of you is Mrs Harman. The other one works for her.



Choose one of the problems below. Practise the conversation. Act it out for the class. Remember to show your feelings.

A

Another worker tells Komathy to put 50 tins of baked beans on a shelf. It is the wrong shelf. Mrs Harman sees Komathy. She is angry. She doesn't know Komathy is following the other worker's instructions.

B

Abu-Baker always cleans the freezer aisles. Today they're very dirty. He cannot clean them. His polishing machine is broken. Mrs Harman sees the dirty aisles. She doesn't know the machine is broken. She is annoyed.

C

Jackie is serving behind the food counter in the restaurant. She is rude to a customer. Mrs Harman hears her. She doesn't know that the customer swore at Jackie and another customer.

#### Remember

- When we want to make an apology sound stronger, we can add **very**:  
*I'm very sorry.*
- To make it sound very strong, we can add **so**:  
*I'm so sorry.*

# Asking permission

## Activity A • Asking for time off

- 1 Komathy has three children. They have to go to the dentist's on Thursday afternoon. Komathy asks for time off. What do you think she says?
- 2 Look at these sentences. Which sentence is polite? Which sentences are not polite?

a *I want some time off work on Thursday.*

b *Can I have Thursday afternoon off work this week, please?*

c *I'm taking Thursday afternoon off work.*

- 3 Listen. Tick (✓) the one you hear.
- 4 What does Mrs Harman say first when Komathy asks for time off?

### Remember

- We use *can* to ask for permission to do something.
- We use *can't* when the answer is 'No'.



## Activity B • Asking about smoking

- 1 Frank wants a cigarette. He asks Alf about smoking in the canteen. What do you think they say?

Frank: ..... I smoke here?

Alf: No, you ..... ! There's food here.

Frank: Where ..... I smoke?

Alf: Outside, in the rain! Don't be long.

- 2 Listen and check.

## Activity C • Practising asking permission

- 1 Work in pairs. Practise the conversations in activity A and activity B.
- 2 Think of times when you ask for permission to do something. Practise this with your partner.



# Check it

## Activity A • Writing instructions

These are instructions for cooking spaghetti. Put them in the correct order. Use *first*, *then* and *next*. Look at page 4 for help.

### spaghetti

- Add salt to the water. ....
- Add some butter or olive oil to taste. ....
- Put water in a pan. .... **1** .....
- Boil the water. ....
- Drain off the water. ....
- Let it boil for 10–12 minutes. ....
- Put the spaghetti into the boiling water. ....
- Stir the spaghetti. ....

## Activity B • Feelings

1 Look at these faces. What feelings are they showing? Match the feelings to the pictures.

angry	frightened	happy	sad	worried	apologetic
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2 Work in pairs. Try to show these feelings in your voice. Let your partner guess the feeling.



# Mini-projects

## Activity A • Reading job advertisements

Get a local newspaper. Look at the job advertisements. Find these jobs and fill in the information.

	Job title	Rate of pay	Days of work	Hours of work
Part-time				
Full-time				
Shift work				

## Activity B • Health and safety notices

Walk around your college or education centre. How many health and safety signs are there?

Use Paint or a similar software program to design your own health and safety sign. Show it to your group. Can they guess what it means?

### How am I doing?

I can	Yes	I need more practice
Understand instructions	<input type="checkbox"/>	<input type="checkbox"/>
Introduce people	<input type="checkbox"/>	<input type="checkbox"/>
Notice feelings	<input type="checkbox"/>	<input type="checkbox"/>
Ask permission	<input type="checkbox"/>	<input type="checkbox"/>
Leave a message	<input type="checkbox"/>	<input type="checkbox"/>
Understand signs and symbols	<input type="checkbox"/>	<input type="checkbox"/>
Read information	<input type="checkbox"/>	<input type="checkbox"/>
Write a note	<input type="checkbox"/>	<input type="checkbox"/>



# Pay slips

## Activity A • Reading a pay slip

1 Whose pay slip is this? Komathy's, Abu-Baker's, Jackie's or Frank's?

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

2 Work in groups. Answer these questions.

- a What is *Tax*?
- b What is *NI*?

3 Here are the pay details for Komathy, Abu-Baker, Jackie and Frank. What is their weekly pay before tax and NI?

	Hours per week	Pay per hour	Weekly pay before tax and NI
Komathy	40	£4.50	
Abu-Baker	40	£4.00	
Jackie	20	£4.50	
Frank	40	£7.50	

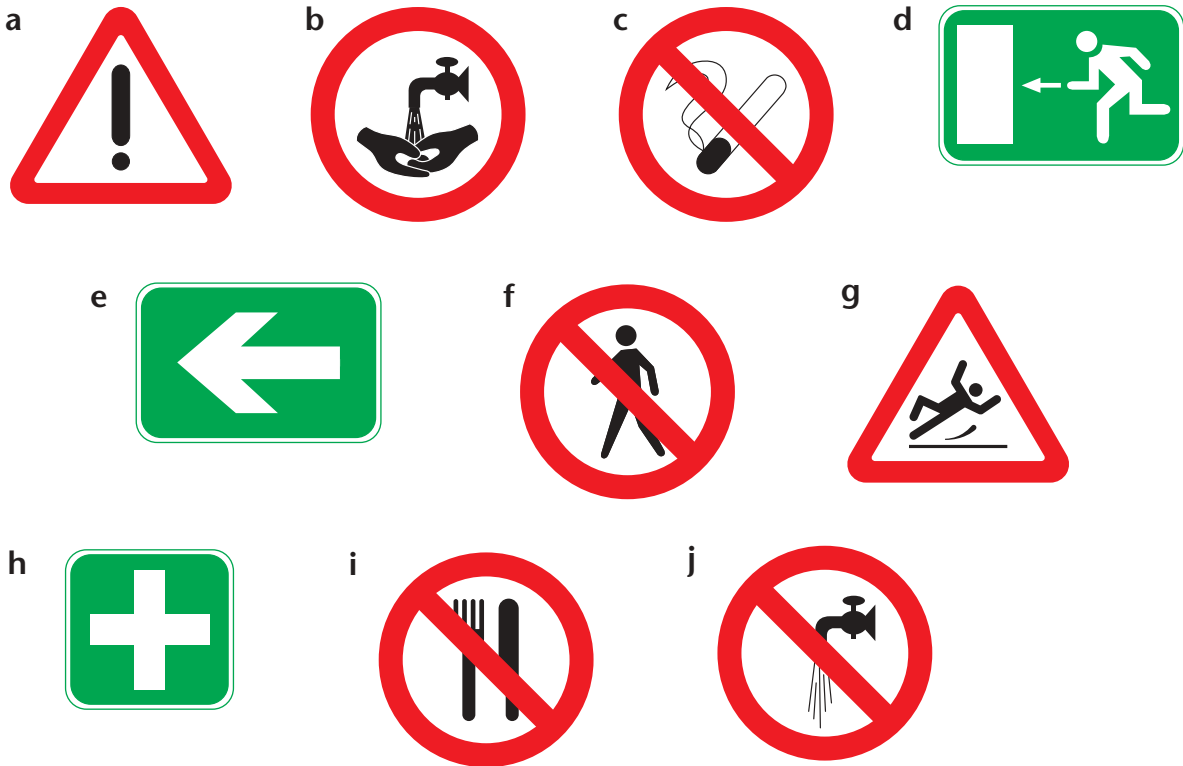
4 Your teacher will give you blank pay slips. Work in pairs. Complete the pay slips.



# Health and safety

## Activity A • Reading signs

1 Work in pairs. Look at the signs below. What do you think they mean?  
Where do you see these signs?



2 Work in pairs. Match the symbols and the instructions.

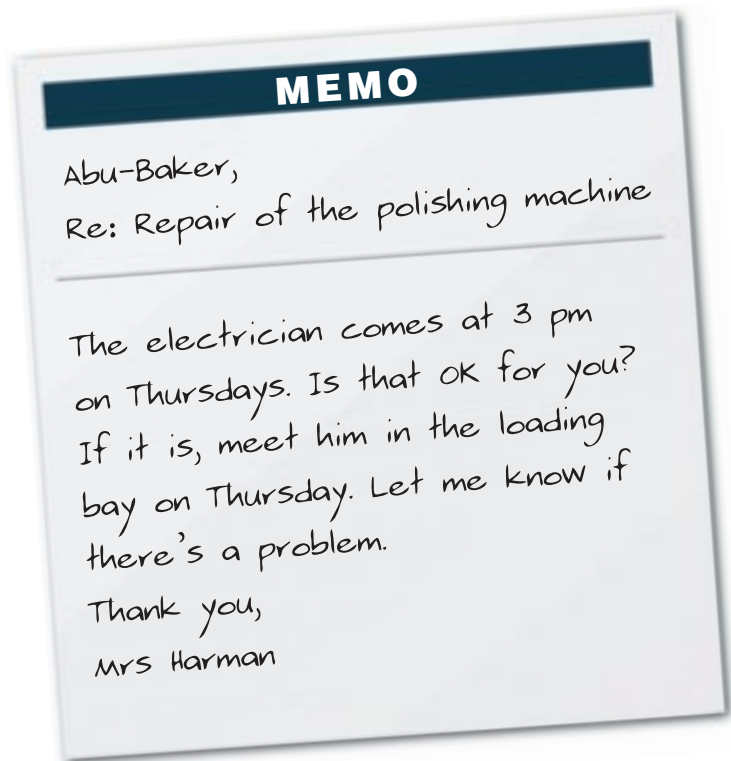
- Way out ..... e.....
- First aid .....
- Fire exit .....
- No food or drink .....
- No entry .....
- Not drinking water .....
- No smoking .....
- Wet floor .....
- Wash your hands .....
- Danger .....



## Leaving notes

### Activity A • Reading a note

Abu-Baker's polishing machine isn't working. Read the note Mrs Harman leaves for him.



### Activity B • Thinking about sentences

1 Look at the table. It shows the word order of the first sentence in the note.

The electrician	comes	at 3 pm on Thursdays.
<b>Subject</b> <i>(the person doing)</i>	<b>Verb</b> <i>(the action)</i>	<b>Prepositional phrase</b> <i>(when or where they are doing the action)</i>

2 How would you say this sentence in your language? Are the words in the same order? Use the box to write the sentence in your language.

Your language:

3 Look at the other sentences in the note. Look at the word order.

- a Which sentence is a question?
- b Which sentences are instructions?



4 Work in pairs. Your teacher will give you some sentences from two notes. Put the sentences in the right order.

5 Write a note to someone in your class or to a neighbour. Think about the word order.



# Wordplay

## Activity A • Words within words

1 Many words have other words in them.

find = in      cup = up      information = for

2 Can you find another word in these words?

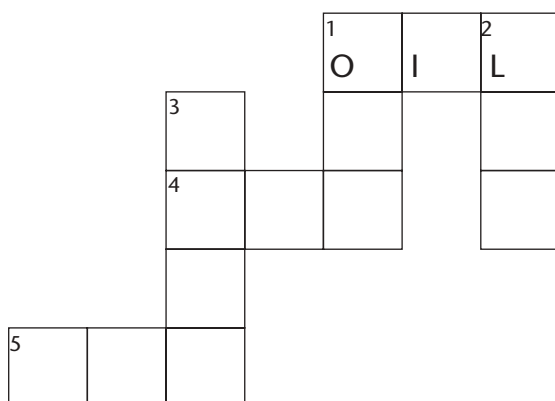
they    one    there    list    about    show

3 What is the other word in *clear*? Look at the table below for the answer.

4 Write *-ear* next to all the letters in the chart. Do you know the meanings of the words? Work in pairs. Use a dictionary to check the meanings.

b	g	r
d	h	t
ear	n	w
f	p	y

5 Here is a crossword. The answers are hidden in the first word of the clue.



### Across

- 1 boil – you cook with it
- 4 hands – a joining word
- 5 frightened – a number

### Down

- 1 bold – the opposite of young
- 2 slip – the soft red part of your mouth
- 3 drain – it falls from the sky





# Audio scripts

## Page 2 Supermarket jobs

### Activity A1/2

- 1 I'm Abu-Baker. I'm a cleaner in the supermarket. The supermarket is open 24 hours a day. I work five days a week, full-time, from 7 am to 4 pm, with an hour off for lunch. There are ten cleaners working in the supermarket. I clean the freezer aisles, but when a customer breaks a jar or something I clean the mess up, wherever it is. *"Abu-Baker to the restaurant, please."* Oh, they're calling me. I'm going to clean up a mess in the restaurant!
- 2 I'm Jackie. I work in the restaurant. I work part-time from 2 pm to 6 pm, five days a week. I like my job. The people are friendly. My duties are wiping the tables, loading the dishwasher and serving the hot food. I don't do any floor cleaning; we call the cleaners to do that.
- 3 I'm Frank. I work in the loading bay, unloading lorries. Lorries deliver from very early in the morning to late at night. So I work shifts. One week I work from 4 am to 12 noon and the next week I work from 12 noon to 8 pm. It's heavy work, but I'm strong! My duties are unloading the lorries, counting the goods and driving the fork-lift truck. The job I like most is driving the fork-lift truck!
- 4 I'm Komathy. I'm a general shop assistant. This is a new job. I start today. My duties include working on the till, cleaning the shelves and filling the shelves. I work full-time. I work from 8.00 am until 4.00 pm five days a week. I hope I like this new job.

## Page 3 Working in the restaurant

### Activity A3

- Jackie: Hello, can I help you?  
 Customer: Yes, I'd like salad, please.  
 Jackie: Which salad? Ham, chicken or cheese?  
 Customer: Oh, erm, is the chicken Halal?  
 Jackie: Sorry? Can you say that again, please?  
 Customer: Is the chicken Halal?  
 Jackie: Oh, yes, all our meat is Halal.  
 Customer: OK, I'll have chicken salad, please.  
 Jackie: Here you are.  
 Customer: Thank you.

## Page 4 Filling the shelves

### Activity A1/2

- Mrs Harman: OK, Komathy, I want you to clean this shelf. Have you got the cloth and the cleaning fluid?  
 Komathy: Yes.  
 Mrs Harman: OK. First check the sell-by date.  
 Komathy: Er, where is it?  
 Mrs Harman: Just here, look, in the corner of the packet.  
 Komathy: OK.  
 Mrs Harman: Then take everything off the shelf.  
 Komathy: OK.  
 Mrs Harman: Next, wipe the shelf with the cloth and the cleaning fluid. Then put the new goods at the back of the shelf.  
 Komathy: Why?  
 Mrs Harman: We want to sell the old goods first.  
 Komathy: OK.  
 Mrs Harman: Then put the old goods at the front of the shelf. Any questions?  
 Komathy: No, it's OK. I can do this.

## Page 5 Having a break

### Activity A

- Jackie: Hello, my name's Jackie. Are you new here?  
 Komathy: Yes, it's my first day. My name's Komathy.  
 Jackie: It's a good place to work. I like working here.  
 Komathy: I'm on my break now, but I don't know where the canteen is ...  
 Jackie: Would you like to come to the canteen with me? I can show you where it is.  
 Jackie: Right, here we are. We get drinks from the machine. Would you like tea or coffee?  
 Komathy: Tea, please.  
 Jackie: Right, tea for you, coffee for me. The cakes are good here. Would you like a Danish pastry?  
 Komathy: Oh, no, thanks. I'm sorry, I don't eat cakes. I'm on a diet.  
 Jackie: Oh, you don't need to diet!  
 Abu-Baker: Hello, Jackie, how are you?  
 Jackie: I'm fine, thank you. This is Komathy. She's new here. This is Abu-Baker, Komathy.



Abu-Baker: Hello, nice to meet you.  
Komathy: Nice to meet you, too.

## Page 7 Leaving messages

### Activity A2

Machine: Good morning, this is BestBuy supermarkets. Sorry, no one is here to take your call at the moment. If you know the extension number you require, please enter it now.  
*You are through to the voicemail of Mrs Harman. I'm sorry, I'm not in the office at the moment. Please leave your message after the tone.*

Abu-Baker: Hello, Mrs Harman, erm, this is Abu-Baker Mohammed. I'm, er, sorry I can't come to work today. I have erm, a bad stomachache. I'm sorry. I hope to come tomorrow. Thank you.

## Page 8 Feelings

### Activity B2

Mrs Harman: Oh, you're here today!  
Abu-Baker: Er, yes, Mrs Harman.  
Mrs Harman: What happened yesterday? You were absent!  
Abu-Baker: I er ... I was ill. I had a bad stomach ache.  
Mrs Harman: You didn't phone to let me know!  
Abu-Baker: Yes, I did, I did.  
Mrs Harman: Abu-Baker, be careful it doesn't happen again.  
Abu-Baker: But I did phone, Mrs Harman. I spoke to the voicemail.  
Mrs Harman: I must check with my assistant. Jenny, did Abu-Baker leave a message on the voicemail yesterday?  
Jenny: Oh, I'm sorry, yes, he did. I forgot to tell you!  
Mrs Harman: Jenny, it's important to pass on messages.  
Jenny: Sorry.  
Mrs Harman: I'm sorry, Abu-Baker. Thank you for phoning. Do you feel better now?

## Page 10 Asking permission

### Activity A3

Komathy: Excuse me, Mrs Harman.  
Mrs Harman: Yes?  
Komathy: Can I have Thursday afternoon off work this week, please?  
Mrs Harman: You can't just take time off, Komathy. You only just started working here.  
Komathy: I'm sorry, but the children have an appointment with the dentist.  
Mrs Harman: All right. This time you can. But in future, please make sure you make appointments for Saturdays or after work.

### Activity B2

Frank: Can I smoke here?  
Alf: No, you can't! There's food here.  
Frank: Where can I smoke?  
Alf: Outside, in the rain! Don't be long.



# Answers

## Page 2 Supermarket jobs

### Activity A1

- a general shop assistant
- b restaurant assistant
- c cleaner
- d loading bay assistant

### Activity A2

Abu-Baker – full-time, 7–4 pm  
Jackie – part-time, 2–6 pm  
Frank – shifts, 4 am–12, 12–8 pm  
Komathy – full-time, 8–4 pm

## Page 3 Working in the restaurant

### Activity A2

- 1 Hello, can I help you?
- 2 Yes, I'd like salad, please.
- 3 Which salad? Ham, chicken or cheese?
- 4 Oh, erm, is the chicken Halal?
- 5 Sorry? Can you say that again, please?
- 6 Is the chicken Halal?
- 7 Oh, yes, all our meat is Halal.
- 8 OK, I'll have chicken salad, please.
- 9 Here you are.
- 10 Thank you.

### Activity B1

Sorry? Can you say that again, please?

## Page 4 Filling the shelves

### Activity A1

- a sell-by
- b shelf
- c shelf
- d goods, shelf
- e goods, shelf

### Activity A3

check, take, wipe, put (× 2)

## Page 5 Having a break

### Activity A

- a They go to the canteen.
- b 'Tea, please.'
- c No. She says, 'I'm on a diet.'

d They meet Abu-Baker.

## Pages 8 and 9 Feelings

### Activity B1

worried – frightened  
angry – very cross  
annoyed – not pleased  
jokey – funny /not serious  
apologetic – sorry

### Activity B2

- a She says Abu-Baker didn't phone her.
- b Mrs Harman's assistant.

### Activity C1

worried – Abu-Baker  
angry – Mrs Harman  
annoyed – Mrs Harman  
jokey – Jenny  
apologetic – Jenny, Mrs Harman

### Activity C2

I'm sorry.

## Page 10 Asking permission

### Activity A2

Polite – sentence b  
Not polite – sentences a and c

### Activity A3

b

### Activity A4

You can't just take time off ...

## Page 11 Check it

### Activity A

- 1 Put water in a pan.
- 2 Add salt to the water.
- 3 Boil the water.
- 4 Put the spaghetti into the boiling water.
- 5 Stir the spaghetti.
- 6 Let it boil for 10–12 minutes.
- 7 Drain off the water.
- 8 Add some butter or olive oil to taste.



### Activity B

- a happy
- b worried
- c angry
- d apologetic
- e sad
- f frightened

### Page 13 Pay slips

#### Activity A1

Jackie

#### Activity A2

- a The money you have to pay to the government.
- b National Insurance

#### Activity A3

Komathy – £180  
Abu-Baker – £160  
Jackie – £90  
Frank – £300

### Page 14 Health and safety

#### Activity A2

Way out	e
First aid	h
Fire exit	d
No food or drink	i
No entry	f
Not drinking water	j
No smoking	c
Wet floor	g
Wash your hands	b
Danger	a

### Page 15 Leaving notes

#### Activity B3

- a Is that OK for you?
- b If it is, meet him in the loading bay on Thursday. Let me know if there is a problem.

### Page 16 Word play

#### Activity A2

they – the  
one – on  
there – the, he, her, here  
list – is  
about – out  
show – how

#### Activity A3

Across – 1 oil, 4 and, 5 ten  
Down – 1 old, 2 lip, 3 rain