

# 10

## Going to work

### Curriculum coverage

#### *Listening and speaking*

- Understand instructions
- Working with people
- Ask permission
- Leave a message

#### *Skills*

Sc/E1.4c; Lr/E1.2c, 3a  
Sd/E1.1a, 1c; Lr/E1.1c, 5a, 5b; Sc/E2.3b, 3d  
Sc/E1.2b; Lr/E2.5a  
Sc/E1.4e; Sd/E1.1b; Lr/E1.5a

#### *Reading and writing*

- Understand signs and symbols
- Read information
- Write a note

#### *Skills*

Rt/E1.1b, 2a; Rw/E1.1a  
Rt/E1.1a; Rs/E1.1a  
Wt/E1.1a; Ws/E1.1a; Ww/E1.1b, 1c

#### *Key functions*

- Following instructions
- Apologising
- Expressing wishes
- Responding to requests

#### *Key grammar*

- Imperatives
- Sequencing words – *then, next*
- Demonstratives – *this, that, these, those*
- *Would like*

#### *Resources to support the unit*

- Audio player and recording
- Access to computers and the Internet if possible
- Dictionaries
- ESOL Core Curriculum. Check each curriculum reference for ideas for presentation
- CALL materials (if available) use to revise and expand vocabulary
- Pictures from magazines/newspapers to describe things using *this, that, these, those* (teacher's own)
- Lightweight objects, e.g. pens, erasers (teacher's own)
- Menus from local take-aways or poster paper and selection of pens for learners to draw own menus (teacher's own)
- Packet of dry goods with a sell-by date on it (teacher's own)

## Page 1

### Going to work

#### Rationale

To introduce the theme and content of the unit and look at the learning objectives

#### Task

- Use the picture to introduce the subject. Use questions, but don't pre-empt the pre-task activity on page 2. Ask about local supermarkets: which do the learners use and prefer? Why? Ask if they work and, if so, what kind of jobs they do.
- For suggestions on working with the objectives, see the Introduction to the Teacher's Notes.

## Page 2

### Supermarket jobs

#### Materials

- Audio – talking about jobs

#### Rationale

To introduce vocabulary for different types of jobs in a supermarket; to help learners to understand shift, part-time and full-time work; to encourage learners to listen for gist and for detail

### Activity A Talking about jobs

#### Pre-task activity

- Pre-teach *aisle, freezer, jar, mess, loading bay, unloading* and any other vocabulary from the audio script that your learners need.

#### Task

- Ask learners to predict jobs or review predictions from page 1. Listen to the audio. Learners match the jobs with the people.
- Elicit *part-time, full-time* and *shift*. Listen to the audio as many times as needed. Learners complete the table in task 2.
- Elicit learners' experiences or knowledge of working hours.

#### Extension

- Review the present continuous and the present simple. Put a chart on the board as follows:

Name	Doing now?	Usually do?
Abu-Baker		
Jackie		
Frank		
Komathy		

- Use the picture to elicit what each character is doing. Learners write this in the correct column. Listen to the audio again. Elicit the jobs the characters usually do. Learners write these in the correct column.
- Elicit language and write on the board, e.g. *Jackie is wiping the tables. She usually serves the hot food.* Work through all the characters.
- Allow more confident learners to write sentences without support. They can write sentences about themselves, what they are doing at the moment and what they usually do.

## Page 3

### Working in the restaurant

#### Materials

- Audio – taking orders
- Photocopiable resource – dialogue for cutting up and sequencing; menu (or menus from local take-aways or poster paper and selection of pens for learners to draw their own menus)

#### Rationale

To enable learners to ask for information and to ask for clarification

### Activity A Taking orders

#### Pre-task activity

- Ask if the local supermarket has a restaurant. Do the learners use it?

#### Task

- After the scene-setting discussion in task 1, set up task 2 as pair work. Learners put the conversation in order. Listen to check.

## Activity B Checking understanding

### Task

- Set up tasks 1 and 2 as pair work. Allow learners time to think of ways they ask for clarification.
- Play the audio.
- Elicit options for checking understanding and write these on the board, e.g. *Can you speak slowly, please? Please can you repeat that? Can you write it down? I'm sorry, I don't understand.*
- Also elicit the option language: *Which salad? Ham, chicken or cheese?*
- Give the learners the cut-up dialogue from the photocopiable resources and ask them to sequence it.
- Play the audio again so learners can check.
- Give learners a copy of the menu from the photocopiable resources. They make up a conversation using the conversation from Activity A as a model. They take turns being the customer and restaurant assistant.

### Differentiation

- Practise the conversation chorally, with you playing the role of Jackie and the learners the customer. Then divide learners into two groups with each group taking turns to play Jackie and the customer. Learners should then be confident to do the conversation in pairs.

### Extension

- Collect menus from local restaurants or take-aways. Use these for task 4.
- Alternatively, put learners into groups of three or four. They design their own menu on poster paper. (Allow at least 30 minutes for this.) When the menus are finished, one learner from each group takes their menu to the next group, who uses it as a basis for their role play. They then return to their group and another learner takes the menu to a different group to role play the conversation.

## Page 4 Filling the shelves

### Materials

- Audio – listening to instructions
- Packet of dry goods with a sell-by date on it

### Rationale

To practise giving and following instructions and using sequencing words

## Activity A Listening to instructions

### Pre-task activity

- Pre-teach *sell-by date, goods*. Check understanding of *shelf, cloth*. Use the packet of dry goods to demonstrate the sell-by date. Do a quick concept check: there are two packets of goods with two sell-by dates, 1/1/-- and 2/3/--. Which does the supermarket sell first?

### Task

- Learners listen to the audio (at least twice) and fill in the gaps. Ask why the old goods are put at the front of the shelf.
- Learners listen to the audio and put up their hands every time they hear a sequence word. Elicit that we use these to show the order in which we do things. Draw a line on the board. Ask a confident learner to put the words on the board as they listen to the audio.
- Ask learners to underline the verbs. Elicit that they are at the beginning of the sentence. Elicit that when giving instructions we put the verb at the beginning of the sentence and after any sequencing words we use. Use the 'Remember' box.

## Activity B Giving instructions

- Set the task up as pair work.

### Differentiation

- For less confident learners, you could photocopy the audio script for Activity A. Learners use this to role play the conversation in Activity A. After this they should be able to make up their own conversation.

- Elicit the instructions for making a cup of tea. Ask a learner to write the instructions on the board as the class calls them out. Learners drill this a couple of times. Then erase alternate lines. Learners repeat the instructions in groups. Erase all the instructions and ask learners to tell you how to make a cup of tea.

### Extension

- Elicit language for making a cup of tea, making a sandwich or something of use to your learners. Put simple instructions on the board but **not** in order. Don't use *first*, *then*, and *next*. In pairs, ask learners to write the instructions in the correct order, using *first*, *then*, and *next*. Monitor for correct use of the imperative.
- Take in ingredients for a cup of tea or sandwich. Ask learners to tell you how to do it. Do exactly what they say. Ask a more confident learner to write instructions on the board as they are given by the class. Keep this light-hearted. Monitor the accurate use of the imperative.
- Ask more confident learners to think of instructions for something that is useful to them (e.g. their favourite recipe). They could make short notes first if they need to. They then work in pairs and tell each other the instructions. Their partner has to guess what the instructions are for. This can also be used as a writing exercise. Learners write the instructions and stick them on the wall. Other learners read the instructions and write on the bottom of the paper what they think the instructions are for.

## Page 5 Having a break

### Materials

- Audio – meeting people

### Rationale

To revise and consolidate greetings and offers

### Activity A *Meeting people*

#### Pre-task activity

- Ask learners when Komathy started the job. (This is in the audio script for page 2.) Elicit learners' experiences of starting a new job, course or class. How did it feel?

### Task

- Learners look at the picture and predict what Jackie says to Komathy. Put their suggestions on the board.
- Listen to the audio and check if learners' suggestions match what they hear.
- Use the questions to elicit the language of offers and making introductions.

### Activity B *Practising meeting people*

#### Task

- Set up as group work. Go through 'Remember' box and point to the speech bubbles before learners begin their role play.
- Monitor learners and ensure they swap roles.

### Differentiation

- Photocopy the audio script for less confident learners to role play the conversation.
- Photocopy the audio script and blank out some of the language. Learners use this as a gap-fill exercise before practising the conversation.

## Page 6 In the loading bay

### Materials

- Various lightweight objects, e.g. pens, erasers
- Pictures from newspapers or magazines

### Rationale

To present demonstratives *this*, *that*, *these*, *those*; to help learners to use demonstratives correctly

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

#### Task

- Pair learners to look at the pictures. Elicit what Alf wants Frank to do.
- Photograph 1: elicit how many loading cages and how many cupboards (one of each = singular). Elicit *over there* = *far* – use *that*. Elicit *here* = *near* – use *this*.
- Photograph 2: elicit how many boxes and how many trolleys (four boxes and two trolleys = plural). Elicit *over there* = *far* – use *those*. Elicit *here* = *near* – use *these*.
- Use the 'Remember' box to consolidate the point.

- Set up task 2 as group work. Demonstrate with *this table* and *that window*. Make sure that learners use the language when describing things in the classroom.

### Differentiation

- Pair less confident learners with more confident learners.
- If your learners are confident, present/ elicit question forms, e.g. *Is this your hat?* and negatives, e.g. *These aren't my things*.
- If appropriate introduce the grammatical term (demonstrative pronouns) and explain they are used to *demonstrate* or *show* what is being referred to.

### Extension

- For task 2, organise a game. Divide learners into two teams. Put a large chart on the board as follows:

	Near	Far
Singular		
Plural		

- After teams have made a list of nouns using *this* and *that*, ask the teams to call out items in the room. Use different colours for each team. Learners must say *this ...*, *that...*, before you will write it on the board. Each item can only be used once. The team with the most items on the board in their colour wins.
- Make a game using lightweight objects (pens, erasers, etc.). Act out what you want learners to do, e.g. *Take a pen, give it to one of the learners*. Point at a table some distance away. Learners say what the instruction is: *Put this pen on that table*.
- Find pictures in magazines. Give one to each pair of learners. They describe the picture using determiners for items in the picture.
- Role play. Give learners a situation. Learners practise asking *Excuse me, are these your keys? Is that your house?* (Make sure you have taught the question and negative forms before doing this.)

## Page 7 Leaving a message

### Materials

- Audio – voicemail

### Rationale

To help learners to use voicemail; to give learners practice in formal interaction

### Activity A

### Using voicemail

#### Pre-task activity

- Ask what the normal procedure is when learners can't go to college, class or work.
- Ask if any learners have left messages on a voicemail machine.
- Ask if they have had any problems in leaving a message on a voicemail. What were the problems?

#### Task

- Set up task 1 as pair work. Allow learners time to make a list. Monitor and support. Feedback and put learners' ideas on the board.
- Listen to check.
- Elicit further language from the audio and drill key phrases: *This is Abu-Baker* (point out importance of saying name slowly and clearly). *I'm sorry I can't come to work today. I have a bad stomachache*.
- Set up task 3 as group work. Allow learners to discuss the questions.
- In whole group feedback, discuss difficulties with using the telephone and voicemail. Elicit strategies for preparing to make calls, e.g. make notes of what you want to say, or what information the voicemail will ask for. The whole group develops a checklist with teacher support for making notes, e.g. introduce yourself, give personal information, state the problem, state the message, speak clearly, etc. Put this on the board. Learners copy it for future reference.
- Elicit other examples from the learners for giving your name and saying what the problem is, e.g. *My son is ill. I have 'flu. My son has a hospital appointment*. Write some examples on the board as preparation for the pair work practice in task 4.
- Set up task 4 as pair work.

## Differentiation

- Form the learners into two circles, one inside the other, with learners facing each other. The inner circle is the voicemail, the outer circle is Abu-Baker. The outer circle moves round while the inner circle stays put. Practise the telephone conversation three or four times. Then circles swap roles (not positions) and practise the conversation three or four times. If you have a large class, divide them into four or five groups and make sure they all practise the conversation four times.

## Extension

- In pairs, learners use the checklist developed in task 3 to prepare for leaving a message. Assign roles according to language level, e.g. phoning the doctor's for an appointment, phoning the local council to report a repair or ask for a visit, phoning the college/education centre to explain absence, etc. When they have practised it and are confident with it, learners act out their message in front of the class.
- Discuss various methods of leaving messages.
- Extend practice to leaving a message with a person using the language learnt in the activities.

## Pages 8 and 9 Feelings

### Materials

- Audio – noticing feelings

### Rationale

To help learners to recognise a speaker's feelings and attitudes

## Activity A *Noticing feelings*

### Pre-task activity

- Pre-teach absent, unreliable, lose your job

### Task

- Learners look at the photograph and describe the facial expressions and body language of Mrs Harman and Abu-Baker. Ask them to predict what they think is happening. Don't give the answer yet.

## Activity B *Describing feelings*

- Set up task 1 as pair work. Class feedback.

### Differentiation

- Elicit more feelings and put them on the board. Ask learners to put them into alphabetical order. Ask learners what the words mean. Assign each learner a word to check in the dictionary.

### Task

- In task 2, learners listen to the audio. Are they right about why Mrs Harman is angry? Make sure they realise that Jenny is Mrs Harman's assistant.

## Activity C *Listening for feelings*

### Task

- Learners listen to the audio and write names next to the feelings. Group feedback.
- Elicit what Mrs Harman said to show she was sorry. Elicit other ways of saying sorry and put them on the board.
- Learners compare ways they show feelings in their respective cultures. Handle sensitively.

### Differentiation

- For less confident learners, play and pause the audio, letting learners practise the conversation chorally.

### Extension

- Give learners the audio script. In groups of four, learners practise the conversation. Learners 1, 2, 3 are Abu-Baker, Mrs Harman and Jenny respectively. Learner 4 observes whether they are showing their feelings by their tone of voice and ticks the feelings listed in Activity C as they hear them. Learners swap roles.

## Activity D *Showing feelings when we speak*

- Set up task 1 as pair work. Keep this light-hearted. Go through 'Remember' box before starting the role play.

## Differentiation

- For less confident learners, choose one of the situations and build up the conversation on the board. Practise chorally, playing one of the roles yourself to start with, then divide the group into two and the group chorally role plays the conversation. Gradually rub the conversation off the board. Alternatively, leave the conversation on the board for learners to use as a model for the other situations. Position more confident learners with their backs to the board.

## Page 10

### Asking permission

#### Materials

- Audio – asking for time off

#### Rationale

To help learners to ask for permission appropriately

#### Activity A *Asking for time off*

##### Pre-task activity

- Ask what the normal procedure is when learners need time off college, class or work.

##### Task

- Set up task 1 as pair work. Learners predict what Komathy says.
- Learners discuss polite and impolite ways of asking for time off.
- Learners listen to check and tick the correct speech bubble.
- Discuss Mrs Harman's refusal at first. Is this reasonable?
- Use the 'Remember' box. Practise pronunciation: /kæn/, /ka:nt/. Make sure learners can hear and pronounce the difference.

#### Activity B *Asking about smoking*

##### Pre-task activity

- Ask who smokes in the class. Ask about places they can and can't smoke in around the building.

##### Task

- Set up task 1 as pair work. Depending on learners' confidence, either let them do the gap fill in pairs or build it up on the board.
- Listen to check.

## Differentiation

- Play and pause the conversations so that learners can repeat them chorally.
- Alternatively, the teacher plays Frank: *Can I smoke here?* Learners reply. Make this fun. Elicit another situation where people ask for permission. Build up the conversation on the board, role play with learners, then swap, divide the group in half, and they role play the conversations chorally.

#### Activity C *Practising asking permission*

##### Task

- Learners practise the conversations.

##### Differentiation

- Less confident learners use the audio script to prompt them when practising the conversations.

##### Task

- Free practice. Learners think of situations when they have to ask for permission to do something. You may need to prepare situations for this, depending on the confidence of your learners. Monitor and support.

## Page 11

### Check it

#### Rationale

To check understanding of some of the language points in the unit; to identify any difficulties individual learners may have

Learners complete the tasks in their own time and can check their answers in the key. Make time to check progress and give feedback and help

#### Activity A *Writing instructions*

- Learners put the instructions in the correct order.
- You could provide more of these from any recipe book. More confident learners could provide a simple recipe that others have to put into the correct order.

## **Activity B**

## **Feelings**

- Learners match the faces to the feelings.  
Monitor their tone of voice during pair work.

## **Page 12**

## **Mini-projects**

### **Materials**

- Access to computers with illustration software, e.g. Paint

### **Rationale**

To encourage learners to work independently; to practise and apply the skills and language from the unit outside the class

Learners can select one or both of the tasks. For more information, see the Introduction to the Teacher's Notes.

## **Activity A**

## **Reading job advertisements**

- Encourage learners to read a local newspaper or go to the job centre for information. You could make this a field trip to the job centre. Be sure to check with the job centre first.

## **Activity B Health and safety notices**

- Encourage learners to be observant. They could look round another location for health and safety notices. Encourage learners to use their imagination with this.

## **How am I doing?**

### **Rationale**

To encourage learners to evaluate their own learning; to provide a record for their progress record

Learners use the checklist to review their learning over the course of the unit. For more information, see the Introduction in the Teacher's Book.

## More reading and writing

Pages 13–16 are optional. They provide support for learners needing more practice with reading and writing. The activities can be done at any stage in the unit.

### Page 13 Pay slips

- Photocopiable resource – pay slips

#### Rationale

To help learners to recognise texts and obtain information from texts

#### Activity A *Reading a payslip*

##### Pre-task activity

- Have a light-hearted discussion about pay day and how we feel when we open our pay slips.

##### Task

- Elicit the language learners need for the task, e.g. basic pay, total, per hour, tax reference, employee number, NI number.
- Learners will have to read the information carefully to identify whose pay slip they are reading. Suggest they look back at the descriptions of work places and work hours on page 2 to help them work it out. Pair learners to discuss it.
- Group feedback. Get learners to write in the correct name on the pay slip. (Jackie.)
- Use the questions in task 2 as a basis for group discussion about different kinds of employment and working conditions. Learners compare the situation with their country.
- In task 3, learners calculate the weekly pay before tax.
- Give learners the blank pay slips from the photocopiable resources. Work through the first one as a model. Supply rounded numbers for tax and NI purposes.
- Class feedback.

##### Differentiation

- Provide support for less confident learners. Ask how many hours are shown on the pay slips, etc.

#### Extension

- If there is a strike going on at the time, ask learners if they understand the concept and the issues involved with this particular dispute. Ask for experiences from their own country.

### Page 14 Health and safety

#### Materials

- CALL program, e.g. WIDA – extension

#### Rationale

To help learners to recognise health and safety signs

#### Activity A *Reading signs*

##### Task

- Ask learners if they recognise any of the signs and symbols. Work in pairs to guess the meanings and discuss the locations of the signs.
- Group feedback. Discuss health and safety issues. Ask why they are important.
- Learners match the symbols to the instructions.

##### Differentiation

- Elicit rules for other locations and situations and put these on the board. Elicit the imperative language from the learners.

##### Extension

- Enter the health and safety rules from page 14 (and those elicited from learners) onto a CALL program which mixes up the word order. Learners have to correct the word order. These programs often have several vocabulary game options which only require you to enter the information once.

### Page 15 Leaving notes

#### Materials

- CALL program – extension

#### Rationale

To help learners to recognise sentence structure and to write a simple note

## Activity A

## Reading a note

### Task

- Learners read Mrs Harman's note. Do a quick concept check. Ask: When does the electrician come to the supermarket? Is this usual for him? (yes) What tense is used? (present simple) Where will he meet Abu-Baker?

## Activity B Thinking about sentences

- Work through table with the learners. Explain that the subject is the person or thing that is doing the action. A prepositional phrase shows when or where the action is taking place.
- Ask learners to translate the sentence into their language and write it in the box underneath the English example. Pair learners (preferably with same language speakers together) so that they can discuss the word order.
- Set up task 3 as pair work. Learners identify which is a question and which an instruction. Class feedback. Explain word order clearly.
- Learners write a short note to someone in their class or family. Monitor and support. Either collect these in and mark them or help learners to correct errors in class.

### Differentiation

- Pair less confident learners with more confident learners for task 3.
- For less confident learners, build up a note on the board which they use as a model.

### Extension

- Put some sentences from this unit on the board (or other sentences that are particularly useful to your learners). Ask individual learners to come to the board and identify the subject, verb and prepositional phrase.
- Put some sentences, questions and instructions on the board. Ask learners to identify each kind of sentence and to explain why.
- Write out some sentences on paper, large enough for learners to be able to read from their seats. Cut up the sentences into individual words. Distribute the words to three or four learners. Learners come to the front of the class and hold the words up. Either they can put them in the correct order or the class can do it. Do this with instructions and questions too.

- Enter sentences, instructions and questions from this unit onto a CALL program which mixes up the word order. Learners have to correct the word order. These programs often have several vocabulary game options which only require you to enter the information once.

## Page 16 Wordplay

### Materials

- Dictionaries
- Access to computers and the Internet – extension

### Rationale

To help learners to develop strategies for spelling

## Activity A

## Words within words

### Pre-task activity

- Introduce the concept of words within words. Use your name or the names of learners in the class to demonstrate this.

### Task

- Learners find the words within the words.
- Set up tasks 3 and 4 as pair work. Learners write *-ear* next to each letter. They use a dictionary to check the meanings.

### Extension

- Drill the learners in the pronunciation of the words in task 3. Watch out for differences as follows: *dear, ear, fear, gear, hear, near, rear, year* are all pronounced with /ɪə/. *Bear, pear, wear* are all pronounced with /ɜ/. *Tear* is pronounced with both sounds depending on meaning, /ɪə/ for the drops of salty liquid when we cry, and /ɜ/ for pulling things apart.
- Ask more confident learners to choose three of the words and put them into a sentence.

### Task

- Set up task 5 as pair work. Demonstrate one clue so that learners can see that the answers are within the first word.

### Extension

- Encourage learners to make their own crossword using vocabulary useful to them or learnt in this unit. If you have access to the Internet, [www.puzzlemaker.com](http://www.puzzlemaker.com) is a useful website.

# Photocopiable resources

Page 3

Working in the restaurant

Activity B3



Sorry? Can you say that again, please?

Hello, can I help you?

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?

# menu

Soup of the day with buttered roll	<b>£1.90</b>	Bacon, egg, sausage and tomato	<b>£2.50</b>
Sandwiches	<b>£1.75</b>	Vegetarian lasagne	<b>£3.50</b>
Ham salad	<b>£3.00</b>	Steak and kidney pie	<b>£3.50</b>
Chicken salad	<b>£3.00</b>	Apple pie and custard	<b>£1.50</b>
Cheese salad	<b>£2.50</b>	Pot of tea for one	<b>£1.30</b>
Danish pastry	<b>£1.10</b>	Cappuccino	<b>£1.10</b>
Cold drinks	<b>70p</b>		

All main courses served with chips or potatoes and two vegetable dishes or salad.

**Page 13**  
**Payslips**  
**Activity A4**

<b>NAME</b>		
<b>Komathy</b>	<b>Bestbuy Supermarkets</b>	<b>Month: April 20 _ _</b>
Employee number: 000	Tax Reference: 000/Z12345 Tax Code: 461L	National Insurance Number: DD1234567J Contribution letter: A
<i>Basic pay</i>	<i>Weekly hours</i>	£
£ per hour		
Tax		
NI		
<b>TOTAL PAY</b>		

<b>NAME</b>		
<b>Frank</b>	<b>Bestbuy Supermarkets</b>	<b>Month: April 20 _ _</b>
Employee number: 000	Tax Reference: 000/Z12345 Tax Code: 461L	National Insurance Number: DD1234567J Contribution letter: A
<i>Basic pay</i>	<i>Weekly hours</i>	£
£ per hour		
Tax		
NI		
<b>TOTAL PAY</b>		

<b>NAME</b>		
<b>Abu-Baker</b>	<b>Bestbuy Supermarkets</b>	<b>Month: April 20 _ _</b>
Employee number: 000	Tax Reference: 000/Z12345 Tax Code: 461L	National Insurance Number: DD1234567J Contribution letter: A
<i>Basic pay</i>	<i>Weekly hours</i>	£
£ per hour		
Tax		
NI		
<b>TOTAL PAY</b>		

Page 15  
Leaving notes  
Activity B3



Hassan is in the football team on Saturday.

Can he go with you?

Please let me know if it's a problem.

I need to go to the supermarket this evening.

Is that OK for you?

Ring me at work this afternoon if it's a problem.