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English at Work

Practical language activities for working in the UK

ANTHONY COSGROVE



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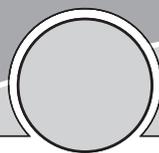
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Map of the book

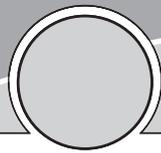
Theme	Unit	Type of activity	Aim	AECC*
1 Looking for work	1a Your CV	Reading and listening to advice on CV writing	To familiarise learners with the conventions of CV writing.	Rt/E3.7a; Lr/E3.2a; Rt/L1.4a; Lr/L1.2a
	1b Job hunting	Reading about and discussing problems looking for work; matching advice to problems	To develop learners' job-hunting skills.	Rt/E3.4a; Rw/L1.2a; Sd/L1.2b
	1c Get online	Using search results to look for jobs	To develop learners' online jobseeking skills.	Rt/E3.3a; Rt/L1.3a
2 Applying for work	2a The language of recruitment	Reading an article about the jargon of job advertisements	To familiarise learners with jargon related to recruitment.	Rt/E3.1a; Rt/L1.1a
	2b Job adverts	Reading and discussing job adverts; listening and noticing job-related vocabulary	To develop learners' ability to understand job adverts.	Rt/E3.7a; Sd/E3.1d; Rt/L1.5a; Sd/L1.2a
	2c Applying in writing for a job	Applying guidelines for writing job applications	To develop learners' ability to compose coherent text and write a successful job application letter.	Wt/E3.1a; Wt/L1.3a
3 Job interviews	3a Interview tips	Exchange of advice for job interviews	To raise awareness of how to prepare before and how to behave during a job interview.	Lr/E3.5b; Rt/E3.8a; Rt/L1.5a; Lr/L1.3a
	3b At the interview	Reading and listening to different answers to the same interview questions; discussing effective (and ineffective) responses	To familiarise learners with good interview technique.	Lr/E3.6a; Sc/E3.4a; Lr/L1.6b; Sc/L1.3b
	3c After the interview	Listening to a dialogue; making inferences	To develop learners' listening skills; to encourage learners to see their performance at job interviews from the perspective of an interviewer.	Lr/E3.7b; Rw/L1.2a; Lr/L1.6b
4 Your new job	4a Chatting with colleagues	Listening to different versions of conversations to identify polite strategies	To give learners practice in making accurate and appropriate contributions to social interactions in the workplace.	Lr/E3.6a; Sd/E3.1a; Lr/L1.6d; Sd/L1.1a
	4b Modern job titles	Reading and discussing a blog	To raise students' awareness of different job titles.	Rw/E3.3a; Rt/E3.2a; Rw/L1.1a; Rt/L1.2a
	4c Company structure	Describing company structure	To familiarise learners with the terminology for talking about relationships between different departments and levels in an organisation.	Rt/E3.8a; Rt/E3.9a; Rt/L1.4a; Sc/L1.2b
5 Terms and conditions	5a Agency work	Reading a webpage; writing an email	To develop learners' reading skills.	Rt/E3.6a; Rt/E3.7a; Rt/L1.5b
	5b Company policies	Reading a webpage and listening to a phone conversation	To develop learners' ability to listen to and understand explanations.	Lr/E3.1c; Sc/E3.3c; Lr/L1.6b; Sc/L1.2b
	5c Understanding an employment contract	Matching definitions and reading an employment contract	To develop learners' ability to read and understand official language used in contracts and other workplace documents.	Rw/E3.5a; Rt/L1.2a

*AECC = Adult ESOL Core Curriculum

Map of the book

Theme	Unit	Type of activity	Aim	AECC*
6 Health and safety	6a Danger! Understanding health and safety signs	Reading, understanding and discussing common health and safety signs in the workplace	To familiarise students with common health and safety signs.	Rt/E3.9a; Rt/L1.3a
	6b Health and safety training	Listening to a health and safety briefing	To provide practice in listening to a training presentation.	Lr/E3.2a; Lr/L1.2a
	6c Reporting accidents	Reading and writing a report about a workplace accident	To develop students' ability to plan and write a report in paragraphs.	Rt/E3.1a; Wt/E3.2a; Rt/L1.1a; Wt/L1.1; Wt/L1.3a
7 Computers at work	7a Computer language	Matching definitions to computing lexis	To develop learners' vocabulary.	Rw/E3.1a; Rw/L1.2a
	7b Computer maintenance	Reading a webpage about computer problems	To develop learners' gist and detail reading skills.	Rt/E3.3a; Rt/L1.4a; Ws/E3.1a; Ws/L1.2a
	7c IT helpdesk	Listening to a phone call between colleagues; role play of phone conversation.	To develop learners' ability to ask for and give help on the phone.	Lr/E3.2b; Sc/E3.3c; Lr/L1.2a; Sc/L1.3d
8 Equal opportunities	8a Case studies	Discussion of disputes between employee and employer	To develop learners' skills in listening to each other.	Rt/E3.4a; Rt/L1.5a; Sd/E3.1d; Sd/L1.2a
	8b Disability Discrimination Act	Listening to a conversation about training and answering multiple choice questions.	To develop students' listening skills and raise awareness of the Disability Discrimination Act (DDA).	Lr/E3.7b; Lr/E3.6a; Lr/L1.1a
	8c Equal opportunities monitoring	Listening to a discussion and completing a form	To provide practice filling in a form; to raise awareness of concerns and priorities of an equal opportunities employer.	Lr/E3.3a; Lr/E3.6a; Lr/L1.1a
9 Money	9a Talking big money	Reading and matching definitions	To develop learners' practical knowledge and vocabulary relating to work and pay in the UK.	Rw/E3.1a; Rw/E3.2a; Rw/L1.2a
	9b Getting paid	Listening and correcting details on a pay claim form	To develop learners' listening, numeracy and form-filling skills.	Lr/E3.2b; Rw/E3.2a; Wt/E3.5a; Lr/L1.1a; Wt/L1.6a
	9c Payment queries	Reading online postings and their responses	To develop learners' ability to read websites for specific information.	Rt/E3.4a; Wt/E3.2a; Rt/L1.5a; Wt/L1.5a
10 Dealing with problems	10a Phoning in sick	Listening to a phone call in which an employee phones in sick. Practising the conversation	To demonstrate common practice for reporting absence through sickness in the UK; to raise awareness of appropriate language for discussing health issues sensitively.	Lr/E3.1c; Sc/E3.4d; Lr/L1.2a; Sc/L1.3d
	10b Dealing with customer complaints	Listening to phone messages; reading and analysing emails; writing an email	To develop students' listening, note-taking and email writing skills.	Lr/E3.3b; Ww/E3.1a; Lr/L1.1a; Wt/L1.4a
	10c Everyday problems	Reading a blog and focussing on problem-related vocabulary	To present problem-related vocabulary in context, and encourage learners to use context to work out meaning.	Rw/E3.5a; Rt/E3.4a; Rt/L1.5a; Rw/L1.3a

*AECC = Adult ESOL Core Curriculum



Map of the book

Theme	Unit	Type of activity	Aim	AECC*
11 Employee rights	11a What's the law?	Discussion; listening to radio interview	To develop learners' speaking and listening skills.	Lr/E3.2a; Rw/E3.1a; Lr/L1.2a
	11b Annual leave	Roleplay negotiation about leave times	To give learners practice at taking part in a spoken negotiation.	Sd/E3.1f; Sd/E3.1g; Sd/L1.3a; Lr/L1.2b;
	11c Maternity and paternity leave	Reading and discussing an information text	To develop learners' reading skills, vocabulary and knowledge of UK workplace practices.	Sd/E3.1d; Rt/E3.4a; Sd/L1.2a; Rt/L1.5a;
12 The work environment	12a Helping out	Listening to dialogues	To familiarise learners with a range of strategies for dealing politely and helpfully with members of the public.	Lr/3.1c; Lr/E3.7d; Lr/L1.1a; Lr/L1.6d
	12b A green workplace	Reading a web article; listening to two colleagues discussing the article; discussion	To develop learners' reading, listening and speaking skills.	Rt/E3.7a; Lr/E3.1b; Lr/L1.6a; Rt/L1.5a
	12c Working outdoors	Reading an article; matching headings to paragraphs	To develop learners' ability to determine text purpose; to give practice in reading for detail.	Rt/E3.4a; Rw/E3.5a; Rt/L1.5a; Rw/L1.2a
13 Qualifications	13a Qualifications in the UK	Reading a blog; matching questions and answers	To develop learner's reading skills and knowledge of UK qualifications.	Rt/E3.4a; Rt/L1.5a
	13b Exam task practice	Discussing exam tips; practising reading and listening exam tasks	To develop learners' reading and listening skills in some of the task types common in exams.	Rt/E3.4a; Lr/E3.2a; Rt/L1.5a; Lr/L1.2a
	13c Evaluating a student's exam performance	Reading, listening to and evaluating a learner's performance in writing and speaking exam tasks	To develop learners' awareness of what constitutes effective performance in exams.	Lr/E3.1c; Lr/L1.6a; Sd/L1.1b; Wt/L1.3a
14 Customer service	14a Telephoning	Listening to telephone conversations	To develop learners' ability to talk effectively and politely on the phone.	Sd/E3.1f; Sd/E3.1b; Sd/L1.2c; Sd/L1.1b
	14b Service with a smile	Listening to service encounters	To raise learners' awareness of what sounds polite.	Sc/E3.1a; Sc/E3.3a; Sc/L1.1a; Lr/L1.2b
	14c Customer service Snakes and Ladders	Role playing service encounters; playing a board game	To provide learners with practice at polite interaction with members of the public in a work context.	Sd/E3.1b; Sc/E3.4d; Sc/L1.1b
15 Communication	15a Email or snail mail?	Sorting vocabulary items	To develop learners' vocabulary related to email; raise awareness of email etiquette.	Rw/E3.3a; Rw/L1.1a; Wt/L1.4a
	15b Getting it right	Multiple choice quiz; correcting a letter	To provide accuracy practice.	Sc/E3.4a; Sc/L1.3a Ws/L1.3a
	15c Checking details	Checking and correcting details about future plans	To give learners practice at clarifying arrangements including times, addresses, prices, costs and email addresses.	Sd/E3.1f; Sd/E3.2b; Sd/L1.4a
16 A new start	16a Moving on	Comparing different emails connected with leaving a job	To develop learners' awareness of appropriate register and develop writing skills.	Rt/E3.1a; Wt/E3.2a; Rt/L1.1a; Wt/L1.3a
	16b Entrepreneurs	Jigsaw reading about business start-ups	To develop reading and speaking skills.	Rt/E3.4a; Sc/E3.4c; Rt/L1.5a; Sc/L1.3b
	16c Business start-up	Roleplay negotiation	To develop speaking and negotiation skills.	Sd/E3.1b; Lr/E3.5b; Sd/L1.1b; Lr/L1.2b

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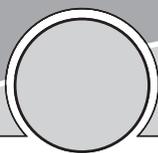
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Introduction

Who is *English at Work* for?

English at Work is for teachers and learners of ESOL and EFL in colleges and schools, as well as in workplace settings. It is designed primarily for learners who are in work, or are seeking work in the UK; it is also suitable for learners who are planning to move to the UK for work. It is aimed at intermediate to upper intermediate learners (National Qualifications Framework: Entry 3 to Level 1; Common European Framework: B1 to B2).

The activities are self-contained lessons for the busy teacher who wants material which will help their learners use English in their workplaces. The activities are mutually independent, and can be used in any order, depending on the needs of the learners.

English at Work is designed to be used in both general English classes and ESOL for Work exam preparation classes. Theme 13 contains exam practice tasks for exam candidates. However, teachers are advised to refer to the websites of the relevant exam board for further information about the ESOL for Work exams they offer, and for further practice material.

How is *English at Work* organised?

There are 16 themes connected with the world of work, such as Health and safety (theme 6), Employee rights (theme 11) and Customer service (theme 14). Themes 1–3 deal with looking for work, applying for work and job interviews, while theme 16 addresses the aspirations of learners who may wish to start a business of their own.

Each theme consists of three units. The contexts in the units are intended to be representative of the kinds of work learners are engaged in. These contexts include a catering company (5b), a hotel (6b), a warehouse (10a), an office (12b), a hairdresser's (14a) and many others. However, in each case the content and vocabulary are designed to be relevant to all learners, whatever their job. Most units feature the contextualised presentation and practice of work-related vocabulary, and most integrate two or more skills. The main focus is on speaking, listening and reading, as these are the skills most likely to be of use to learners in the workplace. Some writing practice is included, and this is always based around a text type that is likely to be of use in learners' working lives, such as a CV (1a), a pay claim form (9b) or an apologetic email to a customer (10b).

The map of the book provides a clear overview of the 48 units, including AECC references and lesson aims in order to help the teacher select appropriate units to support their course.

How is each unit organised?

Each unit consists of two pages: Teacher's notes on the left-hand page and a photocopiable worksheet on the right-hand page, providing approximately 40–50 minutes of teaching time. There are also self-study exercises for each unit, which can be given as homework. These can be found in the back of the book, while the answers to the exercises are at the bottom of the corresponding Teacher's notes page.

At the top of the Teacher's notes, the shaded information panel contains the following information:

Type of activity: A summary of the language skills practised and their relevance to life at work, as well as suggested groupings.

AECC references: The Adult ESOL Core Curriculum descriptors demonstrating achievement at Entry 3 and Level 1.

Aims: The rationale for the activity; students' learning goals with reference to how the activities should enable them to cope with workplace situations.

Vocabulary: Lexis which learners need to know to complete the tasks. You may wish to pre-teach this. Note: the self-study activities provide further practice of using much of this lexis.

Preparation: This outlines what the teacher will need to do before the lesson in order to use the materials. This includes what to photocopy, any activity cards which need cutting up, extra things to bring to the lesson and any pre-lesson reading which would be useful for the teacher.

Differentiation: A range of suggested strategies to accommodate learner differences within the same group. This section offers guidance on the grouping of learners and/or ways to adapt the task to meet the diverse range of student needs. More on differentiation is provided below under 'What is the best way to use English at Work in the classroom?'

Each unit is divided into three stages – a *Warmer* to get the learners thinking about the subject and to demonstrate to the teacher how much they know of the subject and its related vocabulary; the *Main activities* on the worksheet, which are supported with step by step instructions and answers on the teacher’s notes; an *Extension* activity, to help teachers review and develop the learning that has taken place. These range from the learners conducting web-based research about pay and taxation (9c) to noticing, and reporting back on their noticing of colloquial language outside the classroom (12a).

Some topics recur throughout the book, such as employment law, which provides the context for units 5a, 8a and 11a, b and c. In cases such as these, the link is cross-referenced at the bottom of the teacher’s notes under *Links to other themes in this book*. This is to enable teachers to identify related activities which might be of use to their learners.

The worksheets themselves are photocopiable; some require cutting up for the classroom activity, and all are suitable as handouts for the students. Many of the activities have accompanying audio material, which features a range of native and non-native speaker accents. For some of the tasks, the teacher is advised to refer the students to the language in the audioscript, which is also photocopiable.

What is the best way to use *English at Work* in the classroom?

The Map of the book highlights the 16 themes and 48 units. Teachers can refer to this map to choose the most suitable themes or individual units for the needs of their particular learners.

For each unit, differentiation strategies are suggested in order for the material to be presented in a way that best meets the wide-ranging needs of learners. In many cases, this is a suggestion of how to adapt the material for stronger and weaker learners in the same class. However, many other differentiation strategies are also presented: for example units 7a and 15a propose ways in which a teacher could differentiate according to the differing levels of IT proficiency of their students. Recognising that learners react differently to different approaches in the classroom, alternatives are presented for learners with a kinaesthetic learning style (16a). Teachers may also feel it is appropriate to differentiate by learners’ experience, whether of looking for work (1), becoming parents (11c) or dealing with banks (16c).

How will *English at Work* help my students?

The activities are aimed at all learners regardless of what work they do or are looking for. The content is intended to be generic, rather than to aim at specific learners in specific trades. Unit 6c, for example, uses a scenario of a minor accident at a construction site to develop learners’ report writing skills. But the skills development in this unit is as relevant to learners working in other sectors as it would be to construction workers themselves. Likewise, the vocabulary presented is intended to be universally applicable, and specialist terms which would not be of use to many learners are avoided.

The materials offer vocabulary-learning opportunities, and the skills focus is primarily on speaking, listening and reading.

What preparation will I need to do before each class?

The Teacher’s notes make clear what preparation is required – where it would be useful for the teacher or learners to refer to websites, this is clearly stated.