

# 4

## New job at the café

- *In this unit Jan starts work in a café.*
- *What experiences have you had either working in, or going to, a cafe?*



### What you will do

In this unit you will listen to people giving instructions. You will look at signs and symbols and you will have the chance to write about yourself.

### Listening and speaking

#### Skill

- ☐ Listening to people and understanding them
- ☐ Listening to other people and following instructions

#### Skill code

SLlr/E1.3; SLc/E1.1  
SLlr/E1.3; SLlr/E1.2; SLc/E1.1

### Reading and writing

#### Skill

- ☐ Recognising signs and symbols
- ☐ Writing about yourself and reading short texts
- ☐ Writing correctly
- ☐ Spelling key words

#### Skill code

Rt/E1.2; Rs/E1.1; Rw/E1.3  
Rw/E1.1, 2; Wt/E1.1  
Ws/E1.1, 2, 3  
Ww/E1.1, 2; Ww/E1.3

### Project work

At the end of this unit you will be able to follow instructions and recognise signs and symbols.

## Jan's first day



### Activity A • Listening and speaking

Listen to Mrs Walker telling Jan about the café.

Answer the questions below.

- 1 How many rooms did Mrs Walker show Jan?
- 2 What did Mrs Walker say about money?
- 3 What did Jan have to remember about the kitchen door?



### Activity B • Reading

When you read, you look for key words. Key words help you to understand the meaning of a sentence. Look at the key words in red in the text below.

**Before** you **start**

You can **put** your bag in the **stock** room on this **shelf**.

It is not **locked**, so just be **careful**.

**Watch** the two doors: one for **in** and one for **out**.

You may find words within words to help you read new words.

start → s – **tar** – t

start → st – **art**

start → **star** – t

start → s – **tart**

Letter patterns can help you to read. Some letters written together make one sound.

**lock**      **stock**

In pairs, think of other words that have the sound 'ch' or 'ft'.



## Activity C • Listening and reading

- 1 Listen to the audio clip.
- 2 Follow each word in the text below.
- 3 Circle the key words you hear.

Before you start I just need to tell you where you find a few things. You can put your bag in the stock room on this shelf. The kitchen is here, next to the bar. Watch the two doors – one for in and one for out. The next door on the left is the fire exit. There is a list in the kitchen on the noticeboard about next week's shifts.


Look for words inside words, for example kit – c – hen.

Sound the first letter, for example: **l** – ist and **n** – ext.

## Activity D • Writing

Jan wants to make notes to remember Mrs Walker's instructions. She uses key words from the text to write them.

- 1 From the text make a list of the words that Jan will use.
- 2 Finish Jan's notes.

<b>Bag</b>	Put in ..... on .....	
<b>Kitchen</b>	Next to ..... Watch .....	
<b>Shifts</b>	List on ..... .....	

# Completing forms

## Activity A • Writing

You use capital letters for the first letter of names of places or people, for example: **F**ast **F**ood, **O**ld **S**treet.

Another word that always uses a capital letter is 'I'.

You use the word 'I' to talk about yourself.

Use a capital 'I' even if it is not at the beginning of a sentence. For example:

Before you start, I just need to tell you where you find a few things.

## Sentences

Sentences are made using capital letters and full stops.

Jan is a waitress.

She lives in Bristol.

The capital letter shows the beginning of the sentence.

The full stop shows the end.



## Activity B • Listening and writing

Mrs Walker needs to fill in a form.

Listen and complete Mrs Walker's form.

### Names

Jan

Mrs Walker

Mike

Mr Hill

Pat

### Places

Old Street

Bristol

London

England

Liverpool

### FAST FOOD – STAFF

Name	
Address	
Contact number	
Age	
Shifts	
Days	
Evenings	
Weekends	

### FAST FOOD – STAFF

Name	Simon Hall
Address	3 Church Lane, Asthall
Contact number	(01885) 863572
Age	22
Shifts	Four
Days	Two
Evenings	Tuesday, Thursday
Weekends	Saturday

## Activity C • Reading and speaking

In pairs, look at these sentences.

My name is Jan. I am a waitress. I work at Fast Food, King Street, Bristol.

Some letters are written in capitals. Others are written in lower-case.

Discuss with another person why some letters are written in capitals.

My Jan I Fast Food King Street Bristol

## Activity D • Writing

- 1 Write a few sentences about yourself. Write your name and where you live.

.....

.....

.....

- 2 Check your work for capital letters and full stops.
- 3 Are there any words you think may have the wrong spelling?
- 4 Ask your teacher to help you find a way to remember the correct spelling.
- 5 Practise using the 'Look, Say, Cover, Write, Check' method.

## Activity E • Writing

- 1 Make an address book.
- 2 Add the names of friends, family and work or college.
- 3 Use capital letters in the right places.

Your teacher will give you a list of names if you prefer.

# Signs

## Activity A • Speaking

Capital letters are often used on signs.

The capital letters make us pay attention to the sign.

Discuss where you have seen signs that use capital letters.



## Activity B • Reading

Signs and pictures can be used instead of words so that everyone can understand them. Jan must recognise these signs before she can start work.

- 1 Look at the signs below. Are there any you do not know?
- 2 Match the words with the signs.



Fire exit

Men's toilets

Wheelchair access

No entry

No smoking

Check any words you can't read with your teacher. Find a way to remember them. Learn the words using the 'Look, Say, Cover, Write, Check' method.

## Activity C • Writing

Picture 1 is a model of good health and safety. Picture 2 is not. Spot the differences.



Write down four things you must do. One has been done for you.

- 1 You must mop up spilled liquids.
- 2 .....
- 3 .....
- 4 .....

### Telling people what to do

Use '**must**' to tell people that they have to do something. For example:  
**You must** mop up spilled liquids.

## Activity D • Writing

Jan rushed into the kitchen. She carried too many plates. She used the wrong door. She was pushed backwards and dropped all the plates.

Write instructions for using the kitchen doors safely.

.....

.....

.....

.....

.....



### Word bank

accident    health  
safety    liquid  
dropped

## In the café



### Activity A • Listening

Jan has just given a customer a horrible cup of coffee. She checks the instructions with Mike to see where she has made a mistake.



1 Listen to Jan and Mike.

2 Where did Jan go wrong?

3 Tick the correct answer.

- |  |     |    |
|--|-----|----|
| a She forgot to put the filter into the machine. | Yes | No |
| b The filter did not fit.                        | Yes | No |
| c She does not use enough coffee.                | Yes | No |
| d The coffee jug was full.                       | Yes | No |
| e The coffee was too strong.                     | Yes | No |

4 Complete these sentences.

The coffee was very .....

Jan used ..... spoons of coffee.



### Activity B • Listening and speaking

1 How does Jan check the instructions?

2 As a group, talk about what you do to check that you have understood a set of instructions. Your teacher will make a list on the board.





### Activity C • Listening and speaking

Jan is learning how to set a table.

1 Look at the pictures. Which one is correct?



2 Listen to Mike telling Jan how to set the table. Were you right?

### Activity D • Reading and speaking

Fast Food is giving gift calendars to customers.

Follow the instructions that your teacher gives you and put the calendar together.

Check any words you cannot read with your teacher. Put them in your word bank.

Can you split words or find words within words?

e.g. Look **inside** the **packet**.    inside    **in** → **side**  
and    packet → **p – a – ck – e – t**

### Activity E • Speaking

1 Talk about what was hard about following the instructions.

2 How can you make instructions clear?

## Looking at the menu

### Activity A • Reading and writing

- 1 Read the menu.
- 2 Some dishes are missing. Your teacher will give you cards with the missing dishes. Write the dishes under the correct heading.

FAST FOOD	
<p>■ <b>starters</b></p> <p>Vegetable soup</p>	<p>■ <b>main courses</b></p> <p>Rump steak</p>
<p>■ <b>side orders</b></p> <p>Green salad</p>	<p>■ <b>desserts</b></p>
<p>■ <b>drinks</b></p>	<p>■ <b>children</b></p>

## Activity B • Reading and writing

1 Have you seen these signs? Do you know what they mean?



2 Write some words for the sign on the right.

.....

.....

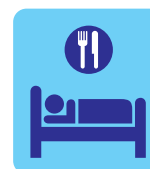
3 Think of some more signs.

4 Draw them or use clip art on a computer.

5 Ask another learner to write words for the signs you have chosen.

6 Sometimes signs have words as well as pictures.  
This makes them easier to understand.

Design a sign for one of these pictures.



# Taking orders



## Activity A • Listening and speaking

- 1 When Jan takes the order from a customer, she needs to write it down.
- 2 Your teacher will give you an order form. Tick the boxes to show what the customer orders.
- 3 Jan tells the cook what the order is. The cook checks the order. In pairs, roleplay Jan and the cook.
- 4 How did you check that the order was correct?
- 5 Where else do you need to write down items and check them?

FAST FOOD		LUNCH ORDER	
<b>SPECIALS</b>		<b>DRINKS</b>	
Chicken pasta	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Milkshake	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Fish and chips	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Flavour .....	
Soup of the day	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Lemonade	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>STARTERS</b>		Orange juice	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Prawn cocktail	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Coffee	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Garlic bread	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Tea	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>MAIN COURSES</b>			
Steak and chips	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		
Vegetable bake	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		
Vegetable chilli	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		
<b>SIDE ORDERS</b>			
Chips	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		
Vegetables of the day	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		



## Activity B • Listening and speaking

Some items have run out. Jan returns to the table.

Listen to the audio clip and change the items on the order.

## Activity C • Writing

The cook needs to see the order clearly. Fill in Jan's order form to take to the kitchen.

Check any words you cannot spell with your teacher. Find a way to remember them.

Learn the words using the 'Look, Say, Cover, Write, Check' method.

FAST FOOD		LUNCH ORDER		TABLE 2
<b>SPECIALS</b>		<b>DRINKS</b>		
Chicken pasta	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Milkshake	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
Fish and chips	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Flavour .....		
Soup of the day	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Lemonade	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
<b>STARTERS</b>		Orange juice	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
Prawn cocktail	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Coffee	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
Garlic bread	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Tea	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
<b>MAIN COURSES</b>				
Steak and chips	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>			
Vegetable bake	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>			
Vegetable chilli	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>			
<b>SIDE ORDERS</b>				
Chips	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>			
Vegetables of the day	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>			

# Spelling

## Activity A

Put the letters in the right place in the table. Two have been done for you.

T	e	G	d	B	h	R	A	r	E	a	t
---	---	---	---	---	---	---	---	---	---	---	---

Capital	Lower-case
T	h

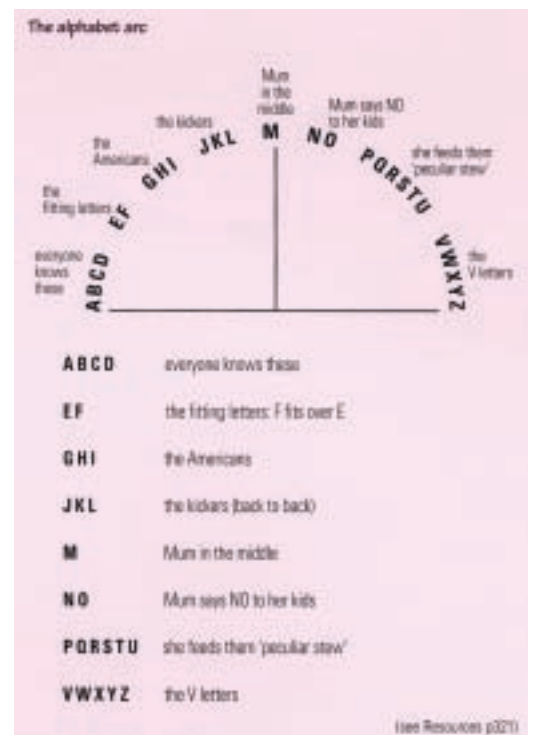
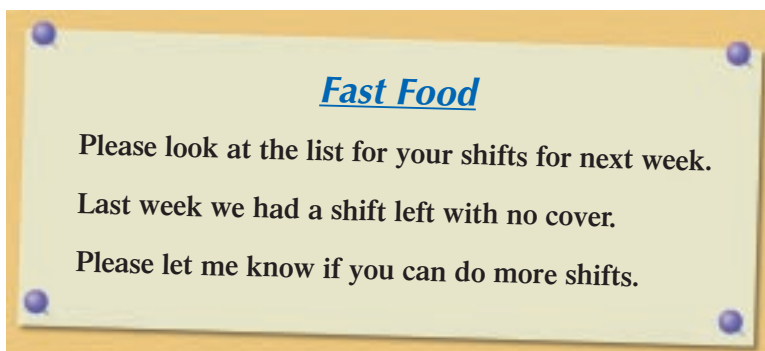
## Activity B

Look at these words. They are written in capital letters. Write them in lower-case.

- a NAME .....
- b AGE .....
- c ADDRESS .....

## Activity C

Look at the notice below. Highlight the **consonants** in blue and the **vowels** in red.



## Remember!

Every word has at least one vowel –

a e i o u



### Activity D

These words have a consonant–vowel–consonant pattern.

n – o – t	pot	lot	got
l – e – t	set	pet	met

You can change one letter to make a new word.

This helps you to spell more words.

- 1 Choose your own words to change letters. How many can you make?
- 2 When you have made new words, put them in your word bank.
- 3 Your teacher will give you a set of letter cards to make new words.

### Activity E

Look at these words.

p – a – st

l – a – st

These words begin with a consonant followed by a vowel.

The first letter has been changed to make a new word.

- 1 As a group, change one or two letters in a word to make a new word.
- 2 Pass it round the group. How many words can you make?
- 3 Your teacher will write the words on the board. Put them in your word bank.



### Activity F

Read the notice about shifts. Listen to the audio clip.

Listen to the sound at the end of the words.

Two or more consonants can blend together to make the final sound. Choose from 'st', 'ft' or 'xt' to finish these words from the text.

- |             |            |
|-------------|------------|
| 1 Fa .....  | 2 Li ..... |
| 3 Shi ..... | 4 Ne ..... |
| 5 La .....  | 6 Le ..... |



# Integrated skills



## Listening for information

- 1 Listen to Jan.
- 2 Choose food from the menu on page 10.
- 3 Answer Jan's questions.

## Role play

- 1 In pairs role play, with one person as the waiter and the other person as the customer.
- 2 Use your menus to order and to tick off the order.

## Using signs and symbols

- 1 Jan has to make some signs.
- 2 Look at the instructions below.
- 3 Design a sign to go with each instruction (a–c).
- 4 If you do not like to draw, you can use clip art on a computer.
- 5 You can write words on your sign.
  - a Switch off the light.
  - b Keep the room tidy.
  - c Wash your hands before cooking or serving food.
- 6 Make a sign of your own.



## Listening to instructions

- 1 Listen to Anne's instructions.
- 2 Why are they not clear?
- 3 What could you ask her to help you understand?



## Check it



### Activity A • Listening

Listen to the audio clip and fill in Mrs Walker's form.

<b>FAST FOOD</b> – STAFF	
Name	
Address	
Contact number	
Age	
Shifts	

### Activity B • Writing sentences

Write the information on the form in sentences.

Job                      I am a barman.  
Name                  My .....  
Address                .....  
Contact number      My .....  
Age                      .....

#### Remember!

Capital letters for:

- The start of a sentence.
- 'I'.
- The names of places and people.

### How am I doing?

Look back at the skills listed on page 1 and complete the sentences below.

I am confident with .....

I need more practice with .....

## Page 2 Activity A

Four rooms  
Keep money in your pocket  
Two kitchen doors – one for in and one for out

## Page 3 Activity D

stockroom  
shelf  
bar  
the two doors  
noticeboard

## Page 4 Activity B

Jan Swift, 10 Old Street Bristol, 250 678, 26,  
lunchtime shifts and extra evening shifts at weekend.

## Page 7 Activity C

Picture 2  
Spilt drink left.  
Dirty chef with long hair not tied back.  
Taps left on — water about to go everywhere.  
Food left uncovered and flies on it.  
Freezer door left open.  
Someone cooking, not checking the temperature.  
Big boxes obstructing the door where waiters enter.

## Page 8 Activity A

- a She forgot to put the filter into the machine – no
  - b The filter did not fit – no
  - c She did not use enough coffee – no
  - d The coffee jug was full – yes
  - e The coffee was too strong – yes
- The coffee was very **strong**.  
Jan used **seven** spoons of coffee.

## Page 8 Activity B

- 1 Jan asks questions and repeats the instructions to check that she has understood. For example:  
Can I check with you to see what went wrong?  
Is that right?  
It's supposed to be four, isn't it?
- 2 Listen for key words. Ask the speaker to repeat something if it is not clear. Repeat the instructions back to the speaker to confirm.

## Page 9 Activity C

The correct picture is B – tablecloth, knife on right, fork on left, folded napkin in middle, salt and pepper in the middle of the table, small vase of flowers next to salt and pepper.

## Page 10 Activity A

<b>starters</b>	<b>main courses</b>
Garlic bread	Chicken pasta
Prawn cocktail	Fish and chips
<b>side orders</b>	Vegetable bake
Chips	Vegetable chilli
Vegetables of the day	<b>desserts</b>
<b>drinks</b>	Apple tart
Orange juice	Ice cream
Lemonade	Chocolate cake
Milk shake	<b>children</b>
	Smiley pizza
	Fish fingers and chips

## Page 12 Activity A

Man – tomato soup, steak and chips, vegetables of the day, orange juice  
Woman 1 – tomato soup, garlic bread, vegetable chilli, orange juice (no ice)  
Woman 2 – Prawn cocktail, chicken pasta, vanilla milkshake

## Page 12 Activity B

One item has run out – chicken pasta.  
The soup has changed to pea soup.  
Woman 2 decides to have vegetable chilli.  
Woman 1 and the man have garlic bread.

## Page 13 Activity A

T, G, B, R, A, E  
e, d, h, r, a, t

## Page 13 Activity C

**Fast Food**  
Please look at the list for your shifts for next week.  
Last week we had a shift left with no cover.  
Please let me know if you can do more shifts.

## Page 14 Activity F

fast  
lift, list  
shift  
next  
last  
left



# Audio scripts

## Page 2 Activity A Audio script 1

Hello Jan, it's good to see you again. Before you start, I just need to tell you where you can find a few things at Fast Food café. You can put your bag in the stock room on this shelf. It's not locked, so just be careful what you bring to work. I'd keep any money in your pocket if I were you. We had some money stolen once and we were shocked. The kitchen is here, next to the bar and this is where you will be bringing the orders to the cook. Watch the two doors – one for in and one for out. We don't want to find you flat on the floor! The next door on the left is the fire exit. What else do you need to know? Oh yes, there is a list in the kitchen, on the noticeboard, that shows you your shifts for the rest of the week. You asked for the lunchtime shift so I've given you three this week to get you started. That's enough for now. If you have any questions, my office is the last door on the right down the corridor. Good luck with the job. I know you will do really well.

## Page 3 Activity C Audio script 2

Before you start, I just need to tell you where you find a few things. You can put your bag in the stock room on this shelf. The kitchen is here, next to the bar. Watch the two doors – one for in and one for out. The next door on the left is the fire exit. There is a list in the kitchen on the notice board about next week's shifts.

## Page 4 Activity B Audio script 3

Mrs Walker: OK Jan, I just need to fill in this form so I've got a few questions for you.  
 Jan: OK.  
 Mrs Walker: What is your surname?  
 Jan: Swift. S-W-I-F-T.  
 Mrs Walker: Thanks and your address? You live quite nearby, don't you?  
 Jan: Yeah that's right. About ten minutes away. My address is 10 Old Street, Bristol.  
 Mrs Walker: And a contact number?  
 Jan: 250 678.  
 Mrs Walker: OK...and how old are you?  
 Jan: 26. It's my birthday in two weeks.  
 Mrs Walker: Oh, we'll have to make sure we do something to celebrate. And you are happy to do lunchtime shifts?

Jan: Yes, but I wouldn't mind doing some extra evening shifts at the weekend.  
 Mrs Walker: Great. I'll make a note of that. Right that's the form filled in. Let's get started.

## Page 8 Activities A and B Audio script 4

Mike: Hey Jan, what's wrong?  
 Jan: Oh Mike, I've just given that poor customer a horrible cup of coffee and I don't know what I have done wrong.  
 Mike: Oh dear. Did you follow the instructions?  
 Jan: Well yes, I think so. Can I check with you to see what went wrong?  
 Mike: No problem. What did you do first?  
 Jan: I filled the jug up with water. I filled it all the way to the top: is that right?  
 Mike: Yes, that's fine.  
 Jan: Then I put the filter holder into the machine above the jug and put the filter paper inside. And the filter did fit in OK ... so that can't have been the problem.  
 Mike: It all sounds fine so far!  
 Jan: OK, then I spooned coffee into the filter paper. Perhaps I didn't put enough in?  
 Mike: How many spoons did you put in?  
 Jan: Seven.  
 Mike: Hmmm...  
 Jan: Oh no. It's supposed to be four, isn't it?  
 Mike: Yes! That poor man had a strong cup of coffee!  
 Jan: Yes, I thought I had followed the instructions so I switched the machine on and waited till the jug was full ...and gave him a horrible cup of coffee. Right, I'd better go and try again. Stop laughing, Mike.  
 Mike: Good luck!

## Page 9 Activity C Audio script 5

Mike: OK then Jan, Mrs Walker wants me to tell you how to set the tables. Each one is to be set the same.  
 Jan: OK, what do I have to do?  
 Mike: Fetch a cloth. They are in the drawer behind the bar.  
 Jan: OK...and just put it on the table.



Mike: Yeah, and the knives and forks are in the drawer in the kitchen. Put the fork on the left and the knife on the right.

Jan: OK, fork on left, knife on right. Yes, then what?

Mike: Fold the napkin and put it in the middle. Then get the salt and pepper and put them in the middle of the table.

Jan: In the middle?

Mike: Yes, and then a small vase of flowers next to the salt and pepper.

Jan: Actually, these look a bit dead. Shall I get some new ones?

Mike: Yes, good idea...but hold on because you've made two mistakes with the table.

### Page 12 Activity A Audio script 6

Jan: Hello. Can I take your order?

Man: Yes please, can you tell me what the soup of the day is, please?

Jan: Yes, of course, it's tomato.

Man: I'll have tomato soup then.

Woman: Yes I think I will as well...and can I have some garlic bread with that?

Woman 2: I think I'll be different. Can I have the prawn cocktail?

Jan: Not a problem. What would you like for your main courses?

Woman: I'll have vegetable chilli. It's not too hot is it?

Jan: No, it's a medium chilli.

Woman: OK.

Jan: And for you, madam?

Woman 2: I think I'll have the special. Chicken pasta, for me please.

Man: And I'll have steak and chips.

Jan: How would you like your steak?

Man: Well done, please, and I'll have the vegetables of the day. What are they?

Jan: Peas, carrots and beans.

Man: That'll be fine.

Jan: And what would you like to drink?

Man: I'll have an orange juice.

Woman: Me too. No ice though, please.

Jan: And for you, madam?

Woman 2: I'll have a milkshake, please.

Jan: Which flavour would you like?

Woman 2: Vanilla, please.

Jan: OK, one orange juice with ice and one

without. Oh...and one milkshake. I'll bring them over. Can I just check that over with you again?

Learner: That's... (for learner to continue)

### Page 12 Activity B Audio script 7

Jan: I'm very sorry but two of the items on the menu have just run out.

Woman: Oh no what a pity. I hope it's not mine.

Jan: I'm afraid the chicken pasta has run out.

Woman 2: Oh...let me have a look at the menu. Mmm...OK, I'll have vegetable chilli as well.

Jan: OK...and the soup has now changed. It's pea soup.

Man: Ugh. I don't fancy that, do you?

Woman: Why don't we just have garlic bread?

Man: OK then...two portions of garlic bread. please.

Jan: OK, I'm really sorry about that.

Woman: No problem.

### Page 14 Activity F Audio script 8

Fast Food. Please look at the list for your shifts for next week. Last week we had a shift left with no cover. Please let me know if you can do more shifts.

### Page 15 Activity A Audio script 9

Jan: Hello. Would you like a starter?

Jan: OK... and for your main course?

Jan: Would you like a side order with that?

Jan: And what would you like to drink?

### Page 15 Activity D Audio script 10

Right...let me tell you how to make...um...er...the ice cream sundae. Well...put out the ice cream in the dish. Oh yes...what sort of dish? Well, get a dish from this cupboard...like this one...put the ice cream in and then squirt some cream on top. Oh hold on....three scoops of different flavoured ice cream and then...where were we...oh yes. Squirt some cream on. Oh I forgot to say. Before you get started, make sure you put some fruit at the bottom of the dish. Then when you've finished sprinkle some chocolate flakes over the top. Yes, I think that's everything.



### Page 16 Activity A Audio script 11

Mark: Hello. I saw your advert for staff and I'd like to apply.

Mrs Walker: OK. Let me take a few details. Which job?

Mark: Well, I'm a barman. I've been a barman for three years.

Mrs Walker: OK, that's great and what's your name?

Mark: Mark. Mark Cook.

Mrs Walker: Mmm...and what's your address?

Mark: 14 Main Street, Bristol.

Mrs Walker: Where's that?

Mark: Oh, it's about 15 minutes from here by car.

Mrs Walker: Right and your age?

Mark: I'm 32.

Mrs Walker: And are you available to work days or evenings?

Mark: I can do both.

Mrs Walker: That's lovely. Well I've got your contact number so I'll call you in the next couple of days to arrange a proper interview. Is that OK?

Mark: That's great. Thanks very much. Bye.