

4

Education

- Where are the people?
- Do you know the names of other places in your area where people can study?



What you will do

This unit is about education in the UK. These are the skills you will practise in this unit. Which are most useful for you? Tick the boxes.

Listening and speaking

Skill	Skill code
<input type="checkbox"/> Listen for main points in explanations	Lr/E2.2a
<input type="checkbox"/> Understand discussion about education	Lr/E2.7a, 8a
<input type="checkbox"/> Ask for information on the phone	Sc/E2.1a, 1b, 2a
<input type="checkbox"/> Ask for and give personal and factual information	Sc/E2.2c, 2d, 3a, 3b
<input type="checkbox"/> Tell people your opinions	Sd/E2.1c, 1d, 1e

Reading and writing

Skill	Skill code
<input type="checkbox"/> Understand illustrations and plans	Rt/E2.4a
<input type="checkbox"/> Understand texts about courses and education	Rt/E2.1a, 1b
<input type="checkbox"/> Write sentences about yourself and your education	Ww/E2.1a, 1b, 1c
<input type="checkbox"/> Use a dictionary correctly	Rw/E2.4a, 5a

Project work

At the end of this unit, you will prepare an information pack about education for people new to the UK.

UK education system

Activity A ● Reading about education in the UK

The Hamed family are from Iran and now live in the UK. They have four children. Mr and Mrs Hamed want to know where their children can go to school. They find information on the Internet.



Mana 3



Abdullah 10



Samira 12



Arif 17

- 1 Read the Internet information. Find the word *compulsory* in the text. What do you think it means? Tick the correct meaning.

You have no choice. ☐ You can choose to do it or not. ☐

MapForwardToolsHOMESEARCHCLASSICFirstSecurityShop

EDUCATION IN THE UK

Education is compulsory for all young people from five to 16.

■ In Britain children have to start school full-time when they are five years old. They can go to a nursery or a play group before starting school. At primary school children learn to read, write and study different subjects. They must go to school every day, but not at the weekends. The school year starts in September and finishes in July.

■ At 11, all children begin secondary school. Secondary schools are much bigger than primary schools. Sometimes as many as 2000 students go to one school. In some schools

students must wear a uniform. Some subjects are compulsory. These subjects are English, Maths, Science and Information Technology (IT). They can choose to study other subjects, for example Art, Music and Languages.

■ When students are 15 or 16 they take important exams. After this, they can choose to get a job or continue to study at school or college. At 18 some students choose to continue their education and go to university for another three or four years.

www.ukeducationinfo@knowitall.co.uk

- 2 Read the Internet information again. Complete this table with information about the children. Then check your answers with a partner.




	Age	Is school compulsory? Yes or no?	Type of school
Mana	3		
Abdullah			
Samira			
Arif			

An interview at school

Activity A • Listening: asking for and giving information

- 1 Abdullah has to go to primary school. Mr and Mrs Hamed are visiting the school with Abdullah for an interview with Mrs Bennett, the school secretary.

Work in pairs. What questions do you think Mrs Bennett asks in the interview? Use the pictures to help you.

-  2 Listen to the conversation. Are your questions the same?
-  3 Listen again. Abdullah didn't understand something in the conversation. How did he ask for an explanation?
- 4 What questions do you think Mr and Mrs Hamed and Abdullah will ask the school secretary? Work in pairs and make a list of questions.
-  5 Now listen to the rest of the interview. What two things did the Hameds want to know?



Activity B • Speaking: a school interview

- 1 Work in pairs. Role play an interview at school.

A: You work at the school.

B: You are the relative of the child going to the school.

Decide on some details about the child:

- age
- date of birth
- nationality
- language

Prepare some questions to ask about the school and its rules.

Remember

- When you ask about rules you use *have to*.
Example Do I **have to** wear a uniform?

School rules

Activity A • Reading: explaining rules

1 Work in pairs. What rules do you think the pictures show?



2 These are the school rules at Samira's secondary school.
Match the pictures to the rules.

- a Students must arrive at school on time.7.....
- b Students must wear school uniform.
- c Students must do their homework.
- d Students must leave the building when the fire alarm rings.
- e Students must not use mobile phones in school.
- f Students must not smoke.
- g Students must not use bad language.
- h Students must not wear a lot of jewellery.

Remember

- When you speak you usually say *mustn't*, not *must not*,
Example Students **mustn't** use bad language.

3 Do you agree with these rules? Why are rules necessary?

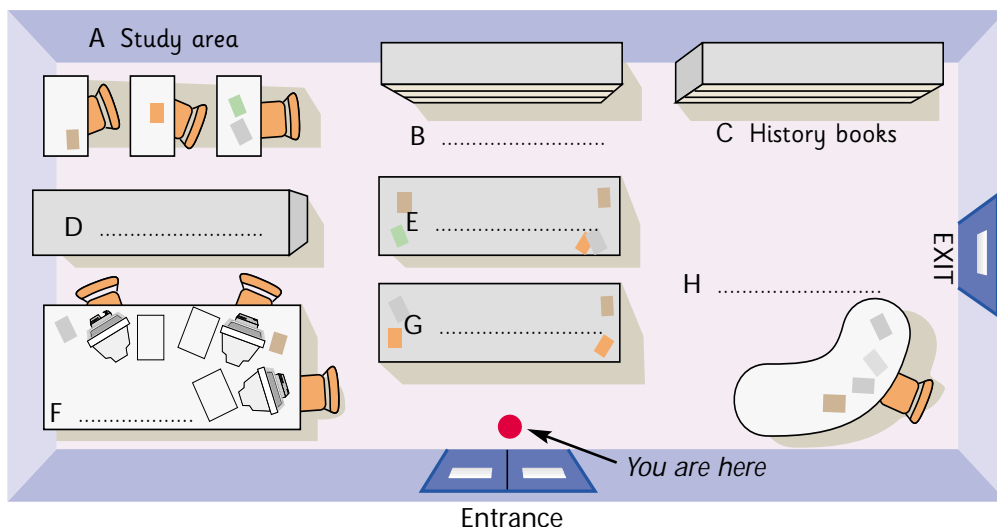
Tour of the library

Activity A • Listening for prepositions of place

Mr and Mrs Hamed and Samira are visiting the library at Samira's new secondary school.



- 1 Listen to the librarian's explanation and fill in the names of the different areas on the plan.



Activity B • Language: using prepositions of place

- 1 Work in pairs. Look at the plan. Then ask and answer questions.

Where

- are the Maths books?
- is the IT Centre?
- is the enquiry desk?

They're
It's

- between ... and ...
- next to ...
- in front of ...
- opposite ...
- on the left/right of ...

- 2 Work in pairs. Look around your classroom. Take turns to ask and tell each other where things are in the room.

Activity C • Language: talking about rules

The librarian explains how to join the library. Look at this sentence.

*You have to fill in this form to join the library.
You must have two photos for your library card.*

- 2 Work in pairs. Talk about rules you know about. Use **must**, **have to** and **don't have to**.

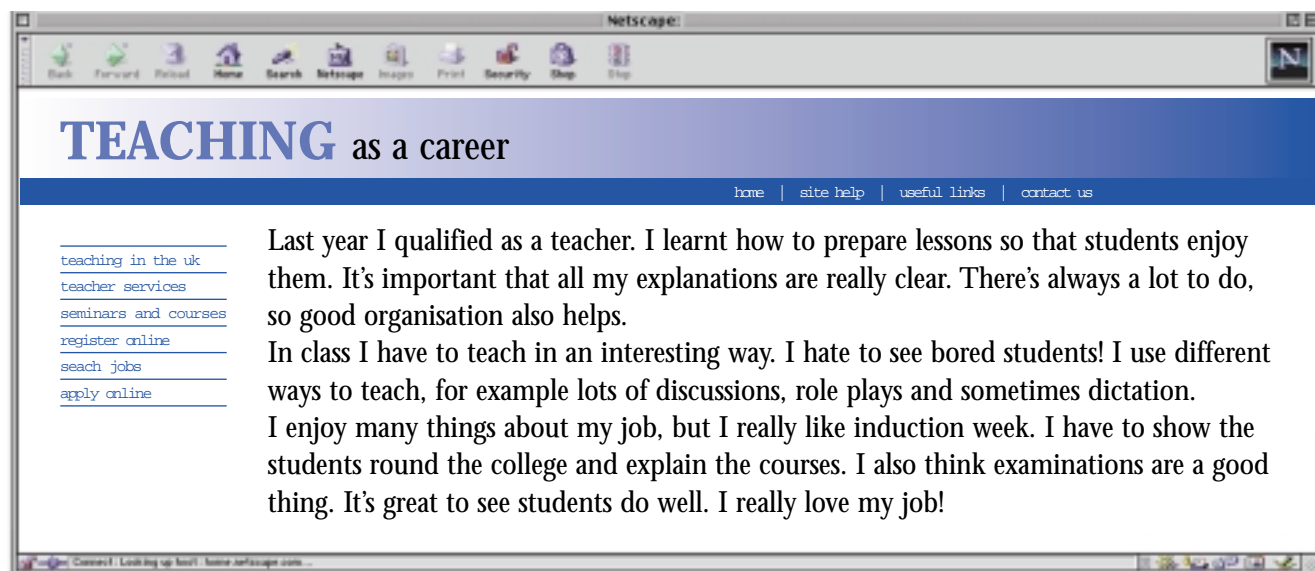
Remember

- You use *have to* and *must* to talk about rules. Look at this sentence.
You **must** turn off your mobile in the library.
or
You **have to** turn off your mobile in the library.
- You use *don't have to* to talk about things that you choose to do but which are not compulsory.
You **don't have to** join the library to use the IT centre. (You can if you want to, but it's not necessary.)

Using a dictionary and spelling

Activity A ● Reading about a teacher

- 1 Claudette is a teacher. Read what she says about her job. Do you think she is a good teacher? Why do you say that?



- 2 Underline any words you don't understand and check them in a dictionary.

Activity B ● Listening: stressing the right syllable



- 1 These are some of the words Claudette uses to talk about her job. Listen to them. How many sounds can you hear in each word?

Word	Syllables
qualified	<u>qual</u> -i-fied = 3 sounds
prepare
lessons
explanation
organisation
bored
dictation



- 2 Words with more than one syllable have a stressed syllable. Listen again to the words in the list. Underline where you think you hear the stress.
- 3 Check your answers with a partner.

Remember

- The separate sounds in a word are called *syllables*.

Activity C • Reading: using alphabetical order

- 1 Work in pairs. These words are also from the article about teaching. Put them into alphabetical order. Then check any you don't know in the dictionary.

	Alphabetical order	Number of syllables
example	different	diff-er-ent (3)
different		
discussions		
explanation		
important		
enjoy		
induction		

- 2 How many syllables do the words in the table have? Write them in the next column.
- 3 Now listen to the words being spoken. Mark the stressed syllable in each word.
- 4 Practise saying the words in the list.

Activity D • Spelling: verbs and nouns

- 1 Look at the words in table 1. Find words in the text on page 6 with the same root. Write them in B.
- 2 Which words are nouns? Which words are verbs?
- 3 Look at the words in column B. What do you notice about the ending of each word?
- 4 Work in pairs. Write the missing nouns in table 2.
- 5 Make a list of any other words you know with *-ation* ending.

1	A	B
	prepare	preparation
	organise	
	explain	
	dictate	

2	verbs	nouns
	educate	education
	inform	
	punctuate	
	qualify	

Remember

- We use *-ation* to make some verbs into nouns.

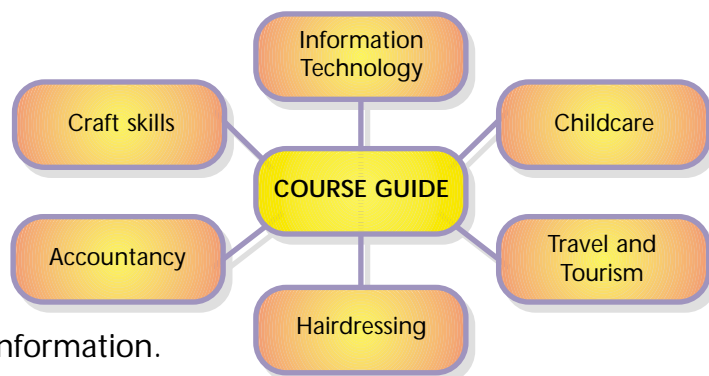
Choosing a course

Activity A • Reading about courses

- 1 This is from the first page of a course guide to a local college. It shows some of the subjects you can study.


Work in pairs. Discuss what kind of things you can learn on each course.

- 2 Your teacher will give you some course information. Match the information to the course titles.



Activity B • Listening and speaking: giving opinions


- 1 Mr and Mrs Manzi and their son Ricki are neighbours of the Hameds. They each want to do a course at the college next year. They are discussing which courses to do.

- 2  Listen to their conversation. Which courses do they decide to do? Write the course next to the name.

Mr Manzi

Mrs Manzi

Ricki

- 3  Listen again. What phrases do they use to ask for opinions, or to agree or disagree? Complete the sentences from the conversation.

a Ricki: Mum, what this Information Technology course?

b Mrs Manzi: I it's really interesting.

c Mrs Manzi: the Craft Skills course?

d Mrs Manzi: Well, Travel and Tourism?

e Ricki: Yes, What do you think, Dad?

f Mr Manzi: Yes, it sounds like

g Mrs Manzi: I so.

Activity C • Talking about courses

You want to do one of the courses next year, but you're not sure which one.

Work in pairs. Discuss courses for each other. Use phrases for asking for opinion, giving your opinion, agreeing and disagreeing.

Phoning about a course

Activity A ● Speaking: using stress and intonation

Mr Hamed wants to study ESOL part-time. He wants some information about part-time courses. He tries to phone his local Adult Education centre.



- 1 Listen to the phone call. What problems does Mr Hamed have each time?
- 2 How does Mr Hamed feel at the end of the telephone calls? How do you know?



- 3 Tone of voice and stress can show how we feel. Listen to these two sentences. What happens to the voice in each sentence? Which question sounds polite?



- 4 Listen to Mr Hamed's phone calls again. Mark the sentences: P = polite or I = impolite.
 - a Yes, I want English classes, please.
 - b I want English for Speakers of Other Languages, please.
 - c I'd like some information about English classes, please.
 - d It's for people who speak other languages. ESOL, please.
 - e I want part-time ESOL courses, please.

- 5 Work in pairs. Practise saying the sentences with polite intonation.



Activity B ● Language: using *had to*

When Mr Hamed tells Mrs Hamed about his problems on the telephone, he says:

I had to phone the Adult Education centre four times yesterday!

- 1 What tense is *had to*? Look at this box.

Present			Past		
I, you, we, they	have to don't have to	work.	I, you, we, they	had to didn't have to	work.
he, she	has to doesn't have to		he, she	had to didn't have to	

- 2 Think about last week. Write three sentences about things you and your friends **had to do** and **didn't have to do**.

Past education

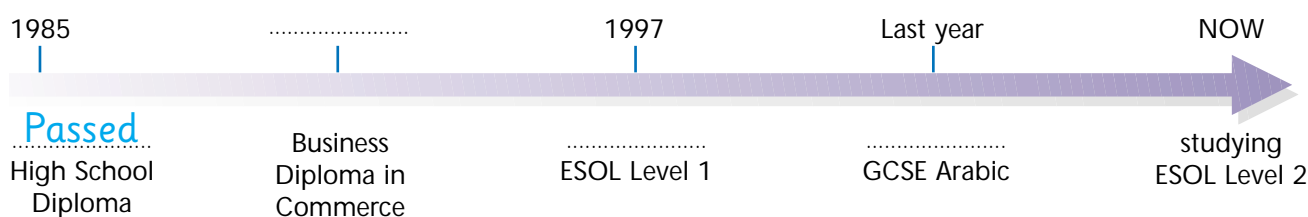
Activity A ● Reading for information

Mr Hamed's brother, Farzad wants to apply for an advanced Accountancy course. This table gives details of his previous education.

- 1 Look through the information quickly. Is the course the right one for him?

When	Subjects studied
Now	ESOL Level 2
Last year	GCSE Arabic Grade 2
1997	ESOL Level 1
1987	Business Diploma in Commerce, Accountancy, Management and Information Technology
1985	High School Diploma in Maths, Chemistry, Biology, Physics, English, Arabic and Farsi

- 2 Complete the time line. Write the dates and what happened.



Activity B ● Language: using time markers

- 1 Look at these words. They are called **time markers**. They help you understand when and in which order things happen.

in 1985 now next then after that

- 2 Complete the paragraph about Mr Hamed's education.

I passed my High School Diploma
 I took a Business Diploma.
 I took ESOL Level 1.
, last year I studied GCSE Arabic.
 I'm studying ESOL Level 2.

Don't forget to use capital letters.

Activity C ● Writing: using punctuation

- 1 Work in pairs. Look at the table again.
Use it to help you work out some punctuation rules.
 - a When do you use capital letters?
 - b When do you use commas?
- 2 Put the capital letters, commas and full stops in these sentences.
 - a i have to join the library i need books about maths english and science
 - b students must not use mobile phones smoke or use bad language
 - c next i studied esol arabic childcare and hairdressing

Activity D ● Writing: using simple and compound sentences

The image shows four thought bubbles, each containing a sentence labeled with a letter:

- a** I came to the UK in 1995.
- b** I came to the UK in 1995 and first lived in Bradford.
- c** I didn't go to college until 1997.
- d** I came to the UK in 1995 but didn't go to college until 1997.

Look at the sentences above and answer the questions.

- 1 How many ideas does each sentence tell us?
 - a
 - b
 - c
 - d
- 2 Which words join the ideas together?
.....
- 3 We use to add ideas and we use to show a difference in ideas.

Activity E ● Writing about your previous education

- 1 Write three sentences about your previous education. Use *and* and *but* to make compound sentences. Remember to use the past tense and time markers.
Example I left school in 1990 and then I went to college to study hairdressing, but I didn't like it.

Discussing courses

Activity A ● Reading for specific information

This advertisement for an Information Technology course was in a local newspaper.

1 Read it quickly. Underline this information:

- the time of the course
- the cost
- any information about Income Support or Jobseekers Allowance.

INFORMATION TECHNOLOGY (Level 1)

- **Day and time:** Tuesday 6 pm – 9.30 pm or
Saturday 10 am – 1.30 pm
- **Course dates:** 8 September – 4 July
- **Length of course:** 18 weeks per module
- **Two modules:** 1 Word-processing 2 Spreadsheets
- **Final qualification:** ECDL (European Computer Driving Licence)
- **Cost:** £150 per module*
- **Location:** Room E27, Floor 7, City College
- **Enrolment:** College Library 29 August 9 am – 8 pm

*Students entitled to benefits (e.g. Income Support or Jobseekers Allowance) pay £30 per module. Evidence must be produced at enrolment.

2 Now answer these questions.

- a How much does the course cost?
- b How many weeks does the course last?
- c Is it full-time or part-time?

Discussing courses

Activity B • Speaking: discussion

Jasmine, Anton, Liz and James are interested in the Information Technology course.

1 Read the information about them.



Jasmine

Jasmine does not receive benefits and can afford to pay for the course. She studied word-processing and spreadsheets before and has a beginners certificate in both subjects. Now she wants to study these at a higher level.



Anton

Anton works full-time in a hotel. He often has to do shift work and he has to work every Saturday. He does not receive benefits. He has to go back to Turkey for three weeks in April because his mother is very ill and has to have an operation.



Liz

Liz has never used computers before and needs a beginners course. She has five children and has to look after them all week and at the weekend. Her mother will look after the children for one evening a week. Liz receives benefits.



James

James is studying ESOL full-time at college, but he is also interested in computers. He has used computers before, but not in the UK.

2 Work in groups. Think about each of the people. Do you think the course is the right one for him or her? Give reasons for your opinions. Use some phrases below.

Do you think ?

I think so too.

I don't really think so.

What do you think about ?

I think

Yes , but

I'm not sure about that.

I agree.

What about ?



Project

You are going to prepare an information pack about education in your area to help a family new to the UK.

Activity A

Work in groups. Discuss what information is useful to people who are living in the UK for the first time. Then make a list of things you want to put into your information pack.

Activity B ● Write about education in the UK

Write a short report about education in the UK.

- 1 Work in pairs. Discuss what information is most useful. Make a list of points for the report.
- 2 Write your report. If possible use a computer.
- 3 Check the report before you put it in the information pack.

Activity C ● Prepare questions for school or college visits

Work in pairs. Prepare a list of the five most useful questions to ask when visiting a school or college for the first time. Then prepare another list of five questions that schools and colleges often ask when new students want to register.

Activity D ● Discuss rules

Are the rules in your education centre different from the rules in schools or colleges in your country? Discuss the differences. Then make a list of rules to help someone new to the UK.

Activity E ● Plan future education

Get a course guide for your local college or adult education centre.

- 1 Choose two or three courses that you think are useful for someone new to the UK.
- 2 Work in groups. Discuss your choices and decide on the three most useful courses.
- 3 Decide how to present the information in your information pack.

Activity F ● Fill in forms

Find the application form in the course guide. Work in pairs to complete it as an example for your information pack.



Check it



Activity A ● Making rules

- 1 Look at these signs. Do you know what they all mean?
- 2 Choose three signs and write a rule for each one. Use *must* or *must not*.

- a
- b
- c

Activity B ● Writing about need

- 1 Samira likes to be at school ten minutes early. School starts at 9 a.m. The journey from her house to the school takes 20 minutes.
What time does Samira need to leave home?
- 2 Now complete the two sentences with *has to* or *have to*, and the time that Samira leaves home to go to school.

I
leave home at a.m.



Samira
leave home at a.m.

- 3 Last Friday there was a teacher's meeting and Samira's school started an hour later. Complete the sentence with *had to*, *didn't have to* and the time.

Last Friday Samira
..... be at
school by 10 a.m. So she
..... leave
home at 8:30 a.m.



Activity C ● Joining sentences

- 1 Join these sentences with *and* or *but*.
 - a I like to study. I don't have much time to do it.
 - b My name is Samira. My brother's name is Arif.
 - c He is 17. He doesn't go to school.
 - d My wife wants to study IT. I want to study Accountancy.
 - e The Maths books are next to the Science books. The IT books are in front of the enquiry desk.



Mini-projects

Activity A ● Write safety rules

Your teacher will give you some information about fire safety. Read it carefully and write the rules.

Activity B ● Fill in a form

Choose one of these tasks.

- 1 Go to your library or phone the library and ask for an application form and fill it in.
- 2 Phone your local college or Adult Education centre and ask for a list of courses for next year. Fill in an application form for one of the courses.

Activity C ● Use the Internet

Use the Internet and find information about a college or Adult Education centre near your home. Find information about courses that you would like to study in the future.

- 1 Make a list of the websites you visit.
- 2 Print any information that is useful for you.
- 3 Share the information with other learners and your teacher.

How am I doing?

Look back at the skills listed on page 1. Then finish the sentences below.

I am confident with

.....

.....

.....

I need more practice with

.....

.....

.....

Date



Audio scripts

Page 3 An interview at school

Activity A2

Mrs Bennett: Welcome to Greenacres School. So you want to enrol, Abdullah?

Mr Hamed: Yes, that's right.

Mrs Bennett: OK. I just need some details. How old's Abdullah?

Mrs Hamed: He's 10.

Mrs Bennett: Fine. And what's his date of birth?

Mrs Hamed: The sixth of May, 1992.

Mrs Bennett: OK. And what nationality are you?

Mr Hamed: We're Iranian.

Mrs Bennett: So what's your first language?

Mr Hamed: Farsi, and we also speak Arabic.

Mrs Bennett: Good. OK, did you go to school in Iran?

Samira: Yes, for four years.

Mrs Bennett: OK, and what are your favourite subjects?

Abdullah: I'm sorry, my favourite subjects?

Mrs Bennett: Yes, what things do you like to learn about?

Abdullah: Oh, I like English, Maths and computers.

Mrs Bennett: Computers. That's good, we have a lot of computers in this school.

Activity A5

Mrs Bennett: Well, thank you for giving me your information. Are there any questions about the school that you want to ask?

Mr Hamed: Yes. Does Abdullah have to wear a uniform?

Mrs Bennett: Yes, everybody wears school uniform. It's a school rule.

Mr Hamed: Erm, can he wear trainers?

Mrs Bennett: Yes, he can, but they must be tidy. Oh and we don't allow students to wear jeans.

Abdullah: Do I have to do homework?

Mrs Bennett: Yes, the school thinks that homework's very important.

Abdullah: What happens if I don't do it?

Mrs Bennett: Do you really want to know?

Mr Hamed: Oh don't worry, he'll do his homework!

Mrs Bennett: Of course he will. Do you want to ask any more questions? OK, well here's a copy of the home-school contract. It

explains the school rules. Read it at home. If you have any questions, just phone me. If everything's OK, just sign here. Abdullah must bring it to school next Monday.

Page 5 Tour of the library

Activity A1

Librarian: We're now at the main entrance to the library. There are many different areas. Inside, on the left is the IT Centre. It has computers. You can use the Internet and e-mail here. We have lots of books and videos and cassettes on different subjects. Books about IT are on the left between the study area and the IT Centre. English language books and bilingual dictionaries are next to the study area on the right. The Maths books are in front of us. Science books are behind Maths. The enquiry desk is immediately to the right of the main entrance.

Page 6 Using a dictionary and spelling

Activity B1

qualified	organisation
prepare	bored
lessons	dictation
explanation	

Page 8 Choosing a course

Activity B2

Ricki: Mum, what do you think about this Information Technology course?

Mrs Manzi: I think it's really interesting. It teaches all the important things, like word-processing and the Internet.

Ricki: Yeah, but I know all that and it's boring. I want to study something practical, where I can do some work as well.

Mr Manzi: Yes, it's good for you to do something useful!

Mrs Manzi: What about the Craft Skills course?

Ricki: Building work? No thank you!

Mr Manzi: I think the sooner you can earn some money the better!



Mrs Manzi: Well, how do you feel about Travel and Tourism? You speak Italian so that will help.

Ricki: Mm, what does it say?

Mrs Manzi: *You will organise trips and tours, you can take a qualification in another language, and there might be a college trip to Europe.*

Ricki: Yes, I like that. What do you think, Dad?

Mr Manzi: Yes, it sounds like a good idea. I'm going to do the Accountancy course. Your mum can do Childcare.

Mrs Manzi: I don't think so! I know all about childcare, we have three children! I'm doing Information Technology!

Page 9 Phoning about a course

Activity A1

Call 1

Sounds: Sound of telephone dialling
Then engaged tone – beep, beep etc.
Mr Hamed: Oh no! It's busy again!

Call 2

Receptionist: Hello, City Adult Education Centre, can I help you?

Mr Hamed: Yes hello, er I want ESOL classes, please.

Receptionist: What? Sorry. I don't understand. Can you say that again, please?

Mr Hamed: Yes, I want English classes, please.

Receptionist: OK, English classes, right. Is that for GCSE or A level English?

Mr Hamed: Erm, no.

Receptionist: Oh, so you want degree courses then? You need to contact a university. Goodbye.

Call 3

Receptionist: Hello, City Adult Education Centre. Can I help you?

Mr Hamed: Yes hello, I want English for Speakers of Other Languages, please.

Receptionist: What? I'm sorry, we don't sell sandwiches. This is adult education, not a café!

Mr Hamed: Uh?

Call 4

Receptionist: Hello, City Adult Education Centre, can I help you?

Mr Hamed: Yes hello, I'd like some information about English classes, please.

Receptionist: Yes. English classes. Is that for A level English?

Mr Hamed: No, no it's not. It's for people who speak other languages. ESOL, please.

Receptionist: Oh I see. Do you want full or part-time?

Mr Hamed: Part-time.

Receptionist: OK. I'm putting you through now.

Receptionist 2: Hello, ESOL full-time courses.

Mr Hamed: Oh no! I want part-time ESOL courses, please.

Receptionist 2: Oh, you'll have to phone extension 378.

Mr Hamed: Extension 378?

Receptionist 2: Yes, that's right. Goodbye.

Mr Hamed: Uh.....!

Activity A3 • Polite requests for information

Woman: I'd like some information about English classes, please.

Woman: I'd like some information about English classes, please.

Page 2 UK education system

Activity A2

Mana, three years old, no, but can go to play group or a nursery.

Abdullah, ten years old, yes, primary school.

Samira, 12 years old, yes, secondary school.

Arif, 17 years old, no.

Page 3 An interview at school

Activity A3

3 I'm sorry, my favourite subjects?

5 They wanted to know about wearing uniform and homework.

Page 4 School rules

Activity A2

a 7; b 3; c 6; d 8; e 1; f 2; g 4; h 5

Page 5 Tour of the library

Activity A1

- | | |
|-----------------|-----------------|
| A Study area | E Science books |
| B English books | F IT Centre |
| C History books | G Maths books |
| D IT Books | H Enquiry desk |

Pages 6 and 7 Using a dictionary and spelling

Activity B

- | | |
|-----------------------------|--------------------------|
| qual-i-fied (3) | or-gan-i-sa-tion (5) |
| pre- <u>pare</u> (2) | <u>bored</u> (1) |
| le- <u>ssons</u> (2) | dic- <u>ta</u> -tion (3) |
| ex-plan- <u>a</u> -tion (4) | |

Activity C

- | | |
|-------------------------------|-----------------------------|
| diff-er-ent (3) | ex-plan- <u>a</u> -tion (4) |
| en- <u>joy</u> (2) | im- <u>port</u> -ant (3) |
| ex-am-in- <u>a</u> -tions (5) | in- <u>duct</u> -ion (3) |
| ex- <u>am</u> -ple (3) | <u>org</u> -an-ise (3) |

Activity D

- 1 organisation, explanation, dictation
- 2 A verbs; B nouns
- 3 all end in -ation
- 4 information, punctuation, qualification

Page 8 Choosing a course

Activity A2

- | | |
|----------------------|--------------------------|
| A Childcare | D Hairdressing |
| B Craft skills | E Information Technology |
| C Travel and Tourism | F Accountancy |

Activity B

2 Mr Manzi: Accountancy; Mrs Manzi: Information Technology; Ricki: Travel and Tourism.

- | | |
|-------------------------|---------------|
| 3 a do you think about | e I like that |
| b I think | f a good idea |
| c What about | g don't think |
| d how do you feel about | |

Page 9 Phoning about a course

Activity A

- 1 Call 1, engaged tone.
Call 2, the receptionist doesn't know the courses on offer and isn't helpful.
Call 3, Mr Hamed speaks too fast and the receptionist isn't helpful.
Call 4, Mr Hamed is put through to the wrong department.
- 2 Frustrated and rather annoyed.
- 3 a Sounds more polite – the voice tone goes down
- 4 a P; b P; c P; d I; e I

Activity B

Past

Pages 10 and 11 Past education

Activity A2

1987 Business Diploma in Commerce
1997 Took/passed ESOL Level 1
Last year took/passed GCSE Arabic

Activity B2

I passed my High School Diploma in 1985. After that, I took a Business Diploma.
Next, I took ESOL Level 1.
Then, last year I studied GCSE Arabic.
Now, I'm studying ESOL Level 2.



Activity C2

- a I have to join the library. I need books about Maths, English and Science.
- b Students must not use mobile phones, smoke or use bad language.
- c Next, I studied ESOL, Arabic, Childcare, and Hairdressing.

Activity D1

- a 1 b 2 c 1 d 2

Activity D2

and but

Activity D3

and but

Page 12 Discussing courses

Activity A2

- a £300 (£150 per module) or £60 if entitled to benefits (£30 per module)
- b 36 weeks (18 per module)
- c part-time

Page 15 Check it

Activity B1

8:30 a.m.

Activity B2

I have to leave home at 8:30 a.m.

Samira has to leave home at 8:30 a.m.

Activity B3

Last Friday Samira had to be at school by 10 a.m. so she didn't have to leave home at 8:30 a.m.

Activity C1

- a I like to study but I don't have much time to do it.
- b My name is Samira and my brother's name's Arif.
- c He is 17 and he doesn't go to school.
- d My wife wants to study IT but I want to study Accountancy.
- e The Maths books are next are next to the Science books, and the IT books are in front of the enquiry desk.