

3

A day in the office

Curriculum coverage

Listening and speaking

- Make phone calls and listen to voicemail messages Lr/L1.1a, 1b, 2b
- Use formal and informal language Sc/L1.1c; Sd/L1.1a, 1c; Lr/L1.6d
- Follow and give instructions in the office Sc/L1.2a, 3a, 3b, 3d; Sd/L1.1a, 1b, 2c; Lr/L1.1b, 2a, 2c
3a, 4a, 5a

Skills

Reading and writing

- Read and write e-mails Rt/L1.1a, 2a
- Read and write formal letters Wt/L1.5a, 7a; Ww/L1.1b; Ws/L1 3a, 7a
- Read a magazine article Rt/L1.5a; Rs/L1.1a, 4a
- Write instructions and procedures Wt/L1.2a, 3a, 4a, 5a; Rt/L1.2a

Skills

Key functions

- Requesting and reporting requests
- Apologising and explaining
- Giving instructions
- Describing a process
- Giving an opinion
- Using formal and informal language
- Greeting people

Key grammar

- Reported speech
- 'will be able to'
- Present simple passive

Resources to support the unit

- Audio player and recording
- Blank audio cassettes (teacher's own)
- Dictionaries
- Access to computers and the Internet if possible
- ESOL Core Curriculum. Check each curriculum reference for ideas for presentation
- Authentic e-mails (teacher's own)
- Authentic formal letters (teacher's own)
- Magazines (teacher's own)
- Catalogues for office equipment and stationery (teacher's own)
- Stationery items, e.g. ring binder, highlighter pens, files (including lever arch file), plastic wallet, document wallet, post-its (teacher's own)

Page 1

A day in the office

Materials

- Real stationery items, to include ring binder, files (including lever arch file), plastic wallet, document wallet, post-its (teacher's own)
- Catalogues for office equipment and stationery (teacher's own)

Rationale

To introduce the theme and content of the unit and set and discuss the learning objectives

Task

- Use realia to discuss the names of items of stationery, e.g. *ring binder*, *sticky notes*. Look in catalogues of stationers or office suppliers to check names of items. Check pronunciation, especially word stress.
- Find out if learners have experience of office work and discuss their knowledge of different types of jobs and office procedures.
- Encourage learners to look at the pictures and discuss the introductory questions in small groups, followed by whole-class feedback.
- For suggestions on working with the objectives, see the Introduction to the Teacher's Notes.

Page 2

Arriving at work

Materials

- Audio – arriving at work
- Audio – exaggerated phrases

Rationale

To introduce the main characters in the unit; to introduce language for greetings between colleagues at work where there is an informal relationship between colleagues; to raise awareness of levels of formality; to introduce learners to the idea that people often exaggerate in informal conversation, and to make them aware of common expressions used

Activity A

Listening: arriving at work

Pre-task activity

- Look at the pictures of the two people. Predict how well they know each other. Ask *What they are talking about? What they are saying?* Try to guess what jobs they do.
- Review phrases for greetings and likely topics of conversation when people first arrive in the office in the morning.

Task

- Play the audio for task 1. Learners listen for gist. Establish the relationship between Sui and Fiona, what happened on the journey and how Sui feels about her journey.
- Learners answer the three questions a–c. If necessary, play the opening part of conversation again to focus on how Fiona and Sui greet each other and the phrases they use which tell you they know each other well.
- Learners can act out similar conversations, greeting each other and asking about the weekend/previous evening.
- Before playing the audio again for task 2, discuss when, in which situations and with whom it is appropriate to use informal language. Relate the discussion back to the conversation between Sui and Fiona.
- Play the audio, pausing so learners can listen and note down the exaggerated expressions with the same meaning as expressions a–g listed in task 2. Drill the phrases as necessary.
- Play the audio for task 3. This time, get learners to focus on the intonation in the exaggerated expressions, and to repeat the expressions with an appropriate intonation.
- Discuss exaggeration in task 4: what it is, when people use it, e.g. between friends, and whether or not it is used in learners' own languages. Learners discuss how they feel about using informal English in this way. Also ask them to discuss when it would be appropriate to use expressions like these and when it would not be appropriate. It is important that learners realise that the use of such language is a question of appropriacy for a particular situation and also people's individual style of speaking.
- Learners discuss and add any other exaggerated expressions they have heard.

Differentiation

- Less confident listeners can work with the audio script to do the matching task 2. Alternatively, put the phrases on cards or on the board/ an OHT, and get learners to match them. They can then listen for the expressions as you play the audio.

Activity B *Speaking: a bad journey*

Pre-task activity

- Ask learners to think of all the things that could go wrong on the journey to work or college. Put any useful vocabulary on the board.
- Review any phrases they know for greeting people.
- Suggest some situations and ask them to decide what greeting would be appropriate, e.g. a customer who you know comes into the office for a meeting with your boss, someone who delivers office supplies to your office regularly, a colleague who is much older than you, a colleague who is your age and who you get on really well with. The idea is to get learners to think about appropriacy.

Task

- If necessary, play the audio again to review Sui and Fiona's conversation.
- Pair learners. Set the context – one of them has just arrived at work/college after a bad journey and meets a colleague he or she gets on very well with/a fellow student.
- Elicit phrases for informal greetings.
- Learners role play the conversation. Encourage them to try out some exaggerated phrases in the conversation.

Extension

- Divide the class into groups of three and set up a role play.
- A arrives at work and greets B (a friend) and C (a more formal relationship). A then starts up the conversation by talking about his or her journey to work.
- Learners report back on their conversation and discuss whether they thought the register was right.
- Learners regroup and practise again until they all have played all the parts.

Page 3

A new member of staff

Materials

- Audio – describing jobs
- Audio – checking tasks

Rationale

To introduce key vocabulary and collocations connected with describing jobs; to improve learners' ability to listen to instructions in a workplace situation; to encourage learners to be proactive in face-to-face listening; to ask questions and check back so that they understand tasks fully; to review requests in a work context

Activity A *Listening and speaking: describing jobs*

Pre-task activity

- Refer to the picture – Daniel arriving for his first day at work and being welcomed by Fiona. Elicit what kind of job learners think he is going to do, how he is probably feeling and what will happen on his first day.
- Review greetings and introductions, and get learners to predict what they think Fiona and Daniel are saying.

Task

- Play the audio once or twice for task 1. Learners listen for the job titles. Get them to check answers with a partner.
- Learners predict what they think Fiona, Sui and Magid do and match the sentence halves in task 2. Then discuss useful collocations, e.g. *work closely with someone*.
- For task 3, learners listen to check answers and say which person each sentence refers to.
- Draw attention to the prepositions in the sentences in task 2. Put these prepositions on the board or on cards: *after, for, of, with*. Do the same for these words and phrases: *deal ... , is/are in charge of ... , is/are responsible ... , look ... , work closely ...*. Learners then match the phrases and prepositions, referring to the sentences in task 2 to help them.
- Learners work in groups of three and choose one of the three people. Each learner prepares notes on his or her chosen person – his or her job title, role in the office, special tasks and

responsibilities. If necessary, play the audio again. Learners then take it in turns to describe their person to the rest of the group.

Differentiation

- Less confident learners should listen for information on Fiona, as this is the easiest section. The most difficult section is on Magid.

Extension

- Learners in work can use the same expressions to explain what people do in the places where they work, or discuss roles and responsibilities in the place where they are studying.

Activity B *Listening: checking what you have to do*

Pre-task activity

- Learners predict the kind of tasks Fiona will give to Daniel on his first day.
- Review the use of discourse markers and how they help to anticipate the kind of information that is coming up, e.g. *well ...* (signals the person is thinking about the answer/what to say); *OK* (signals you want the person's attention and/or that there is new information coming); *right* and *OK* signal you have understood.

Task

- Before you play the audio, learners look at the list of tasks and suggest a likely priority for the tasks, e.g. deal with the post first.
- Play the audio for task 1 and ask the learners to note the order in which Daniel must do the tasks. Check answers with a partner, then feedback to the whole class.
- Play the audio again for task 2 and elicit Daniel's strategies. (Daniel doesn't just listen – he asks questions and checks by summarising his understanding. He asks for more information, e.g. about the task, deadlines and the priority of tasks: *What would you like me to do first? So when do you want it by?* He summarises his understanding from time to time: *So I need to make sure the prices on the invoices match the prices on the price list?* Finally, he summarises his understanding of all the tasks.) Learners can work with the audio script to find examples of each strategy.

- Elicit other things you could do to make sure you understand fully what to do, e.g. make notes.
- For task 3, learners work in pairs and take it in turns to practise delegating tasks. Before the role play, learners need to decide on a context, e.g. someone in an office delegating tasks to a colleague, someone on work experience, or someone organising an end-of-term trip at college and delegating tasks to another student who has offered to help.

Differentiation

- Get learners to practise the intonation in Daniel's questions and the phrases he uses to make sure he really understands.
- With less confident learners, build up the conversation together with them on the board and then rehearse both parts of the conversation before asking them to act it out in pairs.

Extension

- Learners practise delegating tasks and responding by asking questions and summarising in another context, e.g. a different type of workplace such as a restaurant or a shop.
- Use the audio for task 1 to focus on how discourse markers are used in the conversation (see comments in the pre-activity task). For example, *so* – signals a summary is coming up; *well* – signals the person is thinking about the answer/what to say; *OK* signals you want the person's attention. Point out that signals like these help the listener to anticipate the likely content of a conversation.

Page 4 Messages

Materials

- Audio – voicemail messages
- Blank audio cassette for recording (teacher's own)
- Catalogues for office equipment and stationery (teacher's own)
- Photocopiable resource – message pad (or real message pad)

Rationale

To practise listening for specific information and making notes on key points; to practise transferring information from audio to written form

Activity A *Listening to voicemail messages*

Pre-task activity

- Discuss whether or not learners use voicemail, either to leave or receive messages.
- Set the scene using the picture of Fiona and reminding learners of her job.

Task

- Play the complete audio once, asking learners whether they think the messages are from customers or colleagues, and what the messages are about.
- Play the first message again. Learners answer the two questions about the message. Take feedback.
- Learners look at the table in task 2 to see what kind of information they are listening for.
- Play the audio again, pausing it so they can complete the table for task 2.
- Set up task 3 as a short class or small group discussion.

Differentiation

- For task 2, play the conversation through first and ask some questions to check general understanding, e.g. *Is there a problem with all the orders?*
- For less confident learners, fill in some of the details in the table and ask them to complete the rest of the information.

Extension

- Using catalogues from a stationery company, ask learners to imagine they have ordered certain goods, then get them to leave a 'voicemail message' on a cassette. Other learners can then retrieve the messages.
- Play all the messages again and examine the different ways that the same idea is expressed, e.g. *call me back, give me a ring.*

Activity B

Writing a message

Pre-task activity

- Check learners' ability to spell the names of a range of items of stationery and office equipment, e.g. *wallets, ring binders, lever arch files.*
- Play the audio from Activity A again as necessary to help learners remember the vocabulary in the messages.

Task

- Direct learners to the two notes A and B in task 1 and ask them to read quickly through them. They can then work in pairs or small groups to discuss which form of note is more effective and why. Elicit that good messages use short sentences – just key words and ideas, few verbs and pronouns.
- Learners can share their ideas with other groups before feeding back to the whole group.
- In task 2, learners cut non-essential words and information from message B.
- In task 3, learners listen to another message and take notes. Before you play the audio, give out the message pad from the photocopiable resources or a page from a message pad.

Differentiation

- Learners with more developed writing skills should work without the template, writing on a blank message pad. Less confident learners will need part of the form filling in as a template.
- Students with spelling needs should work on the specialist vocabulary using the 'look, cover, write, check' method while other students discuss different possible ways to write messages.

Extension

- Learners work with their own recordings from the extension task in Activity A and write messages based on them.

Page 5

Passing on messages

Materials

- Audio – reporting other people's wishes
- Audio – reporting other people's words

- Additional gap-fill exercises (to be developed by the teacher if required)

Rationale

To review requests; to establish the grammatical structure *wants you to* + verb; to introduce learners to the idea of simple reported speech, with the reporting verb in the present tense

Activity A *Language: reporting people's wishes*

Pre-task activity

- Learners make requests of each other, e.g. *Can you open the door?* Remembering what the request was, learners report what they were asked using *He/she asked me to ...* or *He wants me to ...*

Task

- In task 1, learners predict what Fiona will say when she passes on the messages about the orders to Sui. Then play the audio so learners can check their ideas.
- Play the audio again as many times as necessary so that learners can complete the details in the gap-fill exercise for task 2.
- Learners work in pairs, read the requests in the speech bubbles for task 3 and report them.

Differentiation

- Learners who are less confident with grammar should consolidate by doing gap-fill exercises or writing extra sentences.
- Learners who are more confident can look at a wider range of reporting verbs, e.g. *tell, order, warn*, and discuss the different meanings.
- To reinforce the sentence pattern, write this sentence on the board: *He asked me to open the door*. First, underline the word *me* and elicit which other words can be substituted. Then underline *asked*, discussing alternatives such as *wants* and *would like*.
- Learners discuss whether or not requests are reported in the same way in their own languages.

Extension

- Learners divide into two groups. Each group should prepare some specific requests to make of the other group and write them down on separate pieces of paper. The written requests are passed to the other group. Each person reads one and reports the request to the other members of the group, who decide whether they can comply with the request or not.

Activity B *Language: reporting people's words*

Task

- Look at the example provided. Discuss what Fiona has said to Sui. Elicit how Sui reports what Fiona said, e.g. the reporting verb is in the present tense; the tense doesn't change; the pronouns change, e.g. *you* to *I*; Sui uses Fiona's name.
- Learners then listen to three short messages and report their content using the verb *say*.

Extension

- Learners practise leaving messages for each other, remembering the message and passing it on to the appropriate person.
- For more practice, play the four voicemail messages from page 4 again (Activities A1, A2 and B3) and report them using the verbs *say, ask* and *want*.

Pages 6 and 7 Phoning about a delivery

Materials

- Audio – stationery order
- Blank audio cassette for recording (teacher's own)
- Photocopiable resource – sentences (Activity A extension task)

Rationale

To raise awareness of ways of talking about ability in the future; to look at the difference in meaning between *will, won't* and *should be able to*; to raise learners' awareness of the importance of register and the differences between formal and informal language on the phone

Activity A

Language: expressing degrees of certainty

Pre-task activity

- Learners discuss ability using *can* and ways of expressing ability in the future.

Task

- For task 1, refer learners to the notes they made from the voicemail messages on page 4.
- Ask learners to predict what Sui needs to say when she phones Ms Baker. They refer to Fiona's earlier conversation with Sui to predict what Sui needs to ask Magid (i.e. to give more detail about when goods will be available).
- Play the audio to check learners' ideas.
- Discuss the difference in meaning between *will*, *won't* and *should be able to*.
- Put up some sentences on the board, e.g.
You will receive a cheque in the post tomorrow.
You should receive a cheque in the post.
You won't receive a cheque in the post tomorrow.
- Then ask the learners to plot them on a certainty line like the one below.

0 _____ 100% certain

- Play the audio of the two calls again. Learners can work in pairs to complete the sentences in task 2. Encourage them to check with other learners before whole-class feedback.
- Learners then match phrases in task 3 to reproduce sentences from the phone calls and listen again to check their answers in task 4.
- Set up the role plays for task 5. As necessary, review the telephone language for getting through to someone on the phone and explaining what you want.
- If necessary, build up some model conversations on the board before you start. Check the pronunciation of *should* and *shouldn't* and the short forms in *won't be able to* and *we'll be able to*. For example,

A: *When will we receive payment?*

B: *I'm afraid we won't be able to send the cheque out this week, but you should get it early next week.*

A: *When can we expect delivery of our order for plastic wallets and blue files?*

B: *We'll be able to deliver the files next Monday, but we won't be able to deliver the wallets until the end of next week.*

Differentiation

- Less confident learners concentrate on the use of the form with *will* in their practice.

Extension

- Learners use the sentence cards from the photocopiable resources to rank expressions with *be able to* from good news to bad news.
- They then match these with the sentence starters *I'm afraid* and *I am pleased to tell you* where appropriate and practise saying the sentences.
- Learners practise giving apologies using the expressions *I'm afraid* and *I'm sorry*.

Activity B Getting the style right

Pre-task activity

- Discuss the terms *formal* and *informal* and the types of phone call that would fall into each category.
- Discuss how people greet each other in formal and informal situations. Discuss telephone language, including phrases normally used in formal and informal calls.

Task

- Look at the list of functions in the table for task 1. Listen to each of the telephone calls, noting at what stage of the calls the speaker does the things in the list.
- Play the calls one by one, pausing so that learners can note examples of actual language in the box.
- Learners compare their answers and discuss differences between formal and informal language.
- For task 2, encourage learners to work with the script to find other phrases which are typical of formal or informal conversations.

Activity C Speaking: phoning customers

Pre-task activity

- Play the earlier messages from Ian Mellor and Balvinder as background information for the role play phone calls.
- Allow time for learners to plan the calls before they role play them.

- If possible, learners can record the calls so that they can evaluate whether the style is appropriate. Alternatively, learners can work in groups of three, taking turns to be the observer evaluating the success of the calls.

Pages 8 and 9

E-mails and letters

Materials

- Authentic e-mails, including some with a string of replies (teacher's own)
- Authentic formal letters (teacher's own)
- Photocopiable resource – letter to Mr Costello
- Access to computers and the Internet if possible

Rationale

To raise awareness of differences in style between informal and formal correspondence; to enable learners to reply to an informal e-mail and to draft a reply to a formal letter; to improve awareness of spelling in key words used in formal letters, and to encourage correction of their own work; to encourage learners to think of appropriacy when drafting a formal letter

Activity A *Reading e-mails and letters*

Pre-task activity

- Look at a range of authentic e-mail messages, picking out the sender and the topic. Include some messages which have had a string of replies, and look at the layout.
- Look at some authentic formal letters and discuss the layout, making comparisons with the layouts of formal letters in other cultures.
- Discuss the idea of formal and informal language in general.

Task

- Learners quickly look through the letter and e-mail to see who they are to and from, and what they are about for task 1.
- Learners work in pairs for task 2 and discuss differences, e.g. in openings and closings, length of sentence, choice of vocabulary.
- Learners work in larger groups to collate these differences.

- Learners read the sentences in task 3 and then work in pairs to decide whether they are examples from a formal or an informal letter or e-mail.

Differentiation

- Less confident learners work first with specific comprehension questions, e.g. Who wrote the letter? Who is it to? Why is she writing? When did they send the invoice? etc.

Extension

- Learners take an authentic formal letter or e-mail and use the same content in an informal e-mail or letter, or take an authentic informal letter or e-mail and use the same content in a formal letter/e-mail.

More extension

- Learners can work in pairs on the replies, discussing the content for the replies, suitable phrases they could use in the formal reply letter and the informal e-mail.
- Review appropriate openings and closings and useful phrases for referring to previous correspondence/contact. These can be listed under the headings *formal* and *informal*.
- If computers are available, learners can send e-mail messages to each other and reply to them.

Activity B *Correcting mistakes in spelling*

Pre-task activity

- Discuss with learners the importance of correcting their own mistakes and ways of accessing correct spellings through the use of a dictionary or a computer spell-check.
- Revise the use of basic punctuation: capital letters, full stops and commas.

Task

- Learners identify and attempt to correct the wrong spellings and punctuation in the letter, then check with each other, and if in doubt, with a dictionary or computer spell-check.
- If learners found the correction difficult, encourage them to think of ways to help them remember the spellings, e.g. splitting words into syllables, seeing similarities with other words.

Differentiation

- Learners with poor spelling copy the correct spellings into a spelling book.
- Learners with poor spelling and punctuation work with a version on which the mistakes have been identified but not corrected.

Extension

- Learners look through their own written work and correct spelling and punctuation mistakes, listing all the words that they need to work on.
- Learners devise spelling tests for each other.

Activity C *Writing a formal letter*

Pre-task activity

- Examine some formal letters to see how they begin and end, and look at some specific formal phrases.

Task

- Set the context for the exercise and look at the letter to Mr Costello from the photocopiable resources.
- Learners work in groups to discuss what is wrong with the letter in terms of its organisation and formality.
- Learners work in pairs to rewrite the letter, then present their version to the class (if possible on OHT).

Differentiation

- Photocopy and cut up the letter. Learners can work in pairs, each pair including one learner with more developed writing skills than the other. They can work together to reorganise the letter and then write it out. Provide a framework if necessary.

Extension

- Learners look through their own past work to decide how the organisation of the text or the register could be improved.

Pages 10 and 11 A magazine article

Materials

- A range of work-related magazines/handbooks (teacher's own)

- Authentic magazine articles on a variety of work-related topics (teacher's own)
- Sets of comprehension questions (if required)

Rationale

To encourage learners to choose articles on work-related themes to read for interest and pleasure; to develop strategies of predicting and skimming; to encourage learners to pick out main points and summarise; to enable learners to see connections between different parts of a text and recognise anaphoric and cataphoric reference; to give learners the opportunity to express their own opinions about work

Activity A *Reading: predicting and skim-reading*

Pre-task activity

- Examine a range of sources of information about work and business issues, e.g. business magazines, business pages in newspapers, *Office Hours* in the Monday edition of *The Guardian*, handbooks, textbooks and printouts of websites of useful information, e.g. Lycos Small Business Resources. Discuss what type of publication they are, what type of information they contain.

Task

- Show the headline 'Living above the shop' from the article on page 11, perhaps by enlarging it and showing it on an OHT. For task 1, discuss predictions on what the article will be about.
- Learners then read the introductory paragraph and discuss whether or not it matches their predictions.
- For task 2, learners look at the main section titles and read either Indira's story or Jane's story. They read this within a time limit.
- Learners pair up with a partner who reads the other story and summarises what they read.
- All learners skim through the sections they did not originally read.
- Learners do task 3 as a whole class, discussing the process of gist reading and identifying which key words in the text helped them to read quickly.

Differentiation

- Learners who find skimming difficult might all work on the same section, examining key words before doing the skimming.

Extension

- Learners use the same approach with an authentic magazine article.

Activity B

Reading: getting the main points

Task

- As a whole class, learners work through the example of Indira in the table.
- Learners then do the same with the text about Jane.

Differentiation

- Learners who have difficulty in picking out the main points work with specific comprehension questions based on the text.

Extension

- Learners read in detail to pick out the actual language used in expressing the advantages and disadvantages.
- Learners discuss the content of the article, weigh up the pros and cons as they see them and give their own reaction to the article.

Activity C

Reading for detail

Pre-task activity

- Learners discuss different reading strategies and the purposes for which they may be used, e.g. skimming, scanning, detailed reading.
- Learners revise pronouns and demonstratives.

Task

- Write up the sentence about Indira in task 1 on an OHT or on the board and explain the use of *she* and *her*, drawing a line to link each pronoun with its referent. Do the same for *this*.
- For task 2, learners then read through paragraphs 4 and 5 of the article in pairs and underline the pronouns and demonstratives. They identify the words these refer to for task 3.
- Point out that a pronoun can refer backwards or forwards, and can refer to a single word or phrase or a whole sentence.

Differentiation

- For some learners, reference to whole sentences may be too difficult, and they should concentrate on matching personal pronouns to their referents.

Extension

- Learners do a similar exercise using other texts.

Activity D

Speaking: discussion

Task

- Learners work in groups to list pros and cons of working at home, first with reference to the text and then adding their own ideas.
- Learners regroup to discuss the other two questions. As necessary, review discussion language for expressing opinions and talking about advantages and disadvantages.
- Groups report back to the class and continue the discussion.
- Learners decide what the consensus of the whole class is.

Differentiation

- Less confident learners might want to clarify their ideas with a short discussion in their own language before expressing themselves in English.
- For less confident learners, put some of the advantages and disadvantages from the article on cards. They can then organise them under the headings *advantages* and *disadvantages*.

Extension

- Learners discuss the pros and cons of different types of work, e.g. working in a company, working for yourself, working shifts and working a nine-to-five job.
- Learners write a short essay, weighing up the pros and cons of working from home.
- Learners write a letter to the magazine, giving their reaction to the article.

Page 12 Instructions

Materials

- Audio – how to use the photocopier
- Catalogues for office equipment and stationery (teacher's own)
- Pictures of office machines (teacher's own)
- Authentic instructions for using office machines (extension task; teacher's own)

Rationale

To enable learners to listen for the gist of instructions; to raise awareness of the conventions of writing instructions and some of the differences between spoken and written instructions; to make learners aware of the need to be more specific in writing than in speech; to practise being specific in referring to parts of a machine

Activity A *Listening to instructions*

Pre-task activity

- Use office supply catalogues to talk about different kinds of office machinery, and discuss which ones learners are familiar with.
- Discuss whether or not learners have used a photocopier.

Task

- Learners listen to the audio for task 1 and note the four things Fiona explains to Daniel.
- Ask learners to look at the diagram of the photocopier and practise the pronunciation of the labelled parts.
- For task 2, play the audio again, pausing so that learners can hear what Fiona says about the different parts of the photocopier.
- Learners work with the diagram to practise giving instructions to a partner in task 3. If necessary, play the audio again.

Differentiation

- Learners can work in mixed-ability pairs, with the more confident learner giving the instructions first.

Extension

- Learners devise questions to ask for clarification.
- Learners practise with another machine, e.g. a computer, a video player.

Activity B *Writing instructions*

Pre-task activity

- Learners discuss ways in which they believe written instructions differ from spoken instructions.

- Give a range of instructions using gestures and words like *here*, *over there*, e.g. *Put it here. Sit over there. Pass me that pen. Press this button.* Write some of them on the board/ OHT and ask the learners to discuss how they would express the same idea in writing, when there can be no gestures. Write the suggestions.

Task

- Learners read the two instructions in task 1 and work in pairs to decide whether they are written or spoken instructions.
- Task 2 is designed to focus on features of written and spoken instructions, e.g. for written instructions the absence of articles and pronouns, and words like *here* and *there*. Learners can answer the questions in pairs and then compare with other pairs before whole-class feedback.
- Learners complete the written instructions in task 3.

Extension

- Using different machines, learners practise giving instructions orally and in writing, and note the differences.
- Learners read authentic instructions and note the language use.

Page 13 Office procedures

Rationale

To improve learners' ability to read a description of a procedure; to raise awareness of the form and use of the passive with the present simple tense

Activity A *Reading: understanding a procedure*

Pre-task activity

- Learners discuss the places they work and any work place procedures they know about (e.g. if they work in a restaurant, that they prepare the food in the morning and clean up before leaving).

- Learners check key vocabulary for the reading text, e.g. *process orders, deliver, despatch, suppliers, invoicing*, and discuss who normally deals with these tasks in a workplace environment.

Task

- Direct learners to the questions a and b in the task. Learners discuss the responsibilities of the office staff and warehouse staff and then read through the text to find the answers.

Differentiation

- Some learners will need more detailed vocabulary work and more specific questions to answer to help them access the text.

Extension

- Learners talk about their own jobs, explaining the responsibilities of different people.
- Learners draw a diagram showing a simple procedure in their place of work or place where they study. They explain it to a partner.

Activity B

Language: using the passive

Pre-task activity

- Discuss the use of the passive. Write sentences like these on an OHT or on the board:
The catalogue is updated every six months.
The office manager updates the catalogue.
- Review the form of the passive in the present tense *is/are + participle*.
- Discuss why the passive is used, i.e. that it is not important who updates the catalogue.

Task

- Learners underline all the examples of the passive in the text individually or in pairs. They then discuss why the passive is used in this text. Point out that the passive is typical of descriptions of processes and procedures, where the focus is more on the tasks than on the people who do them. If necessary, ask learners to write the infinitive and past participle of the verbs used in the text.
- In task 2, learners transform three sentences from active to passive.

- Put up some passive sentences with *by + agent* on the board, e.g. *All decisions are made by the office manager./The goods are packed by warehouse staff*. Learners can transform them into the active form. Discuss why the active form is more effective in these sentences.
- In task 3, learners work in pairs to prepare a short description of the procedure for producing a leaflet. Review some sequencing words to get them started, e.g. *first, next, after that, then*.

Differentiation

- Learners who have problems with grammar can do simple transformation exercises or gap-fills, while other learners write their own texts.
- Learners can work in mixed-ability pairs to devise flow charts.

Extension

- Using their own experience of work, learners write a short passage describing a process in their own workplace, using the passive.
- Learners can devise a flow chart to show another process with which they are familiar, and use the passive to explain it.

Page 14 Project

Materials

- Audio – voicemail messages
- Notepads/message pads to take down messages or photocopiable resource (page 4) message slips
- Photocopiable resources – e-mail and letter
- Access to computers and telephones if possible

Rationale

To bring together the skills practised in the unit; to provide evidence of learning for the learner's portfolio, progress record and ILP review

The project will need careful setting up. See notes on project work in the Introduction to the Teacher's Notes.

Pre-task activity

- Set up the project. Explain the situation to learners: they work for the same company. Their boss is delayed so they have to deal with the office correspondence and voicemail messages until he or she returns.

- Divide learners into small teams.
- Where possible, learners will need access to a computer for their written work.

Activity A *Role play a social conversation*

Task

- Before the role play, each group needs to decide on roles and responsibilities in the office.
- Learners prepare and act out daily greetings and general social conversation as office staff arrive for work.
- The role play should include greetings and general social conversation and examples of exaggerated speech.

Activity B *Listen to some voicemail messages and take notes*

Task

- Learners listen to the voicemail messages.
- Give out blank message pad slips for recording the messages (use authentic ones or the ones on the photocopiable resource for page 4).
- Play the audio several times so that learners have time to take notes for task 1.
- Learners work in groups to discuss what action to take for each message in task 2.

Activity C *Make some phone calls*

Task

- Learners work in pairs to prepare phone calls to follow up any of the voicemail messages. They then act them out.
- If possible, they should have access to phones for the call to find out about travel for Karen (voicemail message 4). It would be useful to record the calls, so they can be played back for feedback.

Activity D *Deal with the post*

Task

- Hand out a photocopy of a formal letter and an informal e-mail from the photocopiable resources.
- Learners discuss how to reply to them.

- They then draft the replies in pairs and deal with any other correspondence resulting from the e-mails.
- Other pairs in the group proof-read for layout, style, punctuation and spelling.
- A final version is edited with any suggested changes, preferably on a computer.
- The final drafts should be displayed where other groups can see the work.

Activity E *Write an update for your boss*

Task

- Each group prepares an update for their boss explaining what has been going on.

Page 15 **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 *Reporting requests*

Task

- Learners write sentences reporting requests using the verbs *want*, *would like* and *ask*.

Activity B *will be able to*

Task

- Learners write sentences using *will be able to*, *should be able to* and *won't be able to* to explain when actions are likely to happen.

Page 16

Mini-projects

Materials

- Catalogues, leaflets and adverts for stationery products and office equipment (teacher's own)

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 all of the tasks. For more information, see the Introduction to the Teacher's Notes.

Activity A *Make a catalogue*

Task

- Learners read the extract from the company's catalogue and note what it is for and the language used, i.e. a rhetorical question to start and draw people in, *it has* to introduce features, short snappy sentences, etc.
- They then search through a range of leaflets and adverts, cut them out, build them into a catalogue and write the accompanying text.

Differentiation

- Learners can work in mixed-ability groups to write the text.

Extension

- Make a catalogue for a different kind of company.

Activity B *Send an e-mail*

Pre-task activity

- Discuss the extent to which learners already use e-mail.
- Discuss where and how people can find the e-mail addresses of companies.

Task

- Revise, if necessary, the procedure for sending an e-mail.
- Discuss task 1. Ask learners to find the e-mail address of a company which they can contact for information.
- Discuss what they will actually write.
- Learners work in pairs to send the e-mail for task 2.

Differentiation

- Learners should work in mixed-ability pairs, depending on their computer literacy and their writing skills.

Activity C *Write a formal letter*

Pre-task activity

- Look again at the letters on page 8 and note some of the phrases.
- Review the layout and phrases for opening and closing a formal letter.

Task

- Ask learners to find the name and address of a company which they can contact for information about training courses.
- Discuss what they will actually write or what they would say on the phone. Each learner should write a letter.
- Allocate time in class to look at the brochures they have been sent.

Extension

- Complete a booking form for a course and write a covering letter.
- Ring to get more information about one of the courses.

How am I doing?

Rationale

To encourage learners to evaluate their own learning; to provide a record of learning for the learner's progress record

Learners evaluate their learning over the course of the unit. For more information, see the Introduction to the Teacher's Notes.

Photocopiable resources

Page 4 Messages Activity B



TELEPHONE MESSAGE



From:

To:

Date:

Status: normal/urgent

.....

.....

.....

.....



TELEPHONE MESSAGE



From:

To:

Date:

Status: normal/urgent

.....

.....

.....

.....

Phoning about a delivery

Activity A – extension



We'll be able to do that.

We won't be able to do that.

We probably won't be able to do that.

We should be able to do that.

We might be able to do that.

We might not be able to do that.

We definitely won't be able to do that.

We'll certainly be able to do that.

I'm afraid ...

I'm pleased to tell you that ...

Page 9
E-mails and letters
Activity C



Lawfords Ltd.
264 Wilson Road
Newbury
Berkshire

Mr F Costello
Pangolin Productions
Windmill Hill Business Park
Whitehill Way
Swindon SN5 6PB

Hi, Mr Costello

Got your order today. Thank you for that. We can send the sticky notes right now. I expect you'll get them tomorrow or the day after. But the bad news is we can't send the lever arch files till next week. Really sorry about that.

All the best,

Daniel

Daniel

Page 14 Project

From: jack.peterson@licious.co.uk

Subject: menu choices

Just tried to call, but no reply. I'm attaching the menu for your staff dinner which I hope you like. You'll see there is a choice of three for each of the three courses. Could you let me know your choices by tomorrow? Many thanks.

Jack Peterson



swanmenu.doc





23–25 Worton Road
Mexborough
South Yorkshire S64 8AJ

Ms K Tunnacliffe
Maxwells Ltd
Stafford Park
Telford
Shropshire TF3 3BJ

Dear Ms Tunnacliffe

I am writing to say how much I enjoyed meeting you yesterday at the Office Techno exhibition in Leeds.

Following our conversation I am enclosing a copy of our catalogue with information about our range of portable printers. One of our representatives, Damon Jarvis, will be in your area at the beginning of next week. If it is convenient, he could visit you Monday or Tuesday to discuss your needs and demonstrate the equipment. Please let me know if either day would suit you, or if you would like to arrange another date for him to visit.

We look forward to hearing from you.

Yours sincerely

Ros Darling

Ros Darling