

6

Lifelong Learning



*Why do people learn?
Who is involved in learning?
Where do people learn?*

What you will do

This unit is about different situations that people can learn in. These are the skills you will practise. Which are the most useful to you? Tick the boxes.

Listening and speaking

Skill

- ☐ Understand and take part in discussions about education
- ☐ Talk about a course you would like to do
- ☐ Describe your experiences of learning
- ☐ Phone for information about a course
- ☐ Prepare for and go to an interview

Skill code

Lr/E3.1a, 7a; Sd/E3.1d
Sc/E3.4b
Sc/E3.4a, 4b
Lr/E3.2b, 4a
Lr/E3.5b; Sd/E3.1b; Sc/E3.1b

Reading and writing

Skill

- ☐ Understand texts about courses and education
- ☐ Write a supporting statement for a course
- ☐ Learn about spelling rules when adding suffixes

Skill code

Rw/E3.1a; Rt/E3.1a, 2a, 4a, 8a; Rs/E3.1a
Rt/E3.1a, 4a; Ws/E3.1a, 2a; Wt/E3.1a, 1b, 2a, 4a
Ww/E3.1a

Project work

At the end of this unit you will research a course and interview another learner.

What is Lifelong Learning?

Activity A • Reading

- 1 You are going to read some government information about Lifelong Learning. Before you read, discuss what you think Lifelong Learning means. Then read the text and check.

THE LEARNING AGE

INTRODUCTION

"Education is the best economic policy we have"

Rt Hon Tony Blair MP

We are in a new age – an age of information technology and global economics. The old system of education cannot meet the needs of the new age. We need a new type of education so we can all have the opportunity to change our lives.

Learning is about more than just colleges and universities. Opportunities must be provided for learning in the factory, the community centre and at home through online courses. We must take learning to the people who need it where they need it.

In these times of change, learning should be lifelong, not just for the young and the qualified. We need to learn throughout our lives to be part of a changing world.

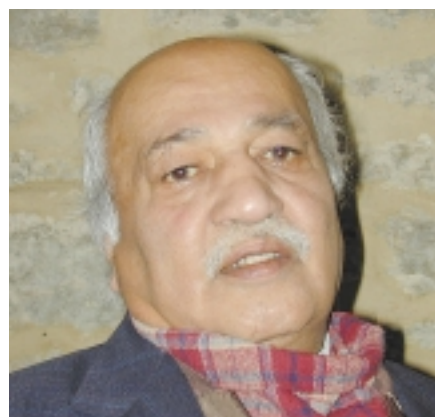
In the past, vocational learning was regarded as second best. In the new age in which we are living, we must give equal value to academic and vocational qualifications to meet the needs of people and employers. Most jobs need basic skills and too many people do not have these. Different jobs need different types of knowledge and understanding. This is what we mean by skills and we can only gain skills through learning.

Adapted from 'The Learning Age', Government Green Paper 1998

- 2 Read the text again. In groups, discuss what it says about:
 - why we need a new education system
 - who should learn
 - where people should learn
 - what people should learn
 - the value of academic and vocational qualifications.

Different ways of learning


Activity A • Listening: different ways of learning



1 Diane, Ahmed and Joe are discussing their learning experiences. Look at the ways of learning they talk about in the table below. Discuss and list the advantages and disadvantages of these different ways of learning.

 2 Listen to the audio and complete the first column of the table.

Who	Course	Advantages	Disadvantages
	evening course		
	day release		
	online course		

 3 Listen again and complete the table with any advantages or disadvantages they talk about. Are these the same as your list?

4 In pairs, discuss who you agree or disagree with and give a reason.

Example

I think evening classes are difficult because you always feel tired.

5 Are Diane's, Ahmed's and Joe's experiences of learning similar to yours?

6 How do adults learn in your country?

Activity B • Speaking: what's education for?

Read these statements about the purpose of education. Work in pairs and grade them in order of importance (1 = the most important, 6 = the least important). Discuss as a whole group and give reasons for your choice.

To learn how to be independent	<input type="text"/>	To be a good person	<input type="text"/>
To have a good time	<input type="text"/>	To make lots of money	<input type="text"/>
To get a job	<input type="text"/>	To learn about the world	<input type="text"/>

Reading about courses

Activity A • Vocabulary: words in education

1 You are going to read some information about different courses. The words below appear in the information. In pairs, match each word to its meaning.

- | | | |
|---------------------|---|--|
| a modular | → | a piece of work you do on a course |
| b assessment | → | divided into different parts |
| c assignment | | learning at home |
| d distance learning | | to join a course |
| e to enrol | | a check to see what kind or level of course you need |

2 Look at the three texts on the following page. Which text is from:

- a college prospectus?
- a leaflet?
- the Internet?

3 Read the texts again. In pairs, discuss these questions:

- Who is the information in each text for?
- What is the purpose of each text?
- What are the differences in the language that is used in each text?

Activity B • Speaking: what I'd like to do

Discuss a course you would like to do or are planning to do. Use these expressions.



I'd like to do an online course because I don't have time to go to college.



I'm going to do a bilingual course because I want to be a translator.



I might do a computer course because I don't know anything about computers.

A



print course details

find a Learndirect centre

Learndirect Course: Introduction to Computing

An online modular course in 4 easy stages. For those with no previous experience of computers who need to learn the basics – from how to use a mouse to designing and producing a wide variety of documents.

Prices may vary. To find the price for this course choose a Learndirect centre.

B

GREENFORD COMMUNITY LEARNING CENTRE 229 GREENFORD ROAD SW6

New Basic Skills evening classes

We now offer Basic Skills classes in the evening

★ Do you need help with reading, writing and maths? ★

★ Do you need to start from the beginning? ★

★ Do you need to improve your skills? ★

We have the course for you – come along to our open day on:

Saturday 14th September at 2pm

Have an assessment and enrol on a course to suit you

C

NEW HORIZONS

Who is the course for?

- Adults or mature young people who want to return to learning after a break. The course develops your self-confidence and study skills.

What will I study?

- Communication skills
- Essay writing
- IT skills

How and where will I study?

- At the college (some modules are available through distance learning)
- Your work is assessed through assignments

find us:

d Road

Talking about learning experiences

Activity A • Language: using the present perfect

- Read these statements about learning experiences from the listening activity on page 3. Are the statements about:
 - a situation or action which finished in the past?
 - a situation or action which started in the past and continues up to the present?
- In pairs, look at the sentences again. What is the difference between *for* and *since*?
- Now complete the sentences with *for* or *since*.
 - She's been at college 2001.
 - I haven't been to the Family Learning Centre two months.
 - We've learnt a lot about spelling we started the Basic Skills class.
 - I've used the library to study the past few years.



I've been on a childcare course for the past six months.



I haven't written anything since 1995.

Activity B • Talking about your learning experiences




- Work in pairs. Look at the table below and make sentences.

I've	studied	English since I left school.
I haven't	been interested in	Arabic for two years.
	liked	
	used	

- Use the same sentence pattern. Tell another learner four different things about your learning experiences over the past few months or years.


Phoning for information


Activity A • Listening: when the person you phone is not there

-  1 Sabha phones the college for information about a course she has applied for. Listen to the audio. What problems does she have?
-  2 Listen again. In pairs, discuss how Sabha could get the person to be more helpful.
-  3 Listen to Sabha phoning the following day. What does she say to:
 - a ask the person to help her?
 - b try to find out when to ring back?
 - c explain that she needs to speak to Mr Campbell urgently?
 - d make sure she doesn't have to keep phoning back?



Activity B • Making sure you understand

-  1 Mr Campbell phones Sabha. Listen and decide if the sentences are true or false.

	True	False
a Sabha applied for the course in October.	<input type="checkbox"/>	<input type="checkbox"/>
b There are still some places on the course.	<input type="checkbox"/>	<input type="checkbox"/>
c Sabha doesn't need to fill in another application form.	<input type="checkbox"/>	<input type="checkbox"/>
d Sabha needs to go to the college and see Vera.	<input type="checkbox"/>	<input type="checkbox"/>
-  2 Listen again. What does Sabha say when:
 - a she wants to know the name of the person to speak to?
 - b she wants to ask a question?
 - c she wants to check what she has heard?

Activity C • Practising phoning

Work with a partner. Your teacher will give you role cards. Practise checking you understand and getting the person to be helpful.

Reading a supporting statement

Activity A • What's in a supporting statement?

When you fill in an application form, you sometimes have to write a **supporting statement**.

- 1 Work in groups. Discuss what information a supporting statement should include.
- 2 Now read the statement quickly and check whether you were right.
- 3 In pairs, decide what each paragraph is about and write a suitable heading.



Supporting statement: application for an NVQ level 1
Computing/Website Design: Sivanesan Tharmalingan

1

I am applying for this course because I would like to develop my computing skills and also my web design skills, which are quite basic. I already have some experience of computing from Sri Lanka, where I was an office manager.

2

My job in Sri Lanka involved introducing new technology to the office staff, who had no previous experience of IT. I did this for five years until 2000, when I came to the UK. Consequently, I have experience of software packages, how IT skills are used in running an office and of working in a team.

3

I studied Mathematics and Physics at university so have excellent study skills.

4

At the moment I am studying ESOL. I have also worked for a voluntary organisation since 2001, where I have gained experience of office work in the UK.

5

Finally, I believe I have the skills and experience to complete an NVQ. After this I would like to do NVQ level 2 and eventually find work in this country.

Language in supporting statements

Activity A • Language: using different tenses

- 1 Look through Sivanesan's statement and underline the parts where he writes about his experience and qualifications.
- 2 In pairs, discuss the different tenses he uses to describe these.
- 3 Write some sentences about your own experience using the different tenses.

Activity B • Language: using *who*, *which*, *where* and *when*

- 1 Look at the statement again and circle *who*, *which*, *where* and *when*.
- 2 Look at this sentence. The word *who* is used to give us more information about the office staff.

My job in Sri Lanka involved introducing new technology to the office staff
who had no previous experience of IT.

Work in pairs. Look at the words you circled. Which word is used to give information about:

- a a thing?
 - b a place?
 - c a time?
- 3 Match the two parts of the sentence and use *who*, *which*, *where* or *when* to join them.

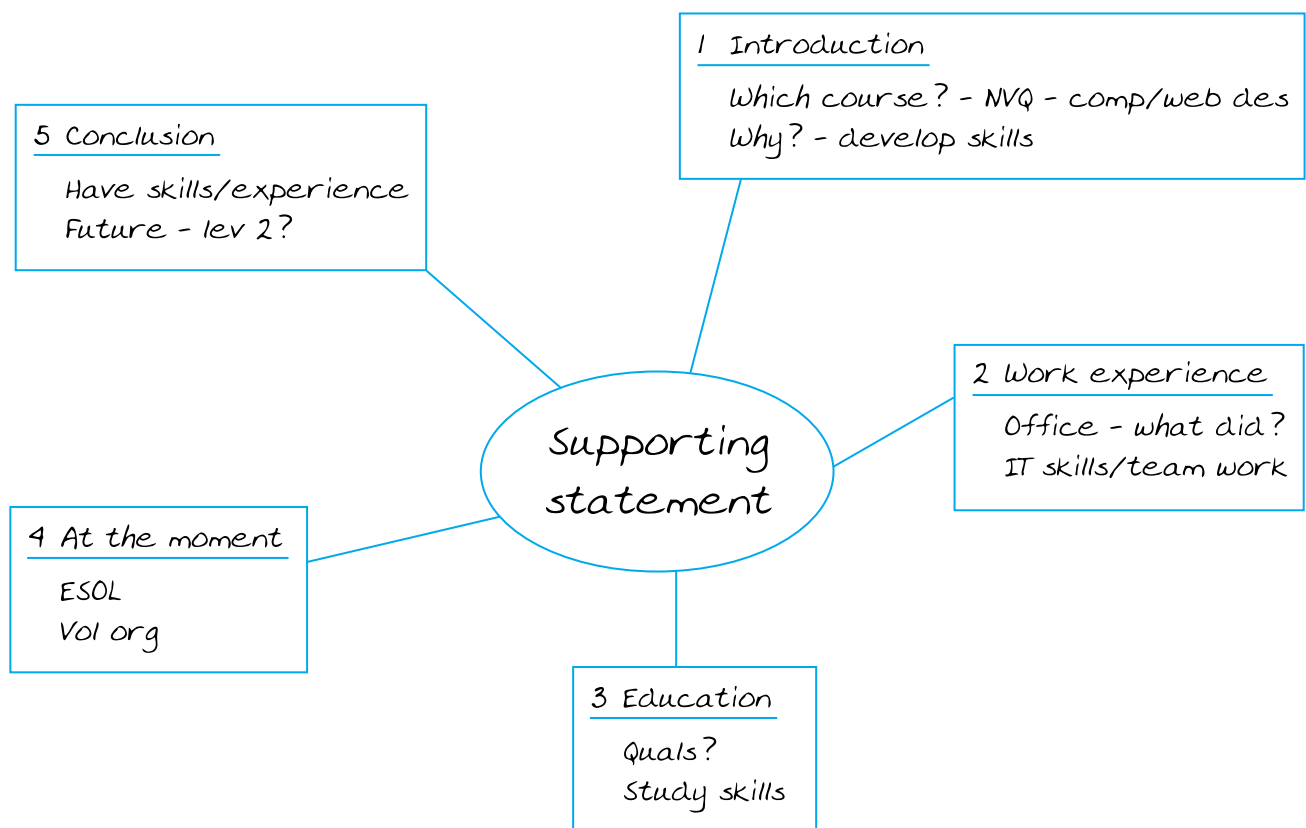
a I got on well with my boss,	I also do the accounts.
b I work as a secretary for a small company,	helped me when I came to live in the UK.
c I studied English in Bangladesh,	I finish my studies.
d I hope to work as an accountant	gave me a good reference when I left.
 - 4 Now write some sentences about your learning experiences and add information with *who*, *which*, *where* and *when*.

Writing your supporting statement

Activity A • Writing: planning

1 Look at Sivanesan's plan for his statement. In pairs, think about why he uses:

- this way of planning
- abbreviations and question marks
- headings to organise his paragraphs.



2 Plan a statement for a course you would like to do. You can use the headings in Sivanesan's plan to help you write notes for your statement.



Activity B • Writing: drafting

- 1 Your teacher will give you a writing frame. Use this to write a first draft of your statement. Remember to use *who*, *which*, *where* or *when* to add information.
- 2 Check your grammar. Have you used the right tenses?
- 3 Work with another person. Check if the meaning is clear in each other's statements.
- 4 Write or word-process your final statement.



Preparing for an interview



Activity A • Listening: interview expressions

- 1 In groups, discuss any interviews you have attended for work or education in the UK.
Were the interviews in the UK different from interviews in your own country? If so, how were they different?
Was anything the same or similar?
- 2  Listen to the first part of an interview. In pairs, describe the course Mrs Hassan is applying for.
- 3  Listen again. How does she say:
 - that the interviewer's information is correct?
 - that she doesn't understand?
 - that she thinks something is very good?

Activity B • Listening: answering questions in an interview

- 1 Work in pairs. Before you listen to the second part of the interview discuss what questions you think the interviewer will ask. Then listen and check.
- 2  Listen again. How well does Mrs Hassan answer the questions?
- 3  Listen again, stopping after each answer and noting what she says. Then discuss:
 - how Mrs Hassan could say more about her experience and future plans
 - how she could be more positive about why she wants to do the course and about her skills
 - what kinds of questions she could ask the interviewer.

Attending an interview

Activity A • Speaking: an interview

Work in groups of five. You are going to role play an interview. Your teacher will give you role cards. Two people will be restaurant managers. The other three people will be catering students.

Restaurant managers – prepare questions to ask the catering students.

Catering students – prepare questions to ask the restaurant managers.

Both groups – think about the kinds of questions you are likely to be asked and what answers you will give.

Name: *Fatima Taj*

Age: *19*

Skills/experience:

no catering experience

good IT skills

1st language - Arabic,

good French/English

Attendance: *100%*



Name: *Kemal Nurat*

Age: *34*

Skills/experience:

2 yrs burger bar

1 yr restaurant

full driving licence

1st language - Turkish, a little English

Attendance: *85%*



Name: *Susanna Smith*

Age: *27*

Skills/experience:

6 months - hotel receptionist

degree in mathematics

1st language - English

Attendance: *60%*



Activity B • Speaking: discussing the interview

Restaurant managers

Discuss the interview.

- Did you ask good questions?
- How well did the students answer your questions?
- Which student will you choose and why?

Catering students

Discuss the interview.

- How did you feel?
- What questions were you asked?
- How well did you answer the questions?

Spelling

Activity A • Long and short vowel sounds

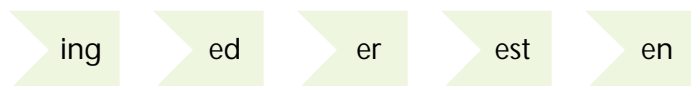
Say these words:

tap tape hop hope sit site

How does the 'e' at the end of the words change the vowel sound?

Activity B • Spelling rules: adding suffixes

A suffix is a group of letters we put at the end of a word to change the tense or type of word. These are the spelling rules when you want to add a vowel suffix like this:



Rule 1

When a word ends with a short vowel sound and a consonant, double the consonant:

hop → hopping tap → tapped

Remember

You cannot double a *w*, a *y* or an *x*.

Rule 2

When a word ends with a long vowel sound and a silent *e*, drop the silent *e*:

hope → hoping tape → taped

Rule 3

When a word ends in a consonant + *y*, change the *y* to *i* when you add *-ed*, *-er*, *-est*:

try tried

1 Fill the gaps with a suitable form of the words in brackets.

-
- a I am (get) a computer to help with my course.
- b In my spare time I like (sew) and (swim)
- c I (stop) going to college when I got a job.
- d I am (read) a lot for my assignment.
- e My college was the (big) in the country.
- f I have (study) English since I was 15.
- g I (fax) you my references last week.

2 Choose five of the words in brackets and write some sentences about yourself.



Project



Activity A ● Find a course

- 1 Find a course you would like to do. Try looking at:
 - a local college prospectus
 - an adult education or community learning centre prospectus
 - the Internet, e.g. www.learndirect.co.uk

Find the following information:

- where you can do the course
 - what you will do on the course
 - what skills, experience or qualifications you need
 - the times and dates
 - the fees and how you apply or enrol.
- 2 Prepare a short presentation about the course. Tell the class about the information you found and why and when you became interested in the course.

Activity B ● Prepare to interview another learner

You are a course adviser. Use another learner's supporting statement to prepare an interview about their course application. Make short notes including:

- the information you want to give them about the course
- the questions you want to ask them.

Activity C ● Interview another learner

- 1 Use a tape recorder to record the interview with another learner.
- 2 Play the interview. Stop the tape and discuss:
 - the questions you asked
 - how the other person answered the questions
 - good expressions he or she used.



Check it

Activity A • The present perfect

Write a full answer to the question in the present perfect using *for* or *since*.

Example

When did you last read a book? **I haven't read a book for two years.**

- a How long have you been in your English class?
- b When was the last time you wrote a letter?
- c How long have you known about online courses?
- d When did you last go to an interview?

Activity B • Adding information with *who*, *which*, *where* and *when*

Join the following sentences with *who*, *which*, *where* or *when*. Remember to use a comma.

I enjoy using the Internet. It is useful for finding information.

Example **I enjoy using the Internet, which is useful for finding information.**

- a I spoke to the course adviser. She said there were lots of maths courses to choose from.
- b I would like to study psychology. It is about the way people behave.
- c On Tuesdays I go the Learning Centre. I do a parenting workshop.
- d I got my first job in 2001. I also left college.

Activity C • Spelling

Find and correct the ten spelling mistakes in this extract from a letter.

I saw your leaflet about basic skills classes but I am not sure if I can apply. I need a lot of help with readding, writeing and maths. So I would really like to do the corse.

I have worked in a factory for four years, where I have learnd how to use a computer. In addition, I have got a lot of experiance of workeing in a teem.

Finally, I am takeing driving lessens and I am hopping to pass my test soon.



Mini-projects

Activity A • Prepare for a course

- 1 Telephone for more information about a course you would like to do. Make a note of the information you need and think about how you are going to ask for this before you phone.
- 2 Plan, draft and write a supporting statement for the course.
- 3 Ask a member of your family or a friend to interview you for the course.

Activity B • Listen to an interview

Listen to an interview or chat show on the TV or radio. Think about:

- the different tenses used
- the kinds of questions asked and how they are answered
- whether the interviewer is polite
- how formal or informal it is.

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 Different ways of learning

Activity A

- Diane: I've been on a childcare course for the past six months ... I work in a nursery. I do the course at college on day release. I think it's quite difficult really but I need the qualification. When someone is off sick at work, it means I can't go ... then when I do go they leave my work so I have to catch up when I go back. I've had problems keeping up with my course work since April when the last person was off sick. But the good thing is you can practise what you learn. Well, erm ... what about you, Ahmed?
- Ahmed: I've done lots of courses since I came to the UK ... in all kinds of things. At the moment I'm doing an online business course with Learndirect ...
- Diane: Sorry, can I ask ... what's an online course?
- Ahmed: You know ... through the computer ... they send you all the stuff you need, and you do everything through the computer. It's a good course because you don't have to travel and all that, but the problem is my kids are always on the computer. Also you have to make the time to do it – it's not easy ...
- Diane: But the thing is ... it's much easier for men. You don't have to do the housework and look after the kids and all that ... You–
- Ahmed: Hang on a minute ... I do look after my kids and I do help with the housework. Anyway, I'm doing the course because I want to start my own business. It's not easy – I haven't written anything since 1995 when I left school – but working on your own gives you more confidence, except you don't have anyone to talk to ... you know, at least you meet other people who are doing the course ...
- Diane: Actually, I haven't spoken to anyone on my course since it started! I'm always rushing around from one place to another ...
- Joe: Can I interrupt here? I think you're both missing the point. In my opinion education is not just about work and qualifications, you know ... It's something you should enjoy. I'm learning guitar at evening classes at the moment. Evening classes are much

better because the courses are more interesting ... it's not just about tests and boring subjects. I've learnt so much in the past five years, and I'm 72 ... I've done art, science, flower arranging, history ...

Page 7 Phoning for information

Activity A1/2

- Secretary: Hello, Academic Office, how may I help you?
- Sabha: Hello, can I speak to Mr Campbell, please?
- Secretary: Sorry, he's just popped out of the office.
- Sabha: I rang yesterday – he was out then as well.
- Secretary: Yes, he was off sick yesterday.
- Sabha: Oh. He never seems to be in.
- Secretary: He's only gone out for a bit ... try again later.
- Sabha: OK.

Activity A3

- Secretary: Hello, Academic Office, how may I help you?
- Sabha: Hello, can I speak to Mr Campbell, please? This is Mrs Farsad. I rang yesterday.
- Secretary: Sorry, Mrs Farsad, he's out again.
- Sabha: Well, perhaps you can help me. I need some information about the New Horizons course.
- Secretary: No, sorry ... you really need to speak to Dave Campbell.
- Sabha: What's the best time to ring?
- Secretary: I'm not really sure ... try ringing back on Friday afternoon – he's very busy today.
- Sabha: Friday afternoon? Sorry, that's too late – the course starts on Monday. Will he be in later today?
- Secretary: Should be.
- Sabha: It's really important. Could you ask him to ring me? Today if possible.
- Secretary: OK, will do ...

Activity B

- Sabha: Hello.
- Dave: Hello, can I speak to Mrs Farsad?
- Sabha: Yes, speaking.
- Dave: Hello, Mrs Farsad. Dave Campbell here ... you rang me earlier today.



Sabha: Oh, yes ... thanks for ringing back ... it's about the New Horizons course.
Dave: Yes ... how can I help?
Sabha: I applied for the course in September ... but I haven't heard anything.
Dave: Oh, well, that's nothing to do with me ... you need to speak to admin.
Sabha: Sorry ... who do I need to speak to?
Dave: Admin ... the administration department.
Sabha: Administration ... yes, and, erm, who do I speak to?
Dave: Speak to Vera ... she's usually quite helpful.
Sabha: Vera, OK ... and can I ask you a question?
Dave: Yes, of course.
Sabha: Is it too late to enrol now?
Dave: No, not at all. There are still places as far as I know, but you need to fill in another application form and do an assessment test.
Sabha: An assessment test ... and how do I do that?
Dave: Look, it's probably best if you come in and see Vera ASAP rather than phoning ... she'll sort you out.
Sabha: ASAP?
Dave: Sorry ... as soon as possible.
Sabha: So I need to see Vera in admin, fill in another application form and do a test ... is that right?
Dave: Exactly.
Sabha: Well, thanks very much for your help.
Dave: Not at all.

Page 11 Preparing for an interview

Activity A

Part 1

Interviewer: Good morning, Mrs Hassan. Take a seat.
Mrs Hassan: Good morning ... thank you.
Interviewer: Now firstly, can I just check ... you are, erm, applying for the Access to Nursing course ...?
Mrs Hassan: Yes, that's right.
Interviewer: Right, good ... erm, and can you tell me what you know about the course?
Mrs Hassan: Well, I know it's – well, some biology and health, and it's for people who want to go into nursing ... is that right?
Interviewer: Yes ... in a nutshell ... it's a nursing course but it also has IT and study skills components.

Mrs Hassan: Sorry, I didn't quite understand ... components?
Interviewer: Oh, sorry ... parts of the course are study skills and IT.
Mrs Hassan: OK.

Activity B

Part 2

Interviewer: Right, now ... can I ask why you want to do the course?
Mrs Hassan: Well, I was a nurse before I came to the UK – my husband came here to study. He's finished his studies now and got a lecturing job ... Well, I don't have children and I'm quite bored at home.
Interviewer: I see ... and tell me a bit about your work as a nurse. What did you do?
Mrs Hassan: Yes, of course ... I worked on a children's ward in a hospital.
Interviewer: That's interesting ... and how do you think that experience will help you on this course?
Mrs Hassan: Well, you see ... I'm not sure it will. It's very different in my country. And my English is very bad, that's another problem ...
Interviewer: No, it's fine. What do you think your main strengths and weaknesses are?
Mrs Hassan: It's my writing ... it's terrible. I can't spell in English at all.
Interviewer: And what about IT? Have you had any IT experience?
Mrs Hassan: No, not really ... but I do use the computer for silly things, you know, games and e-mails, and I use the Internet for shopping sometimes.
Interviewer: OK. The last thing I want to ask is your plans for the future ... if you do the course.
Mrs Hassan: Actually I'm not really sure what I want to do ... erm ... but some kind of work in a hospital.
Interviewer: Yes ... and is there anything you would like to ask me?
Mrs Hassan: No ... erm ... I can't think of anything.
Interviewer: That's fine. It was nice to meet you, Mrs Hassan. Thank you for coming ... we'll let you know.
Mrs Hassan: Thank you very much.



Page 2 What is Lifelong Learning?

Activity A2

Suggested answers:

Why we need a new education system: Because the world is changing – globalisation and IT

Who should learn: Everybody – old and young, qualified or unqualified

Where people should learn: At work, in the community and at home

What people should learn: Vocational as well as academic skills; basic skills

The value of academic and vocational qualifications: Should be equal

Page 3 Different ways of learning

Activity A2/3

Suggested answers:

Joe: evening course

Advantages: more interesting/not just about tests

Disadvantages: none

Diane: day release

Advantages: can practise what you learn

Disadvantages: can't go when someone is off sick/difficult to work, study and run a family

Ahmed: online course

Advantages: no travel/working on your own gives you confidence

Disadvantages: not meeting people/hard to make time/access to a computer

Page 4 Reading about courses

Activity A1

a divided into different parts

b a check to see what kind or level of course you need

c a piece of work you do on a course

d learning at home

e to join a course

Activity A2

a college prospectus – C

a leaflet – B

the Internet – A

Activity A3

Suggested answers:

Text A

People with no experience of computers

To give brief information about the course so you can

decide if you want to know more

Continuous text – statements about the course

Text B

People who need help with basic skills

To publicise new course and open day

Questions to arouse interest, bullet points rather than full sentences

Repetition of *you* to make it personal

Text C

Adults who have studied before but had a break

To give more detailed (than text A) information about a course

Questions and answers to help you decide if the course suits you

Bullet points to show parts of the course

Page 6 Talking about learning experiences

Activity A1

b

Activity A2

for: indicates the period of time (*for six months*)

since: gives the point in time when something began (*1995*)

Activity A3

a since

b for

c since

d for

Page 7 Phoning for information

Activity A1

The person she wants to speak to is not there and the person she does speak to is not very helpful.

Activity A2

Instead of saying he's always out, Sabha could ask when he will be in, what time to phone back, stress the urgency of her query, ask for him to phone her etc.

Activity A3

a Perhaps you can help me.

b What's the best time to ring?

c Sorry, that's too late/It's really important.

d Will he be in today/Could you ask him to ring me?

Activity B1

a false (she applied for the course in September)

b true

c false (she needs to fill in another application form)

d true



Activity B2

- a Sorry ... who do I need to speak to?
- b ... and can I ask you a question?
- c So I need to see Vera in admin, fill in another application form and do a test ... is that right? (she repeats what he has said and checks at the end of the conversation)

Page 8 Reading a supporting statement

Activity A3

Possible answers:

- 1 Introduction: Reasons for applying
- 2 Work experience
- 3 Education
- 4 What I am doing now
- 5 Conclusion/Future plans

Page 9 Language in supporting statements

Activity B2

- a which
- b where
- c when

Activity B3

- a I got on well with my boss, who gave me a good reference when I left.
- b I work as a secretary for a small company, where I also do the accounts.
- c I studied English in Bangladesh, which helped me when I came to live in the UK.
- d I hope to work as an accountant when I finish my studies.

Page 10 Writing your supporting statement

Activity A1

Suggested answers:

It's a good way of organising thoughts and ideas
He uses abbreviations to remind himself of words he is going to use/to save time (no need to write out words in full in a plan)

He uses question marks to remind himself that he is going to explain something

Headings are a useful way of thinking about how you are going to organise paragraphs

Page 11 Preparing for an interview

Activity A2

Access to Nursing – nursing course with IT and study skills components

Activity A3

- a Yes, that's right.
- b Sorry, I didn't quite understand ...
- c That's excellent!

Activity B2

Generally she doesn't answer the questions very well. She hasn't thought about why she wants to do the course or what she wants to know about the course. She doesn't say enough about her valuable experience and is negative about her skills.

Page 13 Spelling

Activity A

The silent *e* changes the vowel sound from short to long

Activity B1

- a getting
- b sewing/swimming
- c stopped
- d reading
- e biggest
- f studied
- g faxed

Page 15 Check it

Activity B

- a I spoke to the course adviser, who said there were lots of maths courses to choose from.
- b I would like to study psychology, which is about the way people behave.
- c On Tuesdays I go the Learning Centre, where I do a parenting workshop.
- d I got my first job in 2001, when I also left college.

Activity C

I saw your leaflet about basic skills classes but I am not sure if I can apply. I need a lot of help with **reading, writing** and maths. So I would really like to do the **course**.

I have worked in a factory for four years, where I have **learned/learnt** how to use a computer. In addition, I have got a lot of **experience** of **working** in a **team**.

Finally, I am **taking** driving **lessons** and I am **hoping** to pass my test soon.