

## Learning and working



At what stage in your life did you learn the most?  
How did you learn to do your job?

### In this unit, you will learn to:

- talk about education and skills
- define things, people and places
- talk about different ways of working
- describe jobs and responsibilities
- understand regulations
- talk about books and reading

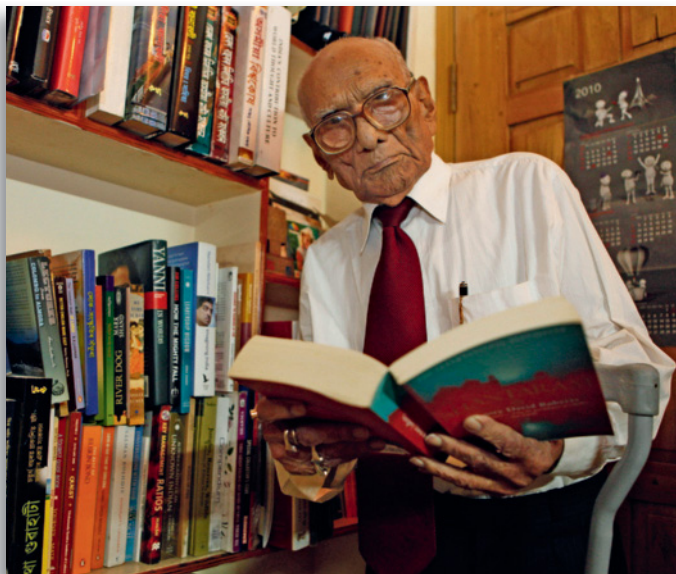
## Starter

## Life-long learning

What's the best age to learn new skills? What skill have you learnt recently?

## Back to school – at 100!

**100-year-old Bholaram Das** has become the oldest student in India – and probably in the world. He is starting at Guwahati University to study for a doctorate in a subject which is very important to him – the history of Hinduism in Bohori, the village where he was born. On his hundredth birthday, he told reporters, "I'm 100,



but my head still works! I'm still good at learning things. If my son can get a doctorate at the age of 55, why can't I at a hundred?"

Bholaram has had a very full life. As a teenager, he became interested in politics, and when he was 19, he went to prison for two months because he protested against the British in India. In the 1930s, he trained and worked as a teacher, then studied for a degree in law at Calcutta University. He was a lawyer and a judge until he retired in 1971. A family member said, "He's the kind of person who always has to be active. Even after he officially retired, he still worked as a lawyer from home until he was 98! It's amazing that he's starting something new, and all his family and friends will help him to succeed."

A professor at the university where Bholaram is going to study said, "Someone who decides to learn something new at the age of a hundred shows that learning has nothing to do with age. He's the perfect example of life-long learning."

→ L&C: Schooldays, page 43

### 1a Comprehension

Cover the text and, in class, try to remember what was written about these numbers. Then uncover the text and read out any information that you couldn't remember.

55 | 19 | two | the 1930s | 1971 | 98

### 1b Vocabulary: Education and learning

Cross out the word that doesn't fit in each group.

- 1 learn | study | work
- 2 apprenticeship | college | university
- 3 course | homework | lesson
- 4 apprentice | doctorate | student
- 5 certificate | diploma | subject

## 2 Grammar

→ LS, page 30

**Relative pronouns: *that / which, who, where***

Bholaram Das is going to study a subject **that / which** is very important to him.

He's the kind of person **who** always has to be active.

The university **where** he's going to study is in Guwahati.

## 2a About Bholaram

Complete the first part of the sentences about Bholaram (1–6) with *that / which, who* or *where*, then match them with the second part (a–f).

- 1 Calcutta is the university \_\_\_\_\_ ...
- 2 He's the kind of person \_\_\_\_\_ ...
- 3 The qualification \_\_\_\_\_ ...
- 4 Bohori is the village \_\_\_\_\_ ...
- 5 Hinduism is the subject \_\_\_\_\_ ...
- 6 He has a lot of friends \_\_\_\_\_ ...

- ☐ a) ... he was born.  
☐ b) ... he studied law.  
☐ c) ... will help him to succeed.  
☐ d) ... he's going to study.  
☐ e) ... is an inspiration to us all.  
☐ f) ... he wants to get is a doctorate.

## 2b What's the word?

Work with a partner. Partner A: Look at page 123. Partner B: Look at page 125.

## 3 How to say it: Talking about education and skills

I trained as (a teacher).  
 I did a course in (English) in (2010).  
 I have a (certificate) in (business).  
 I did a (three-year) apprenticeship to become (an electrician).  
 I'm a qualified (electrician).  
 I don't have any formal qualifications.  
 I have a lot of experience with (computers).  
 I can (use a computer).  
 I'm good at (using a computer).



1/24 Listen and repeat.

## 4a 1/25 An interview

Listen to a man talking to a young woman about her education and skills. Why is he helping her?



1/26 Listen again and complete the form.

School: (1) \_\_\_\_\_ – 2007 Liphook  
 Secondary School, Brighton  
 University / College: 2007 – 2008 Richmond  
 (2) \_\_\_\_\_ College  
 Title of degree / Apprenticeship: Office  
 (3) \_\_\_\_\_  
 Qualifications: Apprenticeship  
 (4) \_\_\_\_\_, intermediate Spanish  
 certificate  
 Other courses: Spanish (evening school),  
 advanced (5) \_\_\_\_\_ communication  
 Skills: Languages (Spanish – intermediate;  
 Japanese – (6) \_\_\_\_\_), computers

## 4b Now you: Your education and skills

Work with a partner. In turn, ask questions about his / her education and skills.

Where / When did you go to school? What qualifications / skills have you got? Do you have any experience with ...?

## Round up

## 5a Quiz time

In class, say who or what these sentences are about.

The TV comedy show with James and Miss Sophie which is shown in Germany on 31<sup>st</sup> December every year.

The actor who played Dirty Harry.

The city where you can visit the Prado museum.

Work in small groups. In turn, make similar sentences for the other students to guess.

## 5b Talk about it

- What subject would you like to study?
- What are the best ways to learn English?
- What adult education courses are there in your area?

## Language study

Online → A2.2U2S1L

Relative pronouns: A thing **that** / **which**, a person **who**, a place **where**

→ Grammar, page 142, 2.6

Bholaram Das is going to study a subject **that** / **which** is important to him.

He's the kind of person **who** always has to be active.

Bohori is the name of the village **where** he was born.

In diesen Sätzen sind *that*, *which*, *who* und *where* Relativpronomen. Man verwendet sie, um einen Begriff (Sache, Person oder Ort) genauer zu beschreiben.

**A** Wählen Sie die richtige Antwort.

that | where | which | who

- 1 We use \_\_\_\_\_ or \_\_\_\_\_ to give information about things.
- 2 We use \_\_\_\_\_ to give information about people.
- 3 We use \_\_\_\_\_ to give information about places.

**B** Streichen Sie die falschen Wörter.

- 1 Bholaram Das is the name of the man **where** | **which** | **who** is the oldest student in India.
- 2 A doctorate in Hinduism is the qualification **where** | **which** | **who** Bholaram wants to get.
- 3 Calcutta is the university **that** | **where** | **who** Bholaram studied law.

**C** Welche Satzhälften gehören zusammen? Ergänzen Sie die Sätze mit **that** / **which**, **where** oder **who**.

- |                                     |   |
|-------------------------------------|---|
| 1 An apprentice is a person _____   | <input type="checkbox"/> a) students get at the end of a university course. |
| 2 A school is a place _____         | <input type="checkbox"/> b) is learning to do a job.                        |
| 3 A professor is a teacher _____    | <input type="checkbox"/> c) you can study or do research.                   |
| 4 A university is a place _____     | <input type="checkbox"/> d) children go to learn.                           |
| 5 A degree is a qualification _____ | <input type="checkbox"/> e) works at a university or college.               |



## Selfstudy

Selfstudy online → A2.2U2S1

1  1/27 **Read and listen**

Lesen und hören Sie den Artikel *Back to school – at 100!* auf Seite 28 und ergänzen Sie.

- 1 Bholaram Das is the oldest \_\_\_\_\_ in India.
- 2 Bholaram is going to \_\_\_\_\_ the history of Hinduism.
- 3 In the 1930s Bholaram studied for a \_\_\_\_\_ in law.
- 4 He was a lawyer and a judge until he \_\_\_\_\_ in 1971.

2 **Vocabulary: Education and learning**

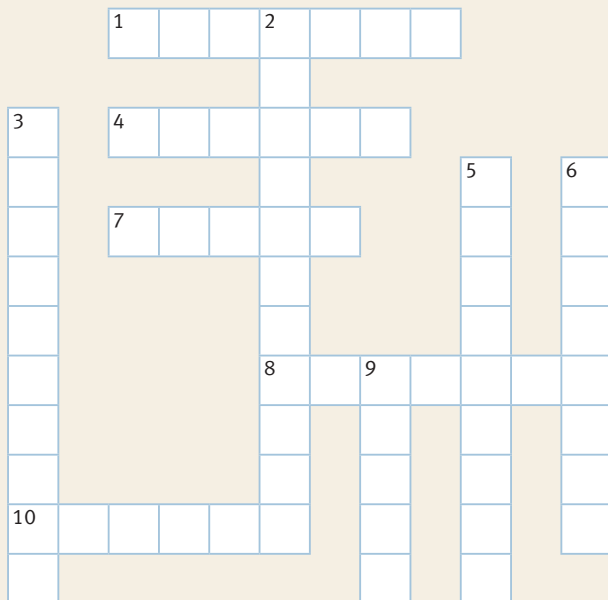
Lesen Sie die Hinweise und schreiben Sie die Wörter ins Raster.

**Across**

- 1 someone who teaches
- 4 a university qualification
- 7 a child who goes to school
- 8 a place where you can study
- 10 a series of lessons

**Down**

- 2 an official document, like a diploma
- 3 a person who is learning to do a job
- 5 someone who teaches at university
- 6 maths, English, biology, etc.
- 9 pupils do this at school

3 **How to say it: Talking about education and skills**

Ergänzen Sie die fehlenden Buchstaben.

- 1 I have a d \_\_\_\_\_ in law.
- 2 I t \_\_\_\_\_ as a teacher.
- 3 I have a lot of e \_\_\_\_\_ with computers.
- 4 I'm really g \_\_\_\_\_ a \_\_\_\_\_ organising things.


4 **Question time**

Paul sucht einen neuen Job. Hören Sie, was er über seine Ausbildung und Zusatzqualifikationen sagt. Streichen Sie die falschen Wörter. Ordnen Sie dann die Fragen und Antworten einander zu.

- 1 Where **did you go** | **have you gone** to school?
- 2 What did you do after you **leave** | **left** school?
- 3 Have you got any **courses** | **certificates**?

- ☐ a) I went to college and did a degree in business.
- ☐ b) I went to school in Swindon.
- ☐ c) I have certificates from three computer courses that I did last year.

 1/28 Hören Sie die Fragen und wiederholen Sie.

 1/29 Hören Sie noch einmal und geben Sie Antworten, die auf Sie zutreffen.

5  1/30 **Round up**

Hören Sie, was Helen über ihre Ausbildung sagt. Ergänzen Sie die Informationen in ihrem Lebenslauf.

**CURRICULUM VITAE: Helen Duffy**

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tel. (2) \_\_\_\_\_, h.duffy@free.com

Education:

1998 – 2005 Lawhead Primary School, St Andrews

2005 – (3) \_\_\_\_\_ Edinburgh Academy

2011 – (4) \_\_\_\_\_ London (5) \_\_\_\_\_ of Journalism, course:  
(6) \_\_\_\_\_

Describing jobs and responsibilities | Question tags (*to be*, present simple)

## Starter

## Jobs

Divide the class into two groups. Group A: Write down as many 'outside' jobs as you can, e.g. *fisherman*. Group B: Write down as many 'inside' jobs as you can, e.g. *nurse*. After two minutes, read out your lists for your teacher to write on the board.



## World Job Watch: An 'oshiya'

Margaret Gadsby continues her series of reports about unusual jobs around the world. This month, she's in Japan to interview Hiro Yamamoto, a Tokyo underground employee who works as an 'oshiya' – a 'pusher'.

### What exactly do you do as an oshiya?

My main job is to organise passengers when they're getting on the trains. I show them where there's room and they can get on. If the train is very full, it's my job to push people onto the train.

### Why do you have to push people onto the train?

During the morning and evening rush hour, thousands of people use the underground at the same time. The trains get very full very quickly, and we have to push as many people as possible onto each train so that they can get to work or get home as soon as possible.

### And you don't stop pushing people onto the train even when it's full, do you?

No, actually, we don't. '100% full' doesn't mean full here. We only start pushing when the trains are about 120% full so that we can get even more people onto them. When a train leaves the station, it's often 200% full!

### But pushing people isn't your only job, is it?

Oh, no. I work here full-time, so pushing people onto trains is only one part of my job. I'm also responsible for passenger safety. I have to signal to the driver that all the passengers are on the train and it's safe to close the doors and leave the station. I sometimes have to pull passengers off the train if it's really too full. They aren't very happy when I do this, but it's for their own safety, isn't it? A lot of oshiyas in Tokyo are students who only have a part-time job here. One of my student colleagues only works during the rush hour, so **his** only job is pushing people.

→ L&amp;C: Problematic words, page 43

### 1a Comprehension

Close your book. Write four sentences about what you can remember about Hiro and his job. Then compare your sentences in class.

### 1b Vocabulary: The world of work

Work with a partner. Say what these people and things are.

a colleague | an employee | a retired person |  
an unemployed person | a full-time job | a part-time job

### 1c



1/31

### Checking the facts

Listen to Margaret, the interviewer, checking some facts with Hiro. Choose the correct information.

- Hiro's **34** | **43** years old.
- He works at **different** | **the same** times every day.
- He works **five** | **six** days a week.
- He has a **shared** | **his own** office at work.
- Four** | **Five** oshiyas work at his station.

## 2 Grammar

→ LS, page 34

## Question tags

Your office is on the platform, **isn't it?**  
 Pushing people isn't your only job, **is it?**  
 You're also responsible for safety, **aren't you?**  
 People aren't happy when you pull them off the train, **are they?**  
 Hiro shares an office, **doesn't he?**  
 Your student colleague doesn't work full-time, **does he?**  
 You work full-time here, **don't you?**  
 You don't stop pushing people even when it's full, **do you?**

2a  1/32 Say it like this

Listen again to what Margaret said to Hiro. Notice how her voice goes down on the last word of the question tag.

 1/33 Now listen and repeat.

## 2b Hiro's an oshiya, isn't he?

Work with a partner. Cross out the wrong question tags.

- 1 He shows passengers where to get on, **doesn't he?** | **don't they?**
- 2 'Full' doesn't mean full on the Tokyo underground, **does it?** | **is it?**
- 3 People want to get to work as soon as possible, **aren't they?** | **don't they?**
- 4 Pushing isn't his only job, **is he?** | **is it?**
- 5 A lot of oshiyas are students, **aren't they?** | **don't they?**
- 6 Student oshiyas don't work full-time, **are they?** | **do they?**

Check your answers in class. Say the full sentences with the question tag. Remember to make your voice go down on the last word.

## 2c Hiro and his job


Look again at the sentences you wrote in exercise 1a. Add the correct question tags. Then read your sentences to a partner to check the information.

*The train doesn't leave until it's 200% full, does it? – Yes, that's right.*

*Hiro's a student, isn't he? – I'm not sure that's right. He ...*

## 3a How to say it: Describing jobs and responsibilities

I'm (an office assistant).  
 I work for (Siemens).  
 I work full-time / part-time.  
 I work in (an office).  
 It's my job to (deal with customers).  
 I have to (deal with customers).  
 I'm responsible for (dealing with customers).

 1/34 Listen and repeat.

## Info

I'm a teacher / an architect.

## 3b Now you: Your job and responsibilities

Work with a partner. In turn, say where you work, describe your job and what you have to do. If you're unemployed or retired, describe what you did in the last job you had. Your partner can ask questions to find out more information.

## Round up

## 4a You work in an office, don't you?

Walk around the class. Think of something that you know about other students and say it to them using the correct question tag.

*You're a secretary, aren't you? You don't come to school by car, do you? ...*

They can answer:

*That's right! / No, actually, ...*

## 4b Talk about it

- What's your dream job?
- What would you like to change to make your job better?
- When would you like to retire, and what do you plan to do with your time?



## Language study

Online → A2.2U2S2L

## Question tags

→ Grammar, page 149, 4.10

## Positive sentence + negative tag:

Your office is on the platform, **isn't it?**You're also responsible for safety, **aren't you?**Hiro shares an office, **doesn't he?**You work full-time, **don't you?**

## Negative sentence + positive tag:

Pushing people **isn't** your only job, **is it?**People **aren't** happy when you pull them off the train, **are they?**Your student colleague **doesn't** work full-time, **does he?**You **don't** stop pushing people even when it's full, **do you?**

*Question tags* (Frageanhängsel) sind kleine Fragen, die in gesprochenem Englisch zur Rückversicherung an Sätze angehängt werden, ähnlich wie im Deutschen *oder?* bzw. *nicht wahr?*

Für Sätze mit *I am* lautet die korrekte Form des Frageanhängsels *aren't I: I'm a bit late, aren't I?* Diese Form wird jedoch nur selten benutzt.

A

Streichen Sie die falschen Wörter.

- We use question tags to **check information** | **find out new information**.
- We use a **negative** | **positive** question tag after a negative sentence.
- We use a **negative** | **positive** question tag after a positive sentence.

B

Ordnen Sie die Sätze und *question tags* einander zu und schreiben Sie die Nummern in die Kästchen.

- |  |   |
|--|---|
| 1 You're a train driver,                     | <input type="checkbox"/> a) is it?      |
| 2 You work for <i>Transport for London</i> , | <input type="checkbox"/> b) do you?     |
| 3 You don't work part-time,                  | <input type="checkbox"/> c) don't you?  |
| 4 You aren't retired,                        | <input type="checkbox"/> d) are you?    |
| 5 It's an interesting job,                   | <input type="checkbox"/> e) aren't you? |
| 6 It isn't your first job,                   | <input type="checkbox"/> f) isn't it?   |



C

Ergänzen Sie die *question tags*.

- Hiro Yamamoto works for the Japanese underground, \_\_\_\_\_?
- Hiro doesn't work part-time, \_\_\_\_\_?
- His office isn't on the train, \_\_\_\_\_?
- A lot of oshiyas are students, \_\_\_\_\_?
- Thousands of people use the underground during rush hour, \_\_\_\_\_?
- The trains aren't 100% full when they leave the station, \_\_\_\_\_?
- People don't like it when Hiro pulls them off the train, \_\_\_\_\_?
- It's Hiro's job to signal to the driver when it's safe to go, \_\_\_\_\_?

## Selfstudy

Selfstudy online → A2.2U2S2

1  1/35 Read and listen

Lesen und hören Sie das Interview *World Job Watch: An 'oshiya'* auf Seite 32. Was ist richtig? Machen Sie ein Häkchen.

- ☐ 1 It's Hiro Yamamoto's job to push passengers onto trains.
- ☐ 2 The trains are very full during the afternoon.
- ☐ 3 He works part-time.
- ☐ 4 Hiro is also responsible for the passengers' safety.

Verbessern Sie nun die falschen Sätze.

- a) \_\_\_\_\_
- b) \_\_\_\_\_

2 **How to say it: Describing jobs and responsibilities**

Streichen Sie die falschen Wörter.

- 1 I work **by** | **for** | **to** a telecommunications company.
- 2 **At** | **In** | **On** my job, I make sure we sell our products.
- 3 I'm responsible **by** | **for** | **to** a team of ten people.
- 4 I work **between** | **by** | **for** forty and fifty hours a week.
- 5 I work **by** | **in** | **on** an office.
- 6 I can sometimes work **at** | **in** | **to** home.

3 **Vocabulary: The world of work**

Ergänzen Sie die Sätze.

- 1 My father's seventy, so he doesn't have to work anymore. He's *r* \_\_\_\_\_.
- 2 I haven't got a job at the moment.  
I'm *u* \_\_\_\_\_.
- 3 When I was at university I had a  
*s* \_\_\_\_\_ job.
- 4 I had a *p* \_\_\_\_\_ - *t* \_\_\_\_\_ job. I only went to work three days a week.
- 5 My sister's got a *f* \_\_\_\_\_ - *t* \_\_\_\_\_ job. She works from 9 to 5 every day.
- 6 The people she works with are her  
*c* \_\_\_\_\_.

4 **Question time**

Ruby Taylor's erster Job war als Bedienung. Ergänzen Sie die Fragen an sie.

- 1 \_\_\_\_\_ was your first job?

Ruby: I worked as a waitress.

- 2 Where \_\_\_\_\_?

Ruby: I worked in an Italian restaurant near my house.


- 3 Did you work full-time or


\_\_\_\_\_?

Ruby: I worked part-time. I only worked at weekends because I was still at school.

- 4 \_\_\_\_\_ like your job?

Ruby: I loved my job. My colleagues were very nice – and the food was fantastic!

-  1/36 Hören Sie die Fragen und wiederholen Sie.

-  1/37 Hören Sie noch einmal und geben Sie Antworten, die auf Sie zutreffen.

5  1/38 **Round up**

Hören Sie den Dialog. Streichen Sie die falschen Wörter.

- 1 Paul **tastes ice-cream** | **teaches English**.
- 2 Paul works **full-time** | **part-time**.
- 3 Paul's uncle is **retired** | **unemployed**.
- 4 Julie **has** | **hasn't** got a job for the summer.
- 5 Julie works **full-time** | **part-time**.
- 6 Tasting ice-cream **is** | **isn't** the only thing Julie has to do.

## FAQ

**Q:** How can I learn more English for my job?

**A:** After Units 2, 4 and 6, there's a section called *Globetrotter Work*. Your teacher might do this in the lesson. If not, read it at home and learn phrases that are relevant to you and your job.

→ FAQs, page 198 f.

## Starter

## Everyday reading

What things have you read today?

A text message, a menu, some instructions ...?

## Joining a library


## 1a How to join the library

Read the instructions on the website on how to join the library and answer the questions.

- 1 If you want to join the library, do you have to go there in person?
- 2 What can you show to prove where you live?
- 3 What else do you have to show?
- 4 Do under-18s have to prove where they live?
- 5 Where can you get an application form?
- 6 How do you get your library card?

1b  1/39 A study project

Listen to Erich and Marcel, two students who are learning English in Britain. They have to do a project for homework. What suggestion does Erich make?

 1/40 Listen again, and tick the true sentences.

- ☐ 1 Marcel and Erich must finish their homework project by tomorrow.
- ☐ 2 The project is about the town where they're studying.
- ☐ 3 Marcel joined the library last week.
- ☐ 4 Erich didn't have to show his passport when he joined the library.
- ☐ 5 Erich showed the librarian a letter from his university.

## 2 Grammar

→ LS, page 38

You already know: **must** and **have to**

You **must** be quiet in the library.

You **have to** show your library card when you want to borrow a book.

And now: **had to / didn't have to**

Erich **had to** show a letter with his address on it.

He **didn't have to** bring an identity card.

Did you **have to** pay?

## Library Information

## How to join the library

Join Enfield libraries and borrow materials from any library in Enfield and the London Libraries Consortium.

## How to become a library member

Please visit an Enfield library and bring with you:

- A proof of address, which has your name and address (e.g. a utility bill such as your gas, electricity or water bill, or your driving licence).
- A copy of your signature (e.g. on a debit / credit card).

If you are below 18 years old, you only need to produce proof of your name.

You can also fill in the **application form online**. Please bring a proof of address, with your name, and the form to the library.

You can collect your library card on the spot except when you do not have a proof of address.

If you do not have any proof of address, you can simply bring a proof of name / signature but we will post your library card to your home address.

## Info

**mustn't** = *darf nicht*

**don't have to** = *muss nicht*

## 2a Who can join?

Four people joined the library yesterday. Complete their sentences with *had to* or *didn't have to*. (Different answers are possible).

- 1 I'm under 18, so I ...
- 2 I wanted to collect my card on the spot, so I ...
- 3 I filled in the application form online, so I ...
- 4 I didn't have any proof of my address, so I ...

## 2b Now you: What did you have to do?

Talk in groups. Say what you had to do when you ...

arranged an Internet connection for your home

bought a mobile phone

joined a library

opened a bank account

joined a sports club

## Books



## 3a Reading

## Facts for Bookworms

Welcome to 'Quiet Please', the books and libraries exhibition. Here are four surprising facts about libraries:

**Fact 1** The largest book in the world is in the British Library in London. The Klencke Atlas is a book of maps made in 1660. The book is 1.78 metres tall and one metre wide. It needs six people to lift it!

**Fact 2** In 2009, 75-year-old Stanley Dudek found a book his grandmother borrowed from the Massachusetts Public Library – in 1910! Although the return date was 99 years ago, Mr Dudek returned it to the library. Luckily, he didn't have to pay the fine for the book – at one cent per day it was \$360, possibly the world's biggest library fine!

**Fact 3** The Library of Congress in Washington DC is the biggest library in the world. It has 29 million books and many other items such as newspapers, films and sound recordings. The library's shelves are 850 kilometres long.

**Fact 4** The smallest library in Britain is in Westbury-sub-Mendip – it's in an old phone box! The Westbury Book Exchange has 100 books, as well as CDs and DVDs. When the mobile library van stopped visiting the village, local people decided to open a new library in the old phone box, and it's been a great success!

→ L&C: ISBNs, page 43

## 3b What's the title?

Match one of these headings with each of the *Facts for Bookworms*.

- |                                |            |
|--------------------------------|------------|
| a) A heavy read                | Fact _____ |
| b) Books, books and more books | Fact _____ |
| c) Call for a book             | Fact _____ |
| d) Better late than never      | Fact _____ |

## 3c Now you: Your library

Talk in groups about your local library. Where is it? Do you use it? What for? If you don't use it, why not?

## 3d What's that book?

What kinds of books are these? Look at the titles and match them to the categories.

- |                                  |                                       |
|----------------------------------|---------------------------------------|
| 1 <i>A life in show business</i> | <input type="checkbox"/> a) crime     |
| 2 <i>Improve your golf</i>       | <input type="checkbox"/> b) languages |
| 3 <i>Forbidden Love</i>          | <input type="checkbox"/> c) cooking   |
| 4 <i>Murder in the afternoon</i> | <input type="checkbox"/> d) travel    |
| 5 <i>Across the Sahara</i>       | <input type="checkbox"/> e) biography |
| 6 <i>Delicious Desserts</i>      | <input type="checkbox"/> f) romance   |
| 7 <i>Instant Italian</i>         | <input type="checkbox"/> g) sport     |

## 3e Now you: Your favourite books

Talk in groups about the kind of books you like or dislike. Who's your favourite author?

## 4a Write it right: Apostrophes (1)

**it's** The apostrophe can show missing letters in informal language.

- 1 What's the long form of the words with apostrophes?

He's reading it. | He's read it. | They can't read it. | Let's read it.

- 2 Rewrite these sentences using apostrophes.

We are going to visit our friends next week – they have got a house near the beach. You are welcome to come.

- 3 Write down some more examples of words with apostrophes and ask the class what they mean.

## 4b A hidden message

Partner A: Look at page 123. Partner B: Look at page 125.

## Language study

Online → A2.2U2S3L

You already know: **must and have to**

→ Grammar, page 148, 4.8.3

Erich **must** / **has to** finish his project soon.**Do you have to** show your passport if you want to join the library?You **don't have to** go there in person.

*Must* und *have to* werden verwendet, um Verpflichtungen in der Gegenwart auszudrücken. Mit *don't have to* wird ausgedrückt, dass etwas möglich, aber nicht zwingend ist.

And now: **had to / didn't have to**

→ Grammar, page 148, 4.8.4

Erich **had to** show his driving licence.**Did he have to** fill in a form?He **didn't have to** show his passport.

Mit *had to* drückt man Verpflichtungen in der Vergangenheit aus.

*Had to* ist die Vergangenheitsform von *have to* und *must*. Mit *didn't have to* wird ausgedrückt, dass etwas möglich, aber nicht zwingend war.

**A** Unterstreichen Sie die richtigen Wörter.

- Had to is* | *isn't* the same for all persons  
(*I, you, he, she, we, they*).
- Didn't have to is* | *isn't* the same for all persons.
- Had to is* | *isn't* the past of *must*.
- I had to* means *ich hatte* | *ich musste*.
- I didn't have to* means *ich durfte* | *musste nicht*.

**B** Alice Conroy war 45 Jahre lang Bibliothekarin. Lesen Sie das Interview. Ergänzen Sie a), b), oder c):

a) had to   b) didn't have to   c) did you have to

Tell us about your first day as a librarian.

I remember it very well. I (1) \_\_\_\_\_ get up really early!

What (2) \_\_\_\_\_ do that day?

I (3) \_\_\_\_\_ deal with customers and make tea!

(4) \_\_\_\_\_ run the library on your own?

Yes, it was just me, for most of the time.

What was the best thing about your job?

I love to read! Some days, nobody came into the library for hours. I (5) \_\_\_\_\_ talk to anybody, so I read books all day!

Thank you.

## Selfstudy

Selfstudy online → A2.2U2S3

**1**  1/41 **Talking about libraries**

Lesen Sie den Artikel *Facts for Bookworms* auf Seite 37 und hören Sie dann vier Aussagen. Über welche der Fakten spricht welcher Sprecher? Ergänzen Sie.

Speaker 1: Fact \_\_\_\_\_

Speaker 3: Fact \_\_\_\_\_

Speaker 2: Fact \_\_\_\_\_

Speaker 4: Fact \_\_\_\_\_

**2** **Formal and informal**

Schreiben Sie die Sätze um. Benutzen Sie Apostrophe, damit es umgangssprachlicher klingt.

- I am going to meet my friend for lunch today, so I cannot take your library books back.  
\_\_\_\_\_
- Do not forget to take them back or you will have to pay a fine.  
\_\_\_\_\_
- You have got three library books - they are in a bag on the fridge.  
\_\_\_\_\_

**3** **Out of order**

Wie heißen die Buchkategorien? Ordnen Sie die Buchstaben, sodass sich die richtigen Wörter ergeben.

- the world of golf, football, tennis – TRPSO  
\_\_\_\_\_
- journeys and places to visit – LERATV  
\_\_\_\_\_
- the lives of famous people – BOIPHAGYR  
\_\_\_\_\_
- starters and desserts – OOKCIGN  
\_\_\_\_\_
- love stories – OANMCRE  
\_\_\_\_\_



# Languages of the world

English is the most popular language for written and spoken communication around the world, in the worlds of work, study and entertainment. But every language in the world has its own rich culture. On this page, you can find out interesting facts about different languages, and try a language quiz.

## Did you know ...?

**Welsh** speakers call a microwave a *popty ping*, which means *an oven that goes 'ping'*.

**The word *checkmate*** at the end of a game of chess comes from the Persian phrase *Shah Mat*, which means *The king is dead*.

**There aren't** any words in English that rhyme with the three colours *orange*, *silver* and *purple*.

**The Japanese word *bakkushan*** means *a girl who is more attractive from behind than from the front*.

## Quiz

- 1** Which five words are used most often in English?  
**A** *he, she, me, of, it*  
**B** *the, of, and, a, to*  
**C** *a, at, good, from, you*

- 2** What can a bilingual person do?  
**A** Speak a lot of foreign languages  
**B** Speak two languages perfectly  
**C** Speak a language that he / she can't write

- 3** In which capital city in the world are the most languages spoken?  
**A** London  
**B** Berlin  
**C** Washington DC

- 4** Which two languages have the same basic written form, but are different when they are spoken?  
**A** Spanish and Portuguese  
**B** Urdu and Hindi  
**C** Mandarin and Cantonese

- 5** Which language do the words *sugar*, *lemon*, *guitar*, *alcohol* and *sofa* come from?  
**A** Arabic  
**B** Hebrew  
**C** Japanese

- 6** Which system of reading and writing is used by blind people?  
**A** Morse code  
**B** Semaphore  
**C** Braille

- 7** Where is the language Java used?  
**A** In Indonesia  
**B** In computer programming  
**C** On coffee plantations

- 8** What percentage of the world's emails are in English?  
**A** 25%  
**B** 40%  
**C** over 50%

- 9** Which language probably has the most words of all the languages in the world?  
**A** English  
**B** French  
**C** German

- 10** These people are all saying hello – but in what languages?

- A** Здравствуйте \_\_\_\_\_  
 (Zdravstvujte)  
**B** こんにちは \_\_\_\_\_  
 (Konichiwa)  
**C** \_\_\_\_\_ السلام عليكم  
 (As-Salāmu `Alaykum)  
**D** \_\_\_\_\_ שלום  
 (Shalom)  
**E** γειά σου \_\_\_\_\_  
 (Yassou)

## Now I can:

- ☉ talk about education and skills
- ▲ define things, people and places
- ✚ talk about different ways of working

- ★ describe jobs and responsibilities
- understand regulations
- ▲ talk about books and reading

## Starter



## Look back

What can you remember about Bholaram Das – his education and his working life?



## Now look forward

When Mr Das left school, the idea of a 'gap year' between school and university didn't exist. These days, many young people take a year out of education to work or travel abroad. In this lesson, you're going to talk about opportunities for gap years for people of all ages.

1



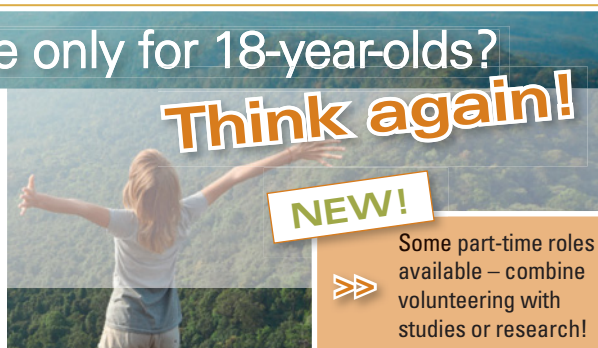
## 1a Gap Years For All

Work with a partner. Read the information from the website of a travel company that specialises in gap years.

## Do you think that gap years are only for 18-year-olds?

**Gap Years For All** organises volunteer programmes for adults of all ages in over 30 countries around the world. Our typical volunteers are retired, 'between jobs', thinking about changing career or just bored with their 'nine to five' lifestyle. We offer you the chance to work, learn and give something back to the world. Full training is given for all roles.

>> [Download our volunteering brochure](#) <<



Tick the true statements and then correct the false ones.

- |  |   |
|--|---|
| <input type="checkbox"/> 1 This organisation offers the chance to work abroad. | <input type="checkbox"/> 4 Unemployed people can apply.               |
| <input type="checkbox"/> 2 You can earn money in these jobs.                   | <input type="checkbox"/> 5 You need relevant qualifications to apply. |
| <input type="checkbox"/> 3 You have to be over 30 to apply.                    | <input type="checkbox"/> 6 You don't have to choose a full-time role. |

1b

## What does that mean?

The *Gap Years For All* website has a list of jobs. A friend asks you for help with some of the words. With your partner, explain the meaning of the highlighted words.

**We are recruiting:**

Assistant teacher in a **primary school** in Ecuador

Geography teacher in Namibia

Tour guide at **wildlife conservation centre** in S. Africa

Assistant nurse for **child health clinic** in Malawi

Support worker for **street children** in Bolivia

**Orang utan** project worker in Sumatra

**Marine wildlife** project worker in Alaska

**Search for jobs with our interactive world map.**

*It's a place where ...*  
*It's a person who ...*  
*They're people who ...*  
*It's a ... that / which ...*  
*They're ... that / which ...*

2



### 2a 1/43 **A job for Adele**

A young woman called Adele is interested in one of the jobs on the *Gap Years For All* website. Listen to her phone interview.

- 1 Which job is she interested in?
- 2 Which other job does the man suggest to her?



1/44 Listen again. Do you think Adele is a good candidate for either of the jobs? Why? / Why not?

### 2b **A job for you**

Choose a job that interests you from the website. Make some notes to help you answer the questions on the form below. Then find a new partner to work with. Take turns to role play a short interview, using the questions on the form.

#### Job / Location \_\_\_\_\_

What are the **tasks and responsibilities** for this role, do you think?

What **skills or experience** can you bring?

Why does it **interest** you?

3



### 3a **What do you need?**

You're going to start your gap year abroad. The organisation asks you to send copies of some important documents. Talk to your partner. Which of these items do you have with you today, which ones do you have at home and which ones don't you have at all?

- Proof of identity (with photo)
- Proof of address
- Proof of health insurance
- Proof of travel insurance
- Passport
- Driving licence

### 3b **A gift**

Before your trip, a friend gives you a gift card for a book to take on your gap year. What sort of book would you choose? Talk in small groups.



a love story | a detective story

a book about history | a book about nature

a travel guide | a biography

a phrase book | a puzzle book

4

### **Now you choose**

Choose one of these tasks (easy ★, standard ★★, challenging ★★★). After ten minutes, make a group with other people who did the same task as you and choose one to read to the class.

★

**Write a note** to thank your friend for your gift card. Say which book you've chosen.

★★

**Write an email** to *Gap Years For All* to ask a question about one of the volunteer roles on their website.

★★★

**Write a diary entry** at the end of a day in one of the volunteer roles.

Die Testübungen orientieren sich an den Aufgabenformaten der Prüfungen *telc English A2* und *KET A2 (Cambridge ESOL)*. Bitte markieren Sie (–) Ihre Antworten in den jeweiligen Antwortabschnitten bzw. ergänzen Sie Ihre Lösungen.

## 1 Language elements (telc)

Read the following text and decide which word or phrase (a, b or c) is missing in items 1–10. Mark (–) your answers in the answer box.

Dear Jackie,

You asked about my life as a librarian. Well, I 1 as an assistant librarian when I left school, and then later I 2 a course in library studies at college, and now I'm a senior librarian. A senior librarian is the person 3 buys the new books. I'm also 4 for dealing with customers. The library 5 I work is not very big, but it's always very busy, so I have a lot of contact with the customers. That's one of the things 6 makes the job so interesting.

We do a lot of our work on computers nowadays. When I started working here, we 7 do things by hand or with typewriters because we didn't have computers. I 8 use one at work until about fifteen years ago. Of course, today if you're interested in working in a library, you must have computer skills. I'm sure you know all about computers, 9? But the part of my job 10 I love the most is still working with books.

If you want to come and see where I work and what I do, I'll be happy to show you around.

Best wishes,

Sandra

- |                                      |  |                                   |  |   |
|--------------------------------------|--|-----------------------------------|--|---|
| 1 a) learned<br>b) trained<br>c) was | 3 a) we<br>b) which<br>c) who                | 5 a) that<br>b) where<br>c) which | 7 a) had to<br>b) have to<br>c) must           | 9 a) aren't you<br>b) do you<br>c) don't you? |
| 2 a) did<br>b) made<br>c) visited    | 4 a) also<br>b) interested<br>c) responsible | 6 a) what<br>b) which<br>c) who   | 8 a) didn't have to<br>b) had to<br>c) mustn't | 10 a) that<br>b) this<br>c) who               |

## 2 Reading and writing (KET)

Read the descriptions of some words connected with education and work. What is the word for each one? The first letter is given. There is one space for each letter in the word.

11 Somebody who is learning to do a job.

12 The people who work with you.

13 The qualification that you get at the end of university.

14 A child who goes to school.

15 Something which you can learn at school (e.g. mathematics, English)

## 3 1/45 Listening comprehension (KET)

- |    | a)                    | b)                    | c)                    | d)                    | e)                    | f)                    | g)                    | h)                    |
|----|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 16 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 17 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 18 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 19 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 20 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Listen to five people talking about their jobs. Which job does each person do?

For questions 16–20, mark (–) the correct letter a–h in the answer box.

- |                        |             |              |                   |
|------------------------|-------------|--------------|-------------------|
| a) computer programmer | c) engineer | e) librarian | g) office manager |
| b) doctor              | d) lawyer   | f) mechanic  | h) teacher        |

total

= \_\_\_\_ / 5

= \_\_\_\_ / 20

## Step 1: Schooldays (page 28)

He is starting at Guwahati University to study for a doctorate.

Talking about education in English can be a problem because each country has its own words to talk about its own school system and qualifications.



In the UK, schooldays usually begin in primary school at the age of five, and at eleven, children go to secondary school until the age of 16. At 16 they take GCSE exams (General Certificate of Secondary Education). Students can then choose to leave school or to take a more advanced exam at 18 called A levels (Advanced level). In the USA, children start at elementary school and then go on to high school. American students work towards their high school diploma. The minimum school-leaving age in both the UK and the USA is 16.

**Glossary:** primary school (BE) / elementary school (AE) – Grundschule | secondary school (BE) / high school (AE) – weiterführende Schule (Realschule, Gymnasium) | take an exam – eine Prüfung ablegen | student – Schüler(in), Student(in) | work towards – auf etwas hinarbeiten

When do children start and leave school in your country?  
Which exams do they take and how old are they when they take them?

## Step 2: Problematic words (page 32)

No, actually, we don't.

A 'false friend' is a word which looks or sounds similar in two languages, but means something totally different, e.g. the word *actually*. The English word *actually* (*eigentlich*) looks like the German word *aktuell* (*current*), so these two words are often confused. There are many 'false friends' between English and German and if you use one in the wrong way it can lead to misunderstandings. One day, a German woman told her English teacher, 'I became a cake on my birthday.' What did she want to say? Which words did she confuse?

**Glossary:** similar – ähnlich | become – werden

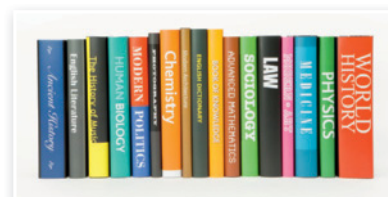
Don't mix them up! Translate these words – you can use the dictionary on page 177 f. to help you.

German word – English translation	English word – German translation
<i>Gift</i> – poison	gift – _____
<i>Handy</i> – _____	handy – <i>nützlich</i>
<i>Chef</i> – _____	chef – <i>Koch</i>
<i>bekommen</i> – get	become – _____

## Step 3: ISBNs (page 37)

The biggest library in the world has 29 million books.

There are millions of books in the world and, of course, each has a title and



an author. In addition, books produced after the early 1970s have an identification number. The British bookshop WH Smith introduced these identification numbers in 1966 because booksellers wanted an effective way to catalogue books. The system was called Standard Book Numbering (SBN). In 1970, many other countries began to use this system, so it was renamed ISBN – the International Standard Book Number. If you know the ISBN, you can order any book in the world.

**Glossary:** was introduced – wurde eingeführt | in addition – zusätzlich | identification – Identifizierung

What was the title of the last book you bought? Who was the author? What was it about?

Type these ISBNs into your Internet search engine. Which book would you like to read?

- |                 |                 |
|-----------------|-----------------|
| 1 9780545010221 | 4 9781844835980 |
| 2 9780141040080 | 5 9782915807288 |
| 3 9780340752470 | 6 9783526506638 |

Listen in



Listen to these people talking about one of the topics on this page. Which topic is it? Which country are they talking about?

## Now blog

Read Kathy's new blog entry about a French course that she's doing. Then write an entry about your English course.



# Kathy's blog



November **01**, 4.30

... off to French again!


As many of you know, I'm training to be a chef and, because a lot of cooking terms are in French, I decided to do a French course at my local college. I have lessons once a week – on Mondays, from 7.30 pm to 9 pm. We do a lot of speaking, which is good, but I have problems remembering the vocabulary! The teacher's great – he's from Paris – and the people in my class are really nice, too. We're going for a meal together next week – to a French restaurant, of course!

Posted by Kathy on Monday, November 1





[2 comments](#)























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## Now explore the Internet

Type *Marks and Spencer* into your search engine. Look at the clothes section and choose the clothes that you would buy for a job interview.

You can copy this page and add it to your portfolio.