

## Unit 19

**Level:** Beginners

**Age:** Adults

**Time needed:** 90–120 minutes

**Language objectives:** Active: *smartphone; apps; computer; mouse; to book a time; to check emails; unemployed; job; interview*. Passive: *can / can't do; apply for a job*.

**Materials:** Unit 19: one copy of the worksheet per student; one set of flashcards (*SMARTPHONE, TABLET, LAPTOP, COMPUTER, MOUSE*); one copy of pairwork sheet A or B for each student.

### Notes for an interpreter – Part 1

- Ask if there were any misunderstandings from Unit 18.
- Ask them to explain to the students that each lesson will now focus on an aspect of everyday life. This is to help prepare them for living in the UK.
- Ask them to explain that the topic of *The world online* is to be covered in Unit 19, as it will be easier for the students if they know what to expect.
- Ask them to check which of the following the student uses: smartphone, iPad, laptop, apps, Skype, Facebook, Twitter, WhatsApp.
- Ask if they can return at the end of the lesson to clarify, if necessary, any language items.
- If they are not available at the end of the lesson, agree on the best means of communication with the teacher.

### Before the lesson

- Print out the new flashcards of *smartphone, tablet, laptop, computer, mouse* and copies of the worksheet.
- Print out the pairwork sheets.
- Bring in as many of the following as you can: smartphone, tablet, laptop, desktop computer, mouse.

### Procedure

1. When the students enter, smile and say *Hello, how are you?* and wait for an appropriate response. Ask the students *What's the date today?* and write it on the board. Ask *What time is it?* and write that on the board too.
2. Hold up the smartphone and say *This is my smartphone. I have lots of apps on it.* Write the words *smartphone* and *apps* on the board. Ask the students

if they have a smartphone and, if so, to take it out and show their partner what apps they have. Ask each pair to name an app they have and write it on the board. In this way the words *Facebook, Skype, WhatsApp, internet, emails* may be elicited. If the students don't have a smartphone, show them any apps you have that you feel will be of interest to them. Most of the terms are international.

3. Show the tablet / laptop / computer / mouse and ask them what they are. The students may already know the terms, but if they don't, teach them.
4. Refer to Exercise 1 on the student worksheet. Ask the students to write their name and the date in the spaces provided.
5. Refer to Exercise 2. Ask the students to match the pictures to the words. Demonstrate by pointing to the first picture and asking *What's this?* When the answer *computer* is given, draw a line from the picture to the word. Allow some time for them to complete the exercise before correcting as a group.

**Key (top to bottom):** *computer, mouse, internet, website, smartphone, email, tablet*

6. Refer to Exercise 3. The photos are there to act as prompts, should you need them, and indicate (left to right) the unemployed Paul, the librarian, and people using computers at the library. Point to the first image and tell the students *This is Paul. Paul doesn't have a job. He's unemployed – repeat, please – unemployed.* Write the word *unemployed* on the board before continuing. *Paul doesn't have a computer at home. Every day Paul goes to the library where there are computers. He needs to book a time on a computer at the library – repeat, please – book a time.* Write the words *book a time* on the board and then say *Paul needs to speak to the librarian.*

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7. Play the first audio dialogue and ask *What time can Paul use the computer?* When the answer 2 o'clock has been given, play the opening line again and ask students to repeat it. Write it on the board, and indicate students should complete the question on their worksheet.

8. Refer to Exercise 4. Play the next dialogue and ask *What day can he use the computer?* and *What time?* Check that the students have completed the table for that dialogue. Play the rest of the dialogues. Ask students to compare their answers in pairs before the group correction.

### Transcript – Track 1

1. Paul: Can I book a time on the computer this afternoon, please?  
 Librarian: I'll just have a look. There's a slot free at 2 o'clock this afternoon.  
 Paul: That's great.  
 Librarian: What's your name please?  
 Paul: Paul Beck. B - E - C - K.  
 Librarian: Right, then that's you booked in for 2pm today.  
 Paul: Thanks.
2. Paul: Can I book a time on the computer on Tuesday Morning, please?  
 Librarian: I'll just have a look. There's a slot free at 11.15 on Tuesday.  
 Paul: That's fine. I'd like to book that, please.  
 Librarian: Certainly. Can you give me your name?  
 Paul: Paul Beck. B - E - C - K.  
 Librarian: Right, then that's you booked in for 11.15 on Tuesday.  
 Paul: Thanks.
3. Paul: Can I book a time on the computer tomorrow, please?  
 Librarian: Let me look and see what's available. What about 3.30?  
 Paul: 3.30 is absolutely fine.  
 Librarian: What's your name please?  
 Paul: Paul Beck. B - E - C - K.  
 Librarian: Right, then we'll see you at 3.30 tomorrow.  
 Paul: That's great. Thanks.

4. Paul: Can I book a time on the computer on Friday, please?  
 Librarian: Let me see. Would 10.45 be ok?  
 Paul: Yes, that's fine thanks.  
 Librarian: What's your name please?  
 Paul: Paul Beck. B - E - C - K.  
 Librarian: Right, that's Friday at 10.45 then.  
 Paul: Thanks.
5. Paul: Can I book a time on the computer on Saturday morning, please?  
 Librarian: I'll just have a look. I'm sorry, there's nothing free in the morning but there's a slot free at 2.15 in the afternoon?  
 Paul: Sorry, but I can't come then. How about Friday afternoon?  
 Librarian: Yes, 3 o'clock is free on Friday. What's your name please?  
 Paul: Paul Beck. B - E - C - K.  
 Librarian: Right, then that's you booked in for 3pm on Friday.  
 Paul: Thanks.

### Key:

What day?	What time?
1. Today	2 o'clock
2. Tuesday	11.15
3. Tomorrow	3.30
4. Friday	10.45
5. Friday	3 o'clock

9. Tell the students *Paul uses the computer to look for jobs. Paul also checks and writes emails on the computer.* Write the expression *check emails* on the board and explain it by saying *Paul looks at and reads his emails.*

10. Refer to Exercise 5. Write the headings START and FINISH on the board. Ask the students to tell you which of the expressions start an email and which ones finish an email. The students should then copy the expressions into the appropriate gaps.

**Key:** Start – *Hi Susan; Hello; Dear Susan.* Finish – *Best regards; See you soon; Best wishes*

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11. Refer to Exercise 6. Say *This is an email to Paul. In it he has information about a job interview.* Write *job interview* on the board and explain he is to meet someone to speak about a job. Point to the first sentence. Point to the gap and ask *What question?* Encourage all attempts to answer and accept any correct question (e.g. *What job is it?*) and write it on the board. Give the answer *receptionist* and write it in the gap. Repeat the process to elicit all the other questions (e.g. *When/What day is the interview? What time is the interview? Where is the interview? What is the phone number?*) The students can refer to the questions on the board if needed during the pairwork activity. Answer the questions and ask the students to complete the gaps with something appropriate (e.g. *Tuesday 8th October / 4.30pm / 21 Hope Street, Birmingham B5 7AZ / 07623598652*).

12. Divide the students into two groups, A and B. Give each student the relevant pairwork information gap sheet and give them a moment to look at it. Tell students A that they will begin asking the questions and students B have the answers on their sheet. Use gesture to make it clear that student A must not look at student B's sheet. Circulate and help with any difficulties or pronunciation issues.

13. Refer to Exercise 7. As the text is quite complex at this level, guide the students through the activity. Begin by pointing to the first gap 1 and ask, *What goes here?* Hopefully the students will realise that the answer is *unemployed*. If nobody comes up with the answer, elicit it by asking, *What one means 'has no job'?* If they still don't come up with *unemployed*, give the answer. Allow time for them to write that in and demonstrate putting a line through that one in the list of options. Repeat this process until the students have filled out all the gaps.

### Key:

1. *unemployed*
2. *books a time*
3. *on the internet*
4. *applying for a job*
5. *check and write his emails*
6. *Hi Paul*
7. *see you tomorrow*
8. *an appointment at the health centre*
9. *Best regards*

### Homework

If time is an issue with Exercise 7, you could go over the exercise orally in class and ask students to write in their answers for homework. This would be useful revision. However, the exercise is probably too difficult for students to do on their own without the class preparation.

14. Say *Goodbye* and wait for the students to say goodbye to you.

### Notes for an interpreter – Part 2

- Can they specifically go over the texts in the pairwork activity and in Exercise 6 on the student worksheet to check that there have been no misunderstandings?
- Is there anything needing clarification?
- The students should continue adding new words to their vocabulary notebook.
- The students should practise all the language covered as much as possible before the next lesson.

## Unit 19

1 Name: \_\_\_\_\_ Date: \_\_\_\_\_

2



mouse



website



smartphone



internet



email



tablet



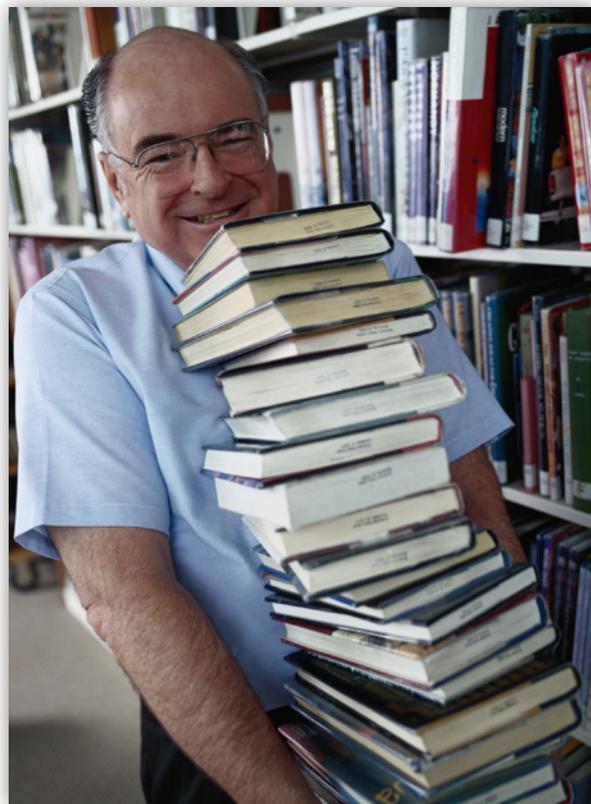
computer

# Absolute Beginners

by Frances Marnie

## Unit 19

3



Can I \_\_\_\_\_ on the \_\_\_\_\_ this \_\_\_\_\_, please?

4

**What day?**

Today

Tuesday

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**What time?**

2 o'clock

11. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Unit 19

5

Hi Susan

Best regards

Hello

See you soon

Dear Susan

Best wishes

### Start an email

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### Finish an email

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6

Dear Mr Beck,

Thank you for applying for the job of [*what?*] \_\_\_\_\_  
at Preston Health Centre.

We would like you to come in for an interview on [*what day?*]  
\_\_\_\_\_ at [*what time?*] \_\_\_\_\_. Please  
come to the health centre at [*where?*] \_\_\_\_\_.

If the interview day or time does not suit you, please contact me on  
[*what number?*] \_\_\_\_\_ as soon as possible.

Best regards,

John Gordon

Head of Human Resources

## Unit 19

7

unemployed

on the internet

Hi Paul

check and write his emails

see you tomorrow

books a time

applying for a job

an appointment at the health centre

Best regards

Paul is 1. \_\_\_\_\_.

Every day he 2. \_\_\_\_\_ to use the computer at the library.

He goes 3. \_\_\_\_\_ to look for jobs.

Today he is 4. \_\_\_\_\_ as a waiter in a local restaurant.

Paul also uses the computer to 5. \_\_\_\_\_.  
He reads this email from his English teacher, Zoe.

6. \_\_\_\_\_,

The class tomorrow is at 10.15. The class on Thursday is at 10.30 as usual.

I hope to 7. \_\_\_\_\_.

Best regards,

Zoe

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Hi Zoe,

I'm sorry I can't come to class tomorrow because I have

8. \_\_\_\_\_ . I can come on Thursday.

9. \_\_\_\_\_ ,

Paul

Goodbye.



•PHOTOCOPIABLE•  
CAN BE DOWNLOADED  
FROM WEBSITE

## Unit 19

Dear Mr Beck,

Thank you for applying for the job of waiter at Bluebell Restaurant.

We would like you to come in for an interview on Wednesday 4th November at 11 a.m. Please come to our head office at 64, George Street, Colchester.

If the interview day or time does not suit you, please contact me 07725649415 as soon as possible.

Best regards,  
Julia Robertson

Head of Human Resources

Dear Mr Beck,

Thank you for applying for the job of [what?] \_\_\_\_\_ at Fairfield Dental Practice.

We would like you to come in for an interview on [what day?] \_\_\_\_\_ at [what time?] \_\_\_\_\_. Please come to the dental practice at [where?] \_\_\_\_\_.

If the interview day or time does not suit you, please contact me on [what number?] \_\_\_\_\_ as soon as possible.

Best regards,  
James Baxter

Head of Human Resources

## Unit 19

Dear Mr Beck,

Thank you for applying for the job of [what?] \_\_\_\_\_ at Bluebell Restaurant.

We would like you to come in for an interview on [what day?] \_\_\_\_\_ at [what time?] \_\_\_\_\_. Please come to our head office at [where?] \_\_\_\_\_.

If the interview day or time does not suit you, please contact me on [what number?] \_\_\_\_\_ as soon as possible.

Best regards,

Julia Robertson

Head of Human Resources

Dear Mr Beck,

Thank you for applying for the job of dental assistant at Fairfield Dental Practice.

We would like you to come in for an interview on Friday at 9.30. Please come to the dental practice at 56 Jeffrey Street, Hull HU9 1HA.

If the interview day or time does not suit you, please contact me on 07554198736 as soon as possible.

Best regards,

James Baxter

Head of Human Resources

# Absolute Beginners

by Frances Marnie

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FLASHCARDS

SMARTPHONE

LAPTOP

TABLET

COMPUTER

# Absolute Beginners

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FLASHCARDS

MOUSE