

10 Education

| Speakers | Web DVD | Video Summary | Page No. | E1 | E2 | E3 | L1 L2 |
|--|---------|--|----------|----------------------|----|----|----------|
| Joy Parvin | 053 | Choosing a primary school. Being a school governor. Being involved with your child's school. | 2 | x | x | ✓ | ✓ |
| Joanne Burgess | 054 | The role of a college administrator and her own learning experiences. | 15 | x | ✓ | ✓ | ✓ |
| Pauline Fernandes (reduced sound quality) | 055 | Duties of a primary school teacher. A typical day. Some sections might be suitable for E1. | 26 | ✓ tutor selection | ✓ | ✓ | ✓ |
| Cilla Ross | 056 | A life transformed by education. From factory-worker to professor. | 37 | x | x | ✓ | ✓ |
| Jacqui Stevenson | 057 | How to join a UK university for overseas students. | 45 | x | x | ✓ | ✓ |
| Inderjeet Hunjan | 058 | The work of a student university Liaison Officer. | 66 | x | x | ✓ | ✓ |

To download videos, audio files and a Microsoft Word version of this teaching workbook please visit: www.esoluk.co.uk/download.html

Answer key to multiple-choice questions: **page 79**

10 Education

Speaker: 053 Joy Parvin

Job: Parent, School Governor



| Skill | Suggested Activities |
|------------|--|
| Speaking: | Speak about personal experiences. Talk about how students have selected schools for their children. Compare cross-cultural education. |
| Listening: | Paired discussion around topic. Answer tutor prepared questions on interviewee's school selection criteria and compare with students'. |
| Reading: | Students' letters from school. School application form from council web sites. Reading biographical accounts of primary school. Use internet/Thomsons to find local schools. |
| Writing: | Write autobiographical accounts of previous school experience. Write a letter to child's school. |

Transcript:

1. **Wendy:** Hello Joy.
2. **Joy:** Hi.
3. **Wendy:** I know you have two daughters in the local primary school, can you tell me how you applied for them to go the local school?
4. **Joy:** Well first of all it seemed to be very much linked to the health facility. So when we registered with a doctor in the area, we then received a letter some time later asking if we were happy for the details to be sent to the Local Education Authority.

10 Education

5. **Wendy:** Right.
6. **Joy:** Following from there, we received forms to complete to apply for a set of schools that we were interested in. In terms of how long we had, the forms I believe had to be in in the November of one year for the child starting school in the September of the following year, and we had the forms for two or three months I think. And we then phoned up schools that we were interested in to find out the dates that head teacher would be showing groups of parents around the schools.
7. **Wendy:** Okay so you had... you wanted to go and visit the schools?
8. **Joy:** Yes we went to visit I think four primary schools in the area. We could select five. We went... we didn't visit a fifth, but we did put five down on the form anyway and as I say, usually I believe now you can't just go to the school and go with a one to one visit with the head teacher, you will join a party of parents going round with the head and look round the whole school.
9. **Wendy:** And what are you looking for when you go to visit a primary school?
10. **Joy:** Well I was looking very much from the out... you know, from the minute I walked into the school, what was the atmosphere like, what was the greeting like from the secretary, from the head teacher. What was the... what were the children like as we passed them in the corridor, were they polite, were they well behaved. I was looking at the displays on the wall, for how good the displays were, the quality of the work, but also the range of subjects displayed on the walls, whether they had science displays as well as more literacy based displays and history displays and so on.
11. And then in the classrooms, really looking at were the children engaged in what they were doing in the classroom, what kinds of activities were they doing, were they able to talk and work in groups and discuss ideas with each other and then also what... how the teacher reacted when we came into the classroom. Did they say hello and did we have a little conversation, that kind of thing.
12. **Wendy:** So you wanted a friendly atmosphere, not too formal?
13. **Joy:** Yes that's what I was looking for yes. I mean obviously some people might prefer a formal environment, but I was wanting that for primary school especially; an informal environment where I felt the children, my children would be happy to go to school every day.
14. **Wendy:** So you put down five choices of primary schools and what happens if you don't get your first or second choice, can you appeal against that decision?

10 Education

15. **Joy:** You can appeal, but it's quite strict criteria as to whether your appeal will be even really looked at properly in terms of when you first get the forms to complete, it explains on the form the appeal criteria, so you know right from the start how... on what grounds you can appeal and they are related to whether you have a sibling... whether the child has siblings in the schools, brothers and sisters in the school, whether your child has special needs that would be catered for in that school...
16. **Wendy:** Right the school for disabilities and....
17. **Joy:** ...yes. So for example, the school that my two children go to has all the ramps and everything for wheelchair access, so it often a school that is subscribe... is applied for by parents of disabled children who are in wheelchairs. And then the third criteria is distance from the school. So if you find that the school that you wanted to apply for hasn't met its say thirty children...
18. **Wendy:** In each class.
19. **Joy:** ...in each class, then you will get into that school, you should get in, you'd have grounds for appeal if you didn't. Whereas if they were over the thirty children per class, then it would be on the distance you were from the school in kind of bands if you like of going out from the school, and really you haven't really got any other grounds to appeal and so that's what you need to consider when looking at schools.
20. **Wendy:** Right. As a parent, how can you become more involved in your child's school?
21. **Joy:** Well there's a few routes really and one of the routes is to join the parent teacher association if the school has one, not all schools do, and that's usually a fund raising group of people who put together Easter fairs, summer fairs, Christmas fairs, other events. At my daughter's school, there was a curry evening where everybody enjoyed home made curries, that's one route.
22. Another route is actually to... if... you can be a volunteer parent in the classroom and go and work alongside children, not necessarily your child's class or it could be, and go and help out in the school.
23. And a third route is to become a governor which I did for my daughter's school and get involved in that way.
24. **Wendy:** Why did you choose to be a school governor?
25. **Joy:** I really wanted to know more about how the school operated and you do get letters coming home from the school, but obviously that's quite limited information and I really wanted to know about how they planned the

10 Education

curriculum, about the health and safety, about the school policies, all sorts of things. So that... I really wanted to get involved because of that.

26. And also the governing body, this wasn't really my main concern, but it does I suppose have quite a lot of power in terms of the decision-making of the school, and the role, I suppose, is to be... it's called the critical friend of the senior management of the head teacher of the school, and that's the role that the governors play when we meet every month to discuss various issues.
27. **Wendy:** What do you do as a governor?
28. **Joy:** Well there are some things that... well in terms of the number of meetings, obviously there can be a... it's how long is a piece of string. You can just go along to the meetings that in my case were usually monthly. Then you can volunteer to be involved in lots of other things as well. So, for example, if an appointment is being made for a new deputy head or a new head teacher, you could decide to give up two or three plus days of your time, and they need governors to do that, to be involved in the recruitment process.
29. **Wendy:** To interview people?
30. **Joy:** To interview deputies and heads. It's not usually teachers, it's usually the senior management team that the governors get involved in. Also if there are any major issues that might come up so if there's any harassment allegations related to members of staff, or any other issues that come up where they need agreement about the process forward, it involves people from the local authority, but it also involves governors as well in obviously very confidential meetings.
31. And then there's also various other things in terms of agreeing policies, sex education policy has to be agreed every year, and in terms of the health and safety, the risk assessments for any major trips going out of school have to be approved by the governing body. So there's quite a wide range of issues that are discussed and ways you can get involved as governor, and the authority also has a very large service in terms of the training that's available for governors. There's some basic training, two or three courses that every governor is recommended to attend, but then there's training on everything else you can imagine to do with the role of the governor.
32. **Wendy:** Okay thank you.

10 Education

053 Questions: answers at back or visit www.esoluk.co.uk

1) At number 10, what is meant by 'what was the atmosphere like'?

- a. how was the school decorated
- b. what was the teachers and head teacher like
- c. how did the place feel, e.g. friendly, formal, scary, happy
- d. where the school was situated

2) At number 11, what is meant by 'were the children engaged'?

- a. were the children playing nicely with each other
- b. were the children working hard and happy
- c. were the children disruptive and loud
- d. did the children like their teacher

3) At number 13, what is meant by 'informal environment'?

- a. a very hostile environment
- b. friendly place
- c. a strict place
- d. an unfriendly place

4) At number 15, what is meant by 'strict criteria'?

- a. something very important
- b. something not important
- c. precise and fixed rules for testing something
- d. something that can be changed

5) At number 19, what is meant by 'grounds to appeal'?

- a. good reasons to disagree against something
- b. to agree with something
- c. changing your child's school

6) At number 21, what is meant by 'there's a few routes really'?

- a. not many choices
- b. different roads to take
- c. a number of different options
- d. lots of choices

7) At number 25, what is meant by 'planned the curriculum'?

- a. planned what the children will have for lunch
- b. planned what subjects and topics will be taught
- c. planned who should be the new headmaster

10 Education

d. planned extra out of class teaching

8) At number 28, what is meant by 'how long is a piece of string'?

- a. how long something is
- b. a very difficult question to answer
- c. a very easy question to answer
- d. how old something is

9) At number 30, what is meant by 'harassment allegations'?

- a. someone who is accused of being a nuisance / creating problems
- b. someone who has a criminal record
- c. someone going to court
- d. someone accused of stealing

10) At number 31, what is meant by 'the authority'?

- a. the government
- b. the parents
- c. the people in charge at the Education Authority
- d. the head teacher

10 Education

053 listening/reading gapfill:

The words removed below are the key words used most by this speaker.

- Listen to a small section at a time and try to hear the missing words, **or/and**
- read the text and fill in the gaps.
- Interactive gapfill and spelling test at: www.esoluk.co.uk/053.html

Words: *appeal classroom criteria displays following governing governors interview meetings parent routes volunteer*

1. **Wendy:** Hello Joy.

2. **Joy:** Hi.

3. **Wendy:** I know you have two daughters in the local primary school, can you tell me how you applied for them to go the local school?

4. **Joy:** Well first of all it seemed to be very much linked to the health facility. So when we registered with a doctor in the area, we then received a letter some time later asking if we were happy for the details to be sent to the Local Education Authority.

5. **Wendy:** Right.

6. **Joy:** [1] _____ from there, we received forms to complete to apply for a set of schools that we were interested in. In terms of how long we had, the forms I believe had to be in in the November of one year for the child starting school in the September of the [2] _____ year, and we had the forms for two or three months I think. And we then phoned up schools that we were interested in to find out the dates that head teacher would be showing groups of parents around the schools.

7. **Wendy:** Okay so you had ... you wanted to go and visit the schools?

10 Education

8. **Joy:** Yes we went to visit I think four primary schools in the area. We could select five. We went ... we didn't visit a fifth, but we did put five down on the form anyway and as I say, usually I believe now you can't just go to the school and go with a one to one visit with the head teacher, you will join a party of parents going round with the head and look round the whole school.

9. **Wendy:** And what are you looking for when you go to visit a primary school?

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10 Education

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10 Education

21. **Joy:** Well there's a few [21] routes really and one of the [22] _____ is to join the [23] _____ teacher association if the school has one, not all schools do, and that's usually a fund raising group of people who put together Easter fairs, summer fairs, Christmas fairs, other events. At my daughter's school, there was a curry evening where everybody enjoyed home made curries, that's one route.

22. Another route is actually to ... if ... you can be a [24] volunteer [25] _____ in the [26] classroom and go and work alongside children, not necessarily your child's class or it could be, and go and help out in the school.

23. And a third route is to become a governor which I did for my daughter's school and get involved in that way.

24. **Wendy:** Why did you choose to be a school governor?

25. **Joy:** I really wanted to know more about how the school operated and you do get letters coming home from the school, but obviously that's quite limited information and I really wanted to know about how they planned the curriculum, about the health and safety, about the school policies, all sorts of things. So that. I really wanted to get involved because of that.

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27. **Wendy:** What do you do as a governor?

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10 Education

You can just go along to the [30] _____ that in my case were usually monthly. Then you can [31] _____ to be involved in lots of other things as well. So, for example, if an appointment is being made for a new deputy head or a new head teacher, you could decide to give up two or three plus days of your time, and they need [32] _____ to do that, to be involved in the recruitment process.

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32. **Wendy:** Okay thank you.

053 punctuation activity:

1. Replace all the commas (,) full-stops (.) apostrophes (') question marks (?)
2. When punctuating, underline difficulties where spoken English does not follow the same 'rules' as written English.
3. Replace capital letters where needed.
4. Check your answers by reading the full text.

wendy: i know you have two daughters in the local primary school can you tell me how you applied for them to go the local school

joy: well first of all it seemed to be very much linked to the health facility so when we registered with a doctor in the area we then received a letter some time later asking if we were happy for the details to be sent to the local education authority

wendy: right

joy: following from there we received forms to complete to apply for a set of schools that we were interested in in terms of how long we had the forms i believe had to be in in the november of one year for the child starting school in the september of the following year and we had the forms for two or three months i think and we then phoned up schools that we were interested in to find out the dates that head teacher would be showing groups of parents around the schools

wendy: okay so you had... you wanted to go and visit the schools

joy: yes we went to visit i think four primary schools in the area we could select five we went... we didnt visit a fifth but we did put five down on the form anyway and as i say usually i believe now you cant just go to the school and go with a one to one visit with the head teacher you will join a party of parents going round with the head and look round the whole school

10 Education

Speaker: 054 Joanne Burgess

Job: College Administrator



| Skill | Suggested Activities |
|------------|--|
| Speaking: | Students could recount their feelings and experiences of starting adult education classes in the UK. |
| Listening: | Listen for pre-taught college vocabulary, jobs of the administrator and types of courses available. |
| Reading: | Read various college prospectuses. |
| Writing: | Fill in application forms for courses or write about experiences of starting at college. |

Transcript:

1. **Mary:** Can you tell me what your job is then please and what do you do?
2. **Joanne:** I work at Thomas Danby College and I'm the community learning administrator. I'm based at a community centre in Harehills Pakistani Centre doing the administration work, enrolments, dealing with the exam entries and the student enquiries.
3. **Mary:** Okay thank you. Community centre you say?
4. **Joanne:** Yeah. Yeah based... based out in Harehills. It's a lot of ethnic diversity, students coming from all different cultures.
5. **Mary:** Okay thank you. So what does your job involve? What do you do?

10 Education

6. **Joanne:** I do the administration, the enrolments, but a lot of the time is spent dealing with student enquiries, advising them on courses, booking them in for interviews for...
7. **Mary:** Right.
8. **Joanne:** ...English classes, testing.
9. **Mary:** Do you get a lot of face-to-face enquiries also?
10. **Joanne:** We do yes. Most of the enquiries are face-to-face.
11. **Mary:** What kind of courses does the college run and which do you find are the most popular?
12. **Joanne:** We run English for speakers and other languages; they're ESOL courses, computing. We also run craft courses and some arts courses like flower arranging, but the ESOL and the computing is by far the most popular, the one that we deal with most enquiries for.
13. **Mary:** Okay thank you. Okay. Why... why do you think that is?
14. **Joanne:** I think it's possibly because of the diversity in the area really. It's a... Harehills is an area where there's a lot of people from different cultures, different countries and a lot of them want to learn English.
15. **Mary:** Okay thank you. So what do you enjoy about your job?
16. **Joanne:** I enjoy most the face to face contact in dealing with... seeing different people each day. I also like the fact that because a lot of the ESOL courses now have been running since September, a lot of the students seem to know you and trust you, and as their English is improving, when they come for their coffee break, they try and have a little talk with you and...
17. **Mary:** Okay.
18. **Joanne:** So I really do like young people.
19. **Mary:** So the opportunity to meet and talk with people.
20. **Joanne:** Yeah. Yeah and see people progress as well. It's... it's rewarding.
21. **Mary:** Okay thank you. Can you tell me what courses you've taken to help you with your job?
22. **Joanne:** Yeah, I have actually studied myself with the open university part time whilst I was working and I've done courses with Leeds University consumer and education, so I like to think that I understand the pressures

10 Education

of adult education and how students feel when you're trying to study and improve, but you've also got issues like domestic and personal and work issues to contend with as well.

23. **Mary:** Okay, so all sorts of different issues.

24. **Joanne:** Yes.

25. **Mary:** What courses did you do when you were at open university?

26. **Joanne:** I completed my degree with the... it was in humanities with literature and religious studies, so I think the religious studies element because I'm interested in religions, helps me to understand some of the different perspectives people may have, well what I have really.

27. **Mary:** Right interesting. Okay so there's a real variety of different courses...

28. **Joanne:** Yeah.

29. **Mary:** ...and different subjects. Thank you.

10 Education

054 Questions: answers at back or visit www.esoluk.co.uk

- 1) At number 2, what does a 'community learning administrator' do in their job?
 - a. teaches the course subject
 - b. complete paperwork and help students to join classes
 - c. deal with issues such as student finance
 - d. helps the teachers with their work

- 2) At number 6, why are ESOL student booked in for interviews?
 - a. to test their computer skills
 - b. to test their English language skills
 - c. to see what their personality is like
 - d. to find out their skills and qualities

- 3) At number 9, what is meant by 'face-to-face enquiries'?
 - a. communicating through email
 - b. talking to somebody over the phone
 - c. talking too close to someone's face
 - d. asking questions of someone who is in front of you

- 4) At number 12, which two courses are most popular with students?
 - a. maths and science
 - b. arts and crafts as well as computers
 - c. ESOL and computers
 - d. maths and English

- 5) At number 14, what is meant by 'diversity in the area'?
 - a. changes in the area
 - b. the variety of different people in the area
 - c. everyone is the same in the area
 - d. no one speaks much English in the area

- 6) At number 16, what do students try to talk to Joanne on their coffee break?
 - a. to practise speaking English
 - b. to find out about other available courses
 - c. to find out what she is doing at weekend
 - d. to ask her where the toilet is

- 7) At number 22, what is meant by 'the pressures of adult education'?
 - a. how difficult education is for teachers
 - b. the hours you have to spend studying

10 Education

- c. the financial problems of studying
- d. the difficulties of studying as an adult

8) At number 22, what is meant by 'issues like domestic'?

- a. problems or difficulties to do with the home and family
- b. problems with the government
- c. problems at the work place or studying
- d. problems with the college

9) At number 26, what is meant by 'different perspectives people may have'?

- a. different reasons why people study
- b. different reasons why people teach
- c. different beliefs and opinions people have

10) At number 27, what is meant by 'real variety of different courses'?

- a. a lot of different courses
- b. not many different courses
- c. courses for people from different cultures
- d. courses for older and younger people

10 Education

054 listening/reading gapfill:

The words removed below are the key words used most by this speaker.

- Listen to a small section at a time and try to hear the missing words, **or/and**
- read the text and fill in the gaps.
- Interactive gapfill and spelling test at: www.esoluk.co.uk/054.html

Words: *computing cultures different diversity English enjoy issues popular*

1. **Mary:** Can you tell me what your job is then please and what do you do?

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28. **Joanne:** Yeah.

39. **Mary:** ... and [24] _____ subjects. Thank you.

054 sequencing activity:

Conversation requires the skilful use of a number of language features.

1. Read the conversation and underline discourse markers (e.g. okay, yes, well, now, right, so, anyway, uh-huh) and think about the purpose of each one.
2. Underline key words and phrases spoken at the end of one paragraph and repeated by the next speaker.
3. Underline any other turn-taking patterns and conventions.
4. Place the paragraphs in the correct order, e.g. 1, 2, 3, 4, 5 ... **or** cut out and re-sequence.
5. Check answers by watching the video or read the full text.
6. Find a friend and practise speaking aloud the full conversation.

Mary: Do you get a lot of face-to-face enquiries also?

Mary: What kind of courses does the college run and which do you find are the most popular?

Mary: Okay thank you. So what do you enjoy about your job?

Mary: Okay thank you. Okay. Why... why do you think that is?

Mary: So the opportunity to meet and talk with people.

Mary: Okay.

Joanne: We run English for speakers and other languages; they're ESOL courses, computing. We also run craft courses and some arts courses like flower arranging, but the ESOL and the computing is by far the most popular, the one that we deal with most enquiries for.

Joanne: We do yes. Most of the enquiries are face-to-face.

Joanne: Yeah. Yeah and see people progress as well. It's... it's rewarding.

Joanne: I think it's possibly because of the diversity in the area really. It's a... Harehills is an area where there's a lot of people from different cultures, different countries and a lot of them want to learn English.

Joanne: I enjoy most the face to face contact in dealing with... seeing different people each day. I also like the fact that because a lot of the ESOL courses now have been running since September, a lot of the students seem to know you and trust you, and as their English is improving, when they come for their coffee break, they try and have a little talk with you and...

Joanne: So I really do like young people.

054 punctuation activity:

1. Replace all the commas (,) full-stops (.) apostrophes (') question marks (?)
2. When punctuating, underline difficulties where spoken English does not follow the same 'rules' as written English.
3. Replace capital letters where needed.
4. Check your answers by reading the full text.

mary: what kind of courses does the college run and which do you find are the most popular

joanne: we run english for speakers and other languages; theyre esol courses computing we also run craft courses and some arts courses like flower arranging but the esol and the computing is by far the most popular the one that we deal with most enquiries for

mary: okay thank you okay why... why do you think that is

joanne: i think its possibly because of the diversity in the area really its a... harehills is an area where theres a lot of people from different cultures different countries and a lot of them want to learn english

mary: okay thank you so what do you enjoy about your job

joanne: i enjoy most the face to face contact in dealing with... seeing different people each day i also like the fact that because a lot of the esol courses now have been running since september a lot of the students seem to know you and trust you and as their english is improving when they come for their coffee break they try and have a little talk with you and...

10 Education

Speaker: 055 Pauline Fernandes

Job: Primary School Teacher



| Skill | Suggested Activities |
|------------|---|
| Speaking: | Students could discuss memories of their first schools or the challenges faced by children with English as a second language. |
| Listening: | Listen for different tasks the teacher does with time references. |
| Reading: | Read about children's school experiences. Read primary school prospectuses. |
| Writing: | Write about your typical day. Write about memories of schooldays. |

Transcript:

1. **Wendy:** Hello Mrs Fernandes.
2. **Pauline:** Hello.
3. **Wendy:** Can you tell me about your job, what do you do?
4. **Pauline:** Shall I go through a typical day?
5. **Wendy:** Yes.
6. **Pauline:** I arrive in school at about half past seven in the morning. I might have some photocopying to do for my lessons. It's a time that I catch up with colleagues. I might have a brief meeting with somebody, a parent might need to see me before school starts.

10 Education

7. Quarter to nine our school doors open, the children come through and the parents can come through with them for fifteen minutes. We call the register and typically we might have a whole school collective active worship in the main hall at sort of ten past nine which would be led by the head or the deputy head.
8. Then we come back to the classroom for the rest of the morning, so usually an hour of literacy, an hour of numeracy and after... let's say the first lesson is literacy, the children have break for fifteen minutes and after break, we have milk time. And the other lesson, if it was numeracy, we'd continue up to lunch time.
9. Lunch time the children are on the playground and in the dining room from twelve 'til one and in the afternoon, we might go to the computer suite; we would have one lesson a week in the computer suite where there are fifteen computers and children have to share a computer between two. We might do PE, we might have a creative afternoon in the classroom, we might have PE outside or inside and the children go home at half past three. So that's in a nutshell...
10. **Wendy:** Right.
11. **Pauline:** ...that's how the day goes.
12. **Wendy:** And there'd be parents' evenings?
13. **Pauline:** Parents evenings we have twice a year, usually in the autumn term in about the end of October, November, and in the spring term. The parents get a letter invited to come along the choice of evenings, one of two evenings and they would have about ten minutes with the teacher, but at the lower end of the school, because we open the doors, excuse me, early in the morning, usually if parents have concerns, they would come and see me.
14. So we hope on consultation evening, it's just academic matters we're discussing, but even academic matters we would try to see, sort of intercept parents somewhere along the way to pre-empt landing in a big shock on parents' evening. So yes twice... twice a year we have consultation with parents.
15. **Wendy:** Okay. What do you enjoy most about your job?
16. **Pauline:** I teach 5 and 6 year olds, and one of the key things that happens at this age is that the children learn to read and that's so rewarding. It's the big breakthrough in year one really that most children come from foundation stage having learned initial signs and by the end of year one, a lot of them are quite competent readers. So that's one of the things I enjoy most.

10 Education

17. Something else I enjoy is being... I've been in this school for nearly ten years and it's lovely to see the overall development of children when they do class assemblies or any presentation for the school. It's great to see that sort of all round development.
18. **Wendy:** So you
19. **Pauline:** Yes.
20. **Wendy:** ...see them older, you know ...
21. **Pauline:** Ten years old and so much wiser, so that's... that's a very enjoyable aspect of teaching them in primary school and the children's natural enthusiasm. At this age, there's a great deal of enthusiasm, a great deal of children wanting to write, wanting to read, wanting to learn.
22. **Wendy:** Becoming more independent.
23. **Pauline:** Yes becoming more independent. It's very rewarding because they make so much progress in the year group that I'm teaching at the moment.
24. **Wendy:** Do you that more than in other years, do you think they make more progress in this year than...
25. **Pauline:** I think it's a lot...
26. **Wendy:** ...because of that breakthrough?
27. **Pauline:** ...yes I do. I do. I think it's probably more marked in year one, year two, you know, 5 to 7, than the kids maybe reach a sort of plateau when they get to 8, 9, and 10. It doesn't mean they don't learn at all, but the progress isn't as marked.
28. **Wendy:** Yeah, right. Do you have children who do not speak English as their first or second language, who need extra help with their speaking English?
29. **Pauline:** Yes we have some children. Our children are mostly Pakistani Muslims and fortunately, on our staff, we have quite a few bilingual people, people who come from that background. So typically, I would have a TA, a teaching assistant, helping me in my classroom and it might be somebody who could speak Urdu which is a big advantage to me, but we have extra provision for children who are struggling, who are struggling in other areas of the curriculum mostly because they're not speaking... they haven't spoken English as a first language. And in my class, my 5 and 6 year olds, there's somebody who would work with those children for at least four working sessions per week. So they do get a lot of help and it definitely impacts most probably in their learning, yes.

055 Questions: answers at back or visit www.esoluk.co.uk

- 1) At number 6, what is meant by 'catch up with colleagues'?
 - a. do photocopying for the rest of the teachers
 - b. talk with the parents of the pupils
 - c. make sure you start teaching at the same time as other teachers
 - d. talk to friends at work and share the latest information

- 2) At number 7, what is meant by 'call the register'?
 - a. checking which teachers arrived at work on time
 - b. calling out all the names of pupils in the whole school
 - c. call out all the pupils' names in the class
 - d. seeing which parents brought their children to school

- 3) At number 7, what is meant by 'whole school collective active worship'?
 - a. an assembly to give out awards to the children
 - b. an event like parents evening
 - c. everyone in the school praying and worshipping together
 - d. a reading task for the whole school to get involved with

- 4) At number 9, what is meant by 'so that's in a nutshell'?
 - a. to say something in many words
 - b. to say something in a few words, quickly and short
 - c. to describe something to someone which may take a long time
 - d. to tell someone a long detailed story

- 5) At number 14, what is meant by 'intercept parents somewhere along the way'?
 - a. get parents involved with the children's activities
 - b. find parents when they enter the school
 - c. talk to parents during a normal school day but before parent's evening

- 6) At number 14, what is meant by 'pre-empt landing in a big shock on parents' evening'?
 - a. prevent parents from hearing bad news on parents' evening
 - b. tell parents good news on parents' evening
 - c. tell parents bad news on parents' evening
 - d. make sure you tell parents all the negative news

- 7) At number 17, what is meant by 'all round development'?
 - a. the child develops in all areas - emotionally, physically and academically
 - b. how the child has developed their reading and writing skills

10 Education

- c. the children performance in physical education
- d. the child's progression in areas such as interacting with other children

8) At number 27, what is meant by 'reach a sort of plateau'?

- a. the child starts developing a lot quicker
- b. the child reaches a level where they stop developing very quickly
- c. the child passes their exam
- d. the child stops learning anymore

9) At number 27, what is meant by 'progress isn't as marked'?

- a. the children stop learning
- b. the teacher no longer observes the child's progression
- c. how quickly they learn is no longer as obvious
- d. how quickly they learn becomes more obvious

10) At number 29, what is meant by 'it definitely impacts most probably in their learning'?

- a. something that influences their learning; can be good or bad
- b. something good that helps them to learn
- c. something bad that stops them learning

055 listening/reading gapfill:

The words removed below are the key words used most by this speaker.

- Listen to a small section at a time and try to hear the missing words, **or/and**
- read the text and fill in the gaps.
- Interactive gapfill and spelling test at: www.esoluk.co.uk/055.html

Words: *breakthrough classroom computer consultation evenings
progress rewarding struggling typical typically wanting*

1. **Wendy:** Hello Mrs Fernandes.

2. **Pauline:** Hello.

3. **Wendy:** Can you tell me about your job, what do you do?

4. **Pauline:** Shall I go through a [1] _____ day?

5. **Wendy:** Yes.

6. **Pauline:** I arrive in school at about half past seven in the morning. I might have some photocopying to do for my lessons. It's a time that I catch up with colleagues. I might have a brief meeting with somebody, a parent might need to see me before school starts.

7. Quarter to nine our school doors open, the children come through and the parents can come through with them for fifteen minutes. We call the register and [2] _____ we might have a whole school collective active worship in the main hall at sort of ten past nine which would be led by the head or the deputy head.

8. Then we come back to the [3] _____ for the rest of the morning, so usually an hour of literacy, an hour of numeracy and after. let's say the first lesson is literacy, the children have break for fifteen minutes and after break, we have

10 Education

milk time. And the other lesson, if it was numeracy, we'd continue up to lunch time.

9. Lunch time the children are on the playground and in the dining room from twelve 'til one and in the afternoon, we might go to the [4] _____ suite; we would have one lesson a week in the [5] _____ suite where there are fifteen computers and children have to share a [6] _____ between two. We might do PE, we might have a creative afternoon in the [7] _____, we might have PE outside or inside and the children go home at half past three. So that's in a nutshell.

10. **Wendy:** Right.

11. **Pauline:** ... that's how the day goes.

12. **Wendy:** And there'd be parents' evenings?

13. **Pauline:** Parents [8] _____ we have twice a year, usually in the autumn term in about the end of October, November, and in the spring term. The parents get a letter invited to come along the choice of [9] _____, one of two [10] _____ and they would have about ten minutes with the teacher, but at the lower end of the school, because we open the doors, excuse me, early in the morning, usually if parents have concerns, they would come and see me.

14. So we hope on [11] _____ evening, it's just academic matters we're discussing, but even academic matters we would try to see, sort of intercept parents somewhere along the way to pre-empt landing in a big shock on parents evening. So yes twice ... twice a year we have [12] _____ with parents.

15. **Wendy:** Okay. What do you enjoy most about your job?

10 Education

16. **Pauline:** I teach 5 and 6 year olds, and one of the key things that happens at this age is that the children learn to read and that's so [13] _____. It's the big [14] _____ in year one really that most children come from foundation stage having learned initial signs and by the end of year one, a lot of them are quite competent readers. So that's one of the things I enjoy most.

17. Something else I enjoy is being. I've been in this school for nearly ten years and it's lovely to see the overall development of children when they do class assemblies or any presentation for the school. It's great to see that sort of all round development.

18. **Wendy:** So you ...

19. **Pauline:** Yes.

20. **Wendy:** ... see them older, you know.

21. **Pauline:** Ten years old and so much wiser, so that's ... that's a very enjoyable aspect of teaching them in primary school and the children's natural enthusiasm. At this age, there's a great deal of enthusiasm, a great deal of children [15] _____ to write, [16] _____ to read, [17] _____ to learn.

22. **Wendy:** Becoming more independent.

23. **Pauline:** Yes becoming more independent. It's very [18] _____ because they make so much [19] _____ in the year group that I'm teaching at the moment.

24. **Wendy:** Do you that more than in other years, do you think they make more [20] _____ in this year than.

10 Education

25. **Pauline:** I think it's a lot.

26. **Wendy:** ... because of that breakthrough?

27. **Pauline:** ... yes I do. I do. I think it's probably more marked in year one, year two, you know, 5 to 7, than the kids maybe reach a sort of plateau when they get to 8, 9, and 10. It doesn't mean they don't learn at all, but the [21] _____ isn't as marked.

28. **Wendy:** Yeah, right. Do you have children who do not speak English as their first or second language, who need extra help with their speaking English?

29. **Pauline:** Yes we have some children. Our children are mostly Pakistani Muslims and fortunately, on our staff, we have quite a few bi-lingual people, people who come from that background. So [22] _____, I would have a TA, a teaching assistant, helping me in my [23] _____ and it might be somebody who could speak Urdu which is a big advantage to me, but we have extra provision for children who are [24] _____, who are [25] _____ in other areas of the curriculum mostly because they're not speaking. they haven't spoken English as a first language. And in my class, my 5 and 6 year olds, there's somebody who would work with those children for at least four working sessions per week. So they do get a lot of help and it definitely impacts most probably in their learning, yes.

055 punctuation activity:

1. Replace all the commas (,) full-stops (.) apostrophes (') question marks (?)
2. When punctuating, underline difficulties where spoken English does not follow the same 'rules' as written English.
3. Replace capital letters where needed.
4. Check your answers by reading the full text.

wendy: can you tell me about your job what do you do

pauline: shall i go through a typical day

wendy: yes

pauline: i arrive in school at about half past seven in the morning i might have some photocopying to do for my lessons its a time that i catch up with colleagues i might have a brief meeting with somebody a parent might need to see me before school starts

quarter to nine our school doors open the children come through and the parents can come through with them for fifteen minutes we call the register and typically we might have a whole school collective active worship in the main hall at sort of ten past nine which would be led by the head or the deputy head

then we come back to the classroom for the rest of the morning so usually an hour of literacy an hour of numeracy and after... lets say the first lesson is literacy the children have break for fifteen minutes and after break we have milk time and the other lesson if it was numeracy wed continue up to lunch time

10 Education

Speaker: 056 Cilla Ross

Job: Lecturer



| Skill | Suggested Activities |
|------------|--|
| Speaking: | Paired activity talking about students' experiences of education and work. |
| Listening: | Listen for long complex sentences in speech. The use of conjunctions and relative clauses. Watch clips from such films as Educating Rita about the role of education in working-class backgrounds. |
| Reading: | Read various life stories. |
| Writing: | Write about experiences of education, work or life-story in general. |

Transcript:

1. **Wendy:** Can you tell me about yourself?
2. **Cilla:** Right well I was born in Liverpool in 1956, I'm nearly 50 years old and I was born into a family that was what we used to call a skilled working class family that... and basically there was no expectation and didn't have much of an education. So I stayed in school 'til I was about 15 and then I left school which everybody did then unless you went to what was called a grammar school.
3. So I didn't have a particularly exciting childhood, I guess it was just like everybody else's. I love Liverpool, I'm a real Scouser at heart, what we call a Scouser, but I have a lot of mixture in my family as well, Irish and so on in my background and when I got to 15 I left and went to work in a factory

10 Education

which is what everybody else more or less did then unless you were deemed to be very bright and intelligent.

4. It was very common then for working class children to go to work, partly because you needed to and you needed to help the family income, that was very important.
5. So I did that and I got very involved in my trade union at a very young age, I was actually a shop steward when I was about 18 which was very... I was probably the youngest...
6. **Wendy:** Unusual.
7. **Cilla:** ...in Britain. It was unusual and it was through my trade union that I decided I wanted to go back into education. I don't know why, I was very involved politically, I was very involved in environmental issues actually, but what I was really concerned about was this feeling that why... why didn't I have the sort of education and life experiences and other people like me, that the rich had. It was very crude and as simple as that.
8. So that's why I got involved in my trade union and it was through my trade union that I went to a college and spent two years learning how to be a student really and it was wonderful because for the first time in my life, I had the opportunity to sit and read and to write and I'd never really written much before and it was exactly the right thing for me to do.
9. So I did politics and English and then I went on to university and... and really got involved in that and developed a really passionate commitment for adult education because it seemed to me... I mean there's an old saying, knowledge is power, and I really profoundly believe that and it was through learning that I just got very involved in understanding how the world worked like we all do in different ways and then I went on and did higher degrees and ended up working at the university, well a number of different universities and that's where I got to.
10. I left last year and I've gone freelance, but I'm still working very largely in the adult education and trade union areas.

10 Education

056 Questions: answers at back or visit www.esoluk.co.uk

- 1) At number 2, what is meant by 'a skilled working class family'?
 - a. a family that did not work
 - b. a family which takes prides in work that requires practical training
 - c. a family that ran their own business
 - d. a family that works in jobs that require education and to be academic

- 2) At number 2, what is meant by 'there was no expectation'?
 - a. children from working class families were good learners
 - b. nothing was expected from the children
 - c. children were not expected to earn lots of money
 - d. children from working class families were not expected to do well at school

- 3) At number 3, what is meant by 'real Scouser at heart'?
 - a. someone who takes pride in coming from Manchester
 - b. someone who dislikes coming from Liverpool
 - c. someone who takes pride in coming from Liverpool
 - d. someone who does not like their home town

- 4) At number 4, what is meant by 'to help the family income, ' ?
 - a. only the older children and adults work to provide food
 - b. the adults work whilst the children continue in education
 - c. spend less money on shopping so the family has more income
 - d. everyone works in the family so there is more money

- 5) At number 5, what is meant by 'trade union' ?
 - a. a group of volunteers who work in many areas
 - b. a social network for the colleagues
 - c. a society of workers who protect and try to improve working conditions

- 6) At number 5, what is meant by 'shop steward' ?
 - a. a sales assistant in a shop
 - b. a steward who works in a shop
 - c. someone who has just joined a trade union
 - d. an elected trade union member who negotiates with management

- 7) At number 7, why did Cilla decide to go back to education?
 - a. she felt frustrated by the inequalities between the rich and the poor
 - b. she wanted to earn more money for the family income
 - c. she could not get a job anywhere without education

10 Education

d. she wanted to improve on herself and mature

8) At number 8, what is meant by 'learning how to be a student'?

- a. learning how to have less money
- b. learning how to become independent and mature
- c. learning how to study and read and write
- d. learning how to socialise with other students

9) At number 9, what is meant by 'knowledge is power'?

- a. the more education you have, the easier it is to find a job
- b. knowledge is a weapon
- c. everyone should learn in adult education
- d. the more things you know the stronger you become

10) At number 10, what is meant by 'I've gone freelance'?

- a. I work when I want for different companies and not for a single business
- b. I have now retired and no longer work at all
- c. I now only work in adult education
- d. I now work for free

10 Education

056 listening/reading gapfill:

The words removed below are the key words used most by this speaker.

- Listen to a small section at a time and try to hear the missing words, **or/and**
- read the text and fill in the gaps.
- Interactive gapfill and spelling test at: www.esoluk.co.uk/056.html

Words: *businesses chemicals continent debates elect environmental fascinating parliament protection together*

1. **Wendy:** Can you tell me about yourself?

2. **Cilla:** Right well I was born in [1] _____ in 1956, I'm nearly 50 years old and I was born into a family that was what we used to call a skilled [2] _____ class family that ... and basically there was no expectation and didn't have much of an [3] _____. So I stayed in school 'til I was about 15 and then I left school which [4] _____ did then unless you went to what was called a grammar school.

3. So I didn't have a particularly exciting childhood, I guess it was just like [5] _____ else's. I love [6] _____, I'm a real Scouser at heart, what we call a Scouser, but I have a lot of mixture in my family as well, Irish and so on in my background and when I got to 15 I left and went to work in a factory which is what [7] _____ else more or less did then unless you were deemed to be very bright and intelligent.

4. It was very common then for [8] _____ class children to go to work, partly because you needed to and you needed to help the family income, that was very important.

5. So I did that and I got very [9] _____ in my [10] _____ union at a very young age, I was actually a shop steward when I was about 18 which was very. I was probably the youngest.

10 Education

6. **Wendy:** [11] _____.

7. **Cilla:** ... in Britain. It was [12] _____ and it was through my [13] _____ union that I decided I wanted to go back into [14] _____. I don't know why, I was very [15] _____ politically, I was very [16] _____ in environmental issues actually, but what I was really concerned about was this feeling that why. why didn't I have the sort of [17] _____ and life experiences and other people like me, that the rich had. It was very crude and as simple as that.

8. So that's why I got [18] _____ in my [19] _____ union and it was through my [20] _____ union that I went to a college and spent two years [21] _____ how to be a student really and it was wonderful because for the first time in my life, I had the opportunity to sit and read and to write and I'd never really written much before and it was exactly the right thing for me to do.

9. So I did politics and English and then I went on to university and. and really got [22] _____ in that and developed a really passionate commitment for [23] _____ [24] _____ because it seemed to me. I mean there's an old saying, knowledge is power, and I really profoundly believe that and it was through [25] _____ that I just got very [26] _____ in understanding how the world worked like we all do in different ways and then I went on and did higher degrees and ended up [27] _____ at the university, well a number of different universities and that's where I got to.

10. I left last year and I've gone freelance, but I'm still [28] _____ very largely in the [29] _____ [30] education and [31] _____ union areas.

056 punctuation activity:

1. Replace all the commas (,) full-stops (.) apostrophes (') question marks (?)
2. When punctuating, underline difficulties where spoken English does not follow the same 'rules' as written English.
3. Replace capital letters where needed.
4. Check your answers by reading the full text.

wendy: can you tell me about yourself

cilla: right well i was born in liverpool in 1956 im nearly 50 years old and i was born into a family that was what we used to call a skilled working class family that... and basically there was no expectation and didnt have much of an education so i stayed in school til i was about 15 and then i left school which everybody did then unless you went to what was called a grammar school

so i didnt have a particularly exciting childhood i guess it was just like everybody elses i love liverpool im a real scouser at heart what we call a scouser but i have a lot of mixture in my family as well irish and so on in my background and when i got to 15 i left and went to work in a factory which is what everybody else more or less did then unless you were deemed to be very bright and intelligent

it was very common then for working class children to go to work partly because you needed to and you needed to help the family income that was very important

10 Education

Speaker: 057 Jacquie Stevenson

Job: University Researcher



| Skill | Suggested Activities |
|------------|--|
| Speaking: | Students could talk about their ambitions to study further. |
| Listening: | Listen for tutor prepared questions on the researcher's role, the types of courses available, progression from college to university, qualifications needed and English language qualifications. |
| Reading: | Read university prospectuses and web-sites. |
| Writing: | Write an application for a course. |

Transcript:

1. **Mary:** Great so thank you Jackie, thank you for being willing to be interviewed and giving up your time. So could you explain first exactly what... what is your job? What do you do?
2. **Jacquie:** My actual job title is senior research fellow in the university which means that I don't do much teaching...
3. **Mary:** Right.
4. **Jacquie:** ...but I am a researcher so I find out information and provide that information to other people and the information that I find out is the types of

10 Education

help and support that people who would find it difficult to go to university might need to help them to come to university.

5. **Mary:** Okay. So you work with people who are trying, or hoping maybe, to come to university?
6. **Jacque:** Yeah.
7. **Mary:** Finding out what might make it hard for them to do that.
8. **Jacque:** Yeah that's a lot of the work we do. We do other things as well, but we look at people who have difficulty coming into education or the other part of our work is about difficulties accessing or getting into employment. So we do both sides of things.
9. **Mary:** Okay. Can you give me some examples?
10. **Jacque:** Yes the... some of the work that we've done recently has been with refugees and asylum seeking people and also citizens of other parts of the EU.
11. **Mary:** Right.
12. **Jacque:** And we're looking at what barriers and what difficulties those people have if they want to come into university...
13. **Mary:** Right.
14. **Jacque:** ...into this university, into Leeds Met, but also into other universities as well.
15. **Mary:** What... what have you found?
16. **Jacque:** Status is a big difficulty because for people to come into higher education, they generally need to have refugee status or leave to remain but not be an asylum seeker.
17. **Mary:** Okay.
18. **Jacque:** It doesn't mean you can't come into universities as an asylum seeker, but it's a lot more expensive, you get charged a different rate. Money in general is a big problem because obviously people need to pay for the course fees and they need to support themselves, but we do try and make sure people understand that they can work and they can study part time. We have our own employment job shop here where people...
19. **Mary:** Okay.
20. **Jacque:** ...can actually try and get work...

10 Education

21. **Mary:** You offer support.
22. **Jacquie:** ...while they're here. So we look at things like language and what level of language people might need to have to be able to come to university. What are the best qualifications?
23. **Mary:** Yes.
24. **Jacquie:** We help people understand how they can make an application to university that will help and support them to get the best course they can.
25. **Mary:** Okay that's really interesting, thank you. So obviously, with this university you must have put many, many different...
26. **Jacquie:** Yeah.
27. **Mary:** ...charities and backgrounds...
28. **Jacquie:** Yeah we have a lot of people from the Asian communities and people from the African Caribbean communities as well. Then we have an awful lot of international students who come to study at this university and they're from everywhere you can think of, Pakistan, India, China, a lot of the middle eastern countries...
29. **Mary:** Right.
30. **Jacquie:** ...some of the African countries as well. So we have huge numbers of those students coming in every year.
31. **Mary:** Right.
32. **Jacquie:** Hong Kong, Singapore, everywhere you can think of.
33. **Mary:** Right.
34. **Jacquie:** And we also have, as I mentioned, we have refugees and asylum seeking citizens who are going a slightly different route and most of the people we're working with at the moment are from Iran, Iraq, Afghanistan, Kosovo and some of the French speaking African countries as well. Eritrea, Somalia, everywhere you can think of we'll have a student here at the university. We're very, very multicultural.
35. **Mary:** Which... which courses do you find your most popular?
36. **Jacquie:** Everything really. It really depends, we have so many different courses from very traditional courses like nursing, right through to much more unusual courses and I think that one of the things that we try and get people to do is to understand how wide the number of courses are.
37. **Mary:** Yeah.

10 Education

38. **Jacquie:** I mean have hundreds and hundreds of undergraduate courses, hundreds of post graduate courses, and so if somebody's interested, for example, in working in health...
39. **Mary:** Yeah.
40. **Jacquie:** ...we try and help them to understand that that doesn't just mean doctor, nurse, it can mean physiotherapist or occupational therapist or lots and lots of different qualifications. So we're very... we're well known for our sports facilities here, so a lot of people come to do degrees or qualification in sports or things to do with sports.
41. **Mary:** Yes.
42. **Jacquie:** We have PR marketing and events are very popular here.
43. **Mary:** Yes.
44. **Jacquie:** Tourism.
45. **Mary:** Right.
46. **Jacquie:** Hospitality, everything again.
47. **Mary:** So if for example I might be a student at Thomas Danby and I might be thinking that I'd like to maybe go to university in the future and interested in coming here. What would I need to do? What processes, would I need to go through?
48. **Jacquie:** Right well what we try and do, if... if you are under 21, normally we're looking for somebody to have quite traditional qualifications and things like GCSEs, A levels, key skills qualifications.
49. **Mary:** Yes.
50. **Jacquie:** So you need to look at what you're studying and check that you're likely to have the qualifications that we would want you to have and maths and English are usually very important. If you look on our website, you can usually find what entry qualifications we're asking for.
51. If you're over 21, we're a lot more flexible. It's just a national thing that you can accept people with very different qualifications once they're considered to be a mature learner.
52. **Mary:** So if my qualifications are say from Iran...
53. **Jacquie:** Yeah.
54. **Mary:** ...that would be okay?

10 Education

55. **Jacquie:** What we do in this university, we... we check everybody's qualifications who wants to apply and if they're not UK qualifications, we check what we call their comparability. So we would take somebody's qualifications for Iran or Iraq or wherever and we can find out how that is compared to a UK qualification, we could give that information back to a student, so we can accept all international qualifications if they're recognised.
56. **Mary:** Yes.
57. **Jacquie:** One of the things that we ask for is people to be able to have a certain level of English and that's quite varied depending which course people want to do. Sometimes, that's to do with the actual professional requirement. So if somebody wanted to do... we don't do medicine here but certainly universities that do medicine, you have to have a particular IELTS' qualification because that's what the profession...
58. **Mary:** The professional body needs.
59. **Jacquie:** Yeah.
60. **Mary:** So do your courses all have a sort of IELTS?
61. **Jacquie:** We tend to ask for IELTS ...
62. **Mary:** Right.
63. **Jacquie:** ...and I think we're... we're probably maybe not flexible enough there and so we try and encourage students to do is to look on the UCAS website because they list about forty five different English language qualifications which they suggest universities should consider.
64. **Mary:** Okay.
65. **Jacquie:** So if somebody's doing a different qualification to the one that we've said on our website, I would suggest that they actually say "Is this okay, is this acceptable".
66. **Mary:** Okay so they could present that to you...
67. **Jacquie:** They can yeah.
68. **Mary:** ...and negotiate with it.
69. **Jacquie:** Yes.
70. **Mary:** Okay.
71. **Jacquie:** And also we do have our own testing service here...

10 Education

72. **Mary:** Right.
73. **Jacquie:** ...if people have no English language qualifications at all. So we can actually test people's English and we can do things like a lengthy admission interview, so we can be very creative, but sometimes we're maybe not very good at getting that information out to people.
74. **Mary:** So who's the first person that maybe somebody like myself would contact then?
75. **Jacquie:** Course enquiries.
76. **Mary:** Course enquiries.
77. **Jacquie:** Always course enquiries because they can give you that advice and tell you. Looking on the website is a good place to start, because that will tell you all the different courses that are there and you can get an electronic prospectus. You can, of course, get a paper prospectus sent to you as well.
78. **Mary:** Right.
79. **Jacquie:** And then we try and encourage people to come in and look round the university. We have admissions days, we actually... visit days when you can either come to this campus or our other campus at Headingley and actually look round the university, you can meet students, you can meet staff and you can talk to people in the course area that you're interested in and actually get a feeling for that and explore it in a bit more detail.
80. **Mary:** So there's lots of opportunities to just sort of find... find that information and ask questions?
81. **Jacquie:** Yes, yeah, we... again if you contact course enquiries or look on our website, we do lots of fairs. We also come out to Thomas Danby College as well and we do try and work quite closely with the college to encourage people to come from there and we also have what we call an FE to HE scheme where we look at people who are in further education and we try and help them particularly to come onto higher education.
82. **Mary:** Just picking you up on that one then, could you explain the difference between FE and HE?
83. **Jacquie:** Yeah.
84. **Mary:** That's something we often have...
85. **Jacquie:** Okay well further... well it's a little bit more complicated now because a lot of further education colleges also have higher education qualifications, but the difference really is level.

10 Education

86. **Mary:** Right.
87. **Jacquie:** Further education tends to be around what we'd consider level three, or level two, level one, but up to level three, and higher education is the next step on for level four.
88. **Mary:** Yeah.
89. **Jacquie:** So it's the level of the qualification somebody can get, rather than the place they're necessarily...
90. **Mary:** Where they're studying, okay.
91. **Jacquie:** ...studying in. So certainly at Thomas Danby College you do foundation degrees and foundation degrees are higher level qualifications in a further education college.
92. **Mary:** Right.
93. **Jacquie:** So it's quite complicated and again course enquiries can help you to understand the difference between a foundation degree and a full degree and a post graduate qualification and a diploma and a certificate...
94. **Mary:** Right.
95. **Jacquie:** ...because it is quite complicated. So again we encourage people to try and get personal advice on that so that they can come onto a course that is suitable for them and it's the best thing for them really.
96. **Mary:** Okay thank you.

10 Education

057 Questions: answers at back or visit www.esoluk.co.uk

- 1) At number 18, what is meant by 'employment job shop'?
 - a. a place that will pay you your wages
 - b. a place to get help finding work
 - c. a place to get help financially
 - d. a place that will offer you a job straight away

- 2) At number 28, what is meant by 'we have an awful lot'?
 - a. we have terrible students
 - b. we have a small amount
 - c. we have bad students
 - d. we have a large amount

- 3) At number 34, what is meant by 'multicultural'?
 - a. lots of different types of people mixed together
 - b. a mixture of young and old people
 - c. someone who is very artistic and intellectual
 - d. a mixture of male and female

- 4) At number 42, what is meant by 'PR marketing'?
 - a. Private Retail - helping students in the job market
 - b. Perfect Results – trying to make sure students get the highest grades
 - c. Public Relations - helping to create a good business image with the public

- 5) At number 51, what is meant by 'a mature learner'?
 - a. someone over the age of 25 who has many qualifications
 - b. someone between the age of 21-25 who has a degree
 - c. someone over 21 who might not have the same qualifications as someone younger
 - d. someone over 18 who has no qualifications

- 6) At number 55, what is meant by 'check their comparability'?
 - a. check if they are suitable for the course
 - b. check if they have passed enough qualifications
 - c. check if their education is like British education
 - d. check if the qualifications in one country are similar to English qualifications

- 7) At number 57, what is meant by 'IELTS'?
 - a. International English Language **Testing** System
 - b. International English **Learning** Testing System

10 Education

- c. International English Language **Teaching** System
- d. International English Language Testing **Services**

8) At number 81, what is meant by 'FE to HE scheme'?

- a. a system for helping people study at college
- b. a system for helping people go from college to university
- c. a system for helping people study at university

9) At number 87, what educational level is university?

- a. 4
- b. 3
- c. 5
- d. 2

10) Which is the best description of Jackie's job?

- a. a research assistant
- b. a senior researcher
- c. someone who tries to find out why some people struggle to join university
- d. a research who likes working at the university

10 Education

057 listening/reading gapfill:

The words removed below are the key words used most by this speaker.

- Listen to a small section at a time and try to hear the missing words, **or/and**
- read the text and fill in the gaps.
- Interactive gapfill and spelling test at: www.esoluk.co.uk/057.html

Words: *complicated courses degrees difficult encourage flexible
medicine qualifications refugees somebody studying universities*

1. **Mary:** Great so thank you Jackie, thank you for being willing to be interviewed and giving up your time. So could you explain first exactly what ... what is your job? What do you do?

2. **Jacquie:** My actual job title is senior research fellow in the university which means that I don't do much teaching.

3. **Mary:** Right.

4. **Jacquie:** ... but I am a researcher so I find out information and provide that information to other people and the information that I find out is the types of help and support that people who would find it [1] _____ to go to university might need to help them to come to university.

5. **Mary:** Okay. So you work with people who are trying, or hoping maybe, to come to university?

6. **Jacquie:** Yeah.

7. **Mary:** Finding out what might make it hard for them to do that.

8. **Jacquie:** Yeah that's a lot of the work we do. We do other things as well, but we look at people who have difficulty coming into education or the other part of

10 Education

our work is about difficulties accessing or getting into employment. So we do both sides of things.

9. **Mary:** Okay. Can you give me some examples?

10. **Jacquie:** Yes the ... some of the work that we've done recently has been with [2] _____ and asylum seeking people and also citizens of other parts of the EU.

11. **Mary:** Right.

12. **Jacquie:** And we're looking at what barriers and what difficulties those people have if they want to come into university.

13. **Mary:** Right.

14. **Jacquie:** ... into this university, into Leeds Met, but also into other [3] _____ as well.

15. **Mary:** What. what have you found?

16. **Jacquie:** Status is a big difficulty because for people to come into higher education, they generally need to have refugee status or leave to remain but not be an asylum seeker.

17. **Mary:** Okay.

18. **Jacquie:** It doesn't mean you can't come into [4] _____ as an asylum seeker, but it's a lot more expensive, you get charged a different rate. Money in general is a big problem because obviously people need to pay for the course fees and they need to support themselves, but we do try and make sure

10 Education

people understand that they can work and they can study part time. We have our own employment job shop here where people.

19. **Mary:** Okay.

20. **Jacquie:** ... can actually try and get work.

21. **Mary:** You offer support.

22. **Jacquie:** ... while they're here. So we look at things like language and what level of language people might need to have to be able to come to university. What are the best [5] _____.

23. **Mary:** Yes.

24. **Jacquie:** We help people understand how they can make an application to university that will help and support them to get the best course they can.

25. **Mary:** Okay that's really interesting, thank you. So obviously, with this university you must have put many, many different.

26. **Jacquie:** Yeah.

27. **Mary:** ... charities and backgrounds.

28. **Jacquie:** Yeah we have a lot of people from the Asian communities and people from the African Caribbean communities as well. Then we have an awful lot of international students who come to study at this university and they're from everywhere you can think of, Pakistan, India, China, a lot of the middle eastern countries.

29. **Mary:** Right.

10 Education

30. **Jacquie:** ... some of the African countries as well. So we have huge numbers of those students coming in every year.

31. **Mary:** Right.

32. **Jacquie:** Hong Kong, Singapore, everywhere you can think of.

33. **Mary:** Right.

34. **Jacquie:** And we also have, as I mentioned, we have [6] _____ and asylum seeking citizens who are going a slightly different route and most of the people we're working with at the moment are from Iran, Iraq, Afghanistan, Kosovo and some of the French speaking African countries as well. Eritrea, Somalia, everywhere you can think of we'll have a student here at the university. We're very, very multi cultural.

35. **Mary:** Which ... which [7] _____ do you find your most popular?

36. **Jacquie:** Everything really. It really depends, we have so many different [8] _____ from very traditional [9] _____ like nursing, right through to much more unusual [10] _____ and I think that one of the things that we try and get people to do is to understand how wide the number of [11] _____ are.

37. **Mary:** Yeah.

38. **Jacquie:** I mean have hundreds and hundreds of undergraduate [12] _____, hundreds of post graduate [13] _____, and so if somebody's interested, for example, in working in health.

39. **Mary:** Yeah.

10 Education

40. **Jacquie:** ... we try and help them to understand that that doesn't just mean doctor, nurse, it can mean physiotherapist or occupational therapist or lots and lots of different [14] _____. So we're very well known for our sports facilities here, so a lot of people come to do [15] _____ or qualification in sports or things to do with sports.

41. **Mary:** Yes.

42. **Jacquie:** We have PR marketing and events are very popular here.

43. **Mary:** Yes.

44. **Jacquie:** Tourism.

45. **Mary:** Right.

46. **Jacquie:** Hospitality, everything again.

47. **Mary:** So if for example I might be a student at Thomas Danby and I might be thinking that I'd like to maybe go to university in the future and interested in coming here. What would I need to do? What processes, would I need to go through?

48. **Jacquie:** Right well what we try and do, if you are under 21, normally we're looking for [16] _____ to have quite traditional [17] _____ and things like GCSEs, **Jacquie:** levels, key skills [18] _____.

49. **Mary:** Yes.

50. **Jacquie:** So you need to look at what you're [19] _____ and check that you're likely to have the [20] _____ that we would want you to

10 Education

have and maths and English are usually very important. If you look on our website, you can usually find what entry [21] _____ we're asking for.

51. If you're over 21, we're a lot more [22] _____. It's just a national thing that you can accept people with very different [23] _____ once they're considered to be a mature learner.

52. **Mary:** So if my [24] _____ are say from Iran.

53. **Jacquie:** Yeah.

54. **Mary:** ... that would be okay?

55. **Jacquie:** What we do in this university, we. we check everybody's [25] _____ who wants to apply and if they're not UK [26] _____, we check what we call their comparability. So we would take somebody's [27] _____ for Iran or Iraq or wherever and we can find out how that is compared to a UK qualification, we could give that information back to a student, so we can accept all international [28] _____ if they're recognised.

56. **Mary:** Yes.

57. **Jacquie:** One of the things that we ask for is people to be able to have a certain level of English and that's quite varied depending which course people want to do. Sometimes, that's to do with the actual professional requirement. So if [29] _____ wanted to do. we don't do [30] _____ here but certainly [31] _____ that do [32] _____, you have to have a particular IELTS' qualification because that's what the profession.

58. **Mary:** The professional body needs.

59. **Jacquie:** Yeah.

10 Education

60. **Mary:** So do your [33] _____ all have a sort of IELTS?
61. **Jacquie:** We tend to ask for IELTS.
62. **Mary:** Right.
63. **Jacquie:** ... and I think we're ... we're probably maybe not [34] _____ enough there and so we try and [35] _____ students to do is to look on the UCAS website because they list about forty five different English language [36] _____ which they suggest [37] _____ should consider.
64. **Mary:** Okay.
65. **Jacquie:** So if somebody's doing a different qualification to the one that we've said on our website, I would suggest that they actually say 'Is this okay, is this acceptable'.
66. **Mary:** Okay so they could present that to you.
67. **Jacquie:** They can yeah.
68. **Mary:** ... and negotiate with it.
69. **Jacquie:** Yes.
70. **Mary:** Okay.
71. **Jacquie:** And also we do have our own testing service here.
72. **Mary:** Right.

73. **Jacquie:** ... if people have no English language [38] _____ at all. So we can actually test people's English and we can do things like a lengthy admission interview, so we can be very creative, but sometimes we're maybe not very good at getting that information out to people.

74. **Mary:** So who's the first person that maybe [39] _____ like myself would contact then?

75. **Jacquie:** Course enquiries.

76. **Mary:** Course enquiries.

77. **Jacquie:** Always course enquiries because they can give you that advice and tell you. Looking on the website is a good place to start, because that will tell you all the different [40] _____ that are there and you can get an electronic prospectus. You can, of course, get a paper prospectus sent to you as well.

78. **Mary:** Right.

79. **Jacquie:** And then we try and [41] _____ people to come in and look round the university. We have admissions days, we actually. visit days when you can either come to this campus or our other campus at Headingley and actually look round the university, you can meet students, you can meet staff and you can talk to people in the course area that you're interested in and actually get a feeling for that and explore it in a bit more detail.

80. **Mary:** So there's lots of opportunities to just sort of find ... find that information and ask questions?

81. **Jacquie:** Yes, yeah, we. again if you contact course enquiries or look on our website, we do lots of fairs. We also come out to Thomas Danby College as well

10 Education

and we do try and work quite closely with the college to [42] _____ people to come from there and we also have what we call an FE to HE scheme where we look at people who are in further education and we try and help them particularly to come onto higher education.

82. **Mary:** Just picking you up on that one then, could you explain the difference between FE and HE?

83. **Jacquie:** Yeah.

84. **Mary:** That's something we often have.

85. **Jacquie:** Okay well further ... well it's a little bit more [43] _____ now because a lot of further education colleges also have higher education [44] _____, but the difference really is level.

86. **Mary:** Right.

87. **Jacquie:** Further education tends to be around what we'd consider level three, or level two, level one, but up to level three, and higher education is the next step on for level four.

88. **Mary:** Yeah.

89. **Jacquie:** So it's the level of the qualification [45] _____ can get, rather than the place they're necessarily.

90. **Mary:** Where they're [46] _____, okay.

91. **Jacquie:** ... studying in. So certainly at Thomas Danby College you do foundation [47] _____ and foundation [48] _____ are higher level [49] _____ in a further education college.

92. **Mary:** Right.

93. **Jacquie:** So it's quite [50] _____ and again course enquiries can help you to understand the difference between a foundation degree and a full degree and a post graduate qualification and a diploma and a certificate.

94. **Mary:** Right.

95. **Jacquie:** ... because it is quite [51] _____. So again we [52] _____ people to try and get personal advice on that so that they can come onto a course that is suitable for them and it's the best thing for them really.

96. **Mary:** Okay thank you.

10 Education

057 punctuation activity:

1. Replace all the commas (,) full-stops (.) apostrophes (') question marks (?)
2. When punctuating, underline difficulties where spoken English does not follow the same 'rules' as written English.
3. Replace capital letters where needed.
4. Check your answers by reading the full text.

mary: great so thank you jackie thank you for being willing to be interviewed and giving up your time so could you explain first exactly what... what is your job what do you do

jacquie: my actual job title is senior research fellow in the university which means that i dont do much teaching...

mary: right

jacquie: ...but i am a researcher so i find out information and provide that information to other people and the information that i find out is the types of help and support that people who would find it difficult to go to university might need to help them to come to university

mary: okay so you work with people who are trying or hoping maybe to come to university

jacquie: yeah

mary: finding out what might make it hard for them to do that

jacquie: yeah thats a lot of the work we do we do other things as well but we look at people who have difficulty coming into education or the other part of our work is about difficulties accessing or getting into employment so we do both sides of things

mary: okay can you give me some examples

jacquie: yes the... some of the work that weve done recently has been with refugees and asylum seeking people and also citizens of other parts of the eu

10 Education

Speaker: 058 Inderjeet Hunjan

Job: University Liaison
Officer



| Skill | Suggested Activities |
|------------|---|
| Speaking: | Students could talk about their ambitions and aspirations. |
| Listening: | Listen for the role of the speaker and the types of events she organizes. |
| Reading: | Read about cross-cultural activities and festivals. |
| Writing: | Make a poster for a festival to welcome new students. |

Transcript:

1. **Mary:** So Inderjeet, thank you very much for agreeing to be interviewed.
2. **Inderjeet:** That's okay.
3. **Mary:** That's wonderful. Can you tell us what do you actually do in your job? What is your job?
4. **Inderjeet:** Okay. I have a very long title.
5. **Mary:** Okay.
6. **Inderjeet:** My title is Access and Community Development Manager. I have university-wide sort of responsibility...

10 Education

7. **Mary:** Right.
8. **Inderjeet:** ...and I head up a small team of about eleven people and I suppose the main sort of aim of our job is to help each other for the university.
9. **Mary:** Okay.
10. **Inderjeet:** So what we do is we work with schools and colleges and also the grass root level community...
11. **Mary:** Right.
12. **Inderjeet:** ... in order to raise their aspirations into coming into higher education.
13. **Mary:** Okay.
14. **Inderjeet:** So... so we do a lot of outreach work and we do bring in people to the university on like a taster day type activities, or we go out to schools and whoever wants us, we go there and facilitate activities. We work from primary school age group right to parents and carers as well.
15. **Mary:** Right okay, so trying to encourage people...
16. **Inderjeet:** To come to higher education.
17. **Mary:** ... to come, or just opening that door...
18. **Inderjeet:** Yeah that's right.
19. **Mary:** ... planting that idea in their mind.
20. **Inderjeet:** And within sort of... in a year, we see about fifteen thousand young people.
21. **Mary:** Okay wow, is that...
22. **Inderjeet:** So...
23. **Mary:** ... just within the city, within Leeds...
24. **Inderjeet:** No.
25. **Mary:** ...or do you go nation-wide or...?
26. **Inderjeet:** No, no, we work... Yorkshire and Humber...
27. **Mary:** Right.

10 Education

28. **Inderjeet:** ... but we go beyond that as well if people ring us up and, you know, we do go beyond that.
29. **Mary:** Do you come into contact with people from other cultures?
30. **Inderjeet:** We've done a student fresher's' festival this year...
31. **Mary:** Right.
32. **Inderjeet:** ...which has been an absolutely fantastic thing.
33. **Mary:** Right.
34. **Inderjeet:** Whereas previously, you know, you just sort of brought in international students, you may host a big welcome event and that was it. And then the international department organised lots of different things, but I think this year we had a two week long fresher's' festival...
35. **Mary:** Right.
36. **Inderjeet:** ... where we had a marquis put up at the other side at Headingley and there were a whole host of events happening every single day.
37. **Mary:** Right.
38. **Inderjeet:** And there were some that just specifically targeted international students, there were some targeting all the students including the international students...
39. **Mary:** Right okay.
40. **Inderjeet:** ... and making sure that they were totally mingled in with our host sort of students and I think that proved very, very positive and what they also did was equally bring in the community. Like we had lots of dance groups in.
41. **Mary:** Right.
42. **Inderjeet:** We had lots of different cuisines in.
43. **Mary:** Right.
44. **Inderjeet:** We had different sort of faith groups doing different things...
45. **Mary:** Right.
46. **Inderjeet:** ... and so hopefully the international students sort of feel yes we've got somebody like us that lives in this country.
47. **Mary:** Right absolutely, so feeling more part of something...

10 Education

48. **Inderjeet:** Yes.
49. **Mary:** ... as opposed to...
50. **Inderjeet:** That's right.
51. **Mary:** ... a bit on the edge.
52. **Inderjeet:** That's right.
53. **Mary:** Fascinating.
54. **Inderjeet:** Yeah.
55. **Mary:** Thank you. Okay.

10 Education

058 Questions: answers at back or visit www.esoluk.co.uk

- 1) At number 6, what is meant by 'university-wide sort of responsibility'?
 - a. being responsible for only a small section of the university
 - b. being responsible for the whole university
 - c. being responsible for the whole college
 - d. being responsible for many universities around the world

- 2) At number 8, what is meant by 'I head up a small team'?
 - a. gathers a team of students together
 - b. do all the thinking for a team of people
 - c. in charge of a small team
 - d. the most important person in a small team

- 3) At number 10, what is meant by 'grass root level'?
 - a. people at an ordinary, common level
 - b. people with many qualifications
 - c. people with lots of knowledge
 - d. beginners in life

- 4) At number 14, what is meant by 'outreach work'?
 - a. staying within the community you live in
 - b. work that is very hard to complete
 - c. working with friends and family
 - d. going out into communities and distant places

- 5) At number 14, what is meant by 'taster day type activities'?
 - a. a day when people can come and taste different foods
 - b. a day when people can come and see what it is like at university
 - c. a day when people can come and exercise

- 6) At number 36, what is meant by 'a whole host of events'?
 - a. a lot of different events
 - b. a small number of events going on
 - c. events running for many days
 - d. events for many people

- 7) At number 40, what is meant by 'totally mingled in with our host sort of students'?
 - a. foreign students didn't like being with other students
 - b. foreign students liked being with our traditional type of students

10 Education

8) At number 47, what is meant by 'feeling more part of something'?

- a. feeling you belong to two countries
- b. feeling you don't belong to the university community
- c. feeling that you belong to the university community

9) At number 51, what is meant by 'a bit on the edge'?

- a. feeling welcomed and loved
- b. feeling you are on the outside, you don't belong
- c. feeling you belong in the group
- d. feeling a bit scared and anxious

10) Which is the best description of Inderjeet's job?

- a. helps traditional students to join the university
- b. helps international students join the university
- c. helps non-traditional students to join the university
- d. helps people find work

10 Education

058 listening/reading gapfill:

The words removed below are the key words used most by this speaker.

- Listen to a small section at a time and try to hear the missing words, **or/and**
- read the text and fill in the gaps.
- Interactive gapfill and spelling test at: www.esoluk.co.uk/058.html

Words: *festival groups host international schools university*

1. **Mary:** So Inderjeet, thank you very much for agreeing to be interviewed.
2. **Inderjeet:** That's okay.
3. **Mary:** That's wonderful. Can you tell us what do you actually do in your job? What is your job?
4. **Inderjeet:** Okay. I have a very long title.
5. **Mary:** Okay.
6. **Inderjeet:** My title is Access and Community Development Manager. I have university-wide sort of responsibility.
7. **Mary:** Right.
8. **Inderjeet:** ... and I head up a small team of about eleven people and I suppose the main sort of aim of our job is to help each other for the [1] _____.
9. **Mary:** Okay.
10. **Inderjeet:** So what we do is we work with [2] _____ and colleges and also the grass root level community.
11. **Mary:** Right.

10 Education

12. **Inderjeet:** ... in order to raise their aspirations into coming into higher education.

13. **Mary:** Okay.

14. **Inderjeet:** So ... so we do a lot of outreach work and we do bring in people to the [3] _____ on like a taster day type activities, or we go out to [4] _____ and whoever wants us, we go there and facilitate activities. We work from primary school age group right to parents and carers as well.

15. **Mary:** Right okay, so trying to encourage people.

16. **Inderjeet:** To come to higher education.

17. **Mary:** ... to come, or just opening that door.

18. **Inderjeet:** Yeah that's right.

19. **Mary:** ... planting that idea in their mind.

20. **Inderjeet:** And within sort of. in a year, we see about fifteen thousand young people.

21. **Mary:** Okay wow, is that.

22. **Inderjeet:** So.

23. **Mary:** ... just within the city, within Leeds.

24. **Inderjeet:** No.

10 Education

25. **Mary:** ...or do you go nation-wide or?
26. **Inderjeet:** No, no, we work. Yorkshire and Humber.
27. **Mary:** Right.
28. **Inderjeet:** ... but we go beyond that as well if people ring us up and, you know, we do go beyond that.
29. **Mary:** Do you come into contact with people from other cultures?
30. **Inderjeet:** We've done a student fresher's' [5] _____ this year.
31. **Mary:** Right.
32. **Inderjeet:** ... which has been an absolutely fantastic thing.
33. **Mary:** Right.
34. **Inderjeet:** Whereas previously, you know, you just sort of brought in [6] _____ students, you may [7] _____ a big welcome event and that was it. And then the [8] _____ department organised lots of different things, but I think this year we had a two week long freshers' [9] _____.
35. **Mary:** Right.
36. **Inderjeet:** ... where we had a marquis put up at the other side at Headingley and there were a whole [10] _____ of events happening every single day.
37. **Mary:** Right.

10 Education

38. **Inderjeet:** And there were some that just specifically targeted [11] _____ students, there were some targeting all the students including the [12] _____ students.

39. **Mary:** Right okay.

40. **Inderjeet:** ... and making sure that they were totally mingled in with our [13] _____ sort of students and I think that proved very, very positive and what they also did was equally bring in the community. Like we had lots of dance [14] _____ in.

41. **Mary:** Right.

42. **Inderjeet:** We had lots of different cuisines in.

43. **Mary:** Right.

44. **Inderjeet:** We had different sort of faith [15] _____ doing different things.

45. **Mary:** Right.

46. **Inderjeet:** ... and so hopefully the [16] _____ students sort of feel yes we've got somebody like us that lives in this country.

47. **Mary:** Right absolutely, so feeling more part of something.

48. **Inderjeet:** Yes.

49. **Mary:** ... as opposed to.

10 Education

50. **Inderjeet:** That's right.

51. **Mary:** ... a bit on the edge.

52. **Inderjeet:** That's right.

53. **Mary:** Fascinating.

54. **Inderjeet:** Yeah.

55. **Mary:** Thank you. Okay.

058 punctuation activity:

1. Replace all the commas (,) full-stops (.) apostrophes (') question marks (?)
2. When punctuating, underline difficulties where spoken English does not follow the same 'rules' as written English.
3. Replace capital letters where needed.
4. Check your answers by reading the full text.

mary: so inderjeet thank you very much for agreeing to be interviewed

inderjeet: thats okay

mary: thats wonderful can you tell us what do you actually do in your job what is your job

inderjeet: okay i have a very long title

mary: okay

inderjeet: my title is access and community development manager i have university-wide sort of responsibility...

mary: right

inderjeet: ...and i head up a small team of about eleven people and i suppose the main sort of aim of our job is to help each other for the university

mary: okay

inderjeet: so what we do is we work with schools and colleges and also the grass root level community...

mary: right

inderjeet: ... in order to raise their aspirations into coming into higher education

mary: okay

inderjeet: so... so we do a lot of outreach work and we do bring in people to the university on like a taster day type activities or we go out to schools and whoever wants us we go there and facilitate activities we work from primary school age group right to parents and carers as well

10 Education

Answer key to questions

053: 1) c 2) b 3) b 4) c 5) a 6) c 7) b 8) b 9) a 10) c

054: 1) b 2) b 3) d 4) c 5) b 6) a 7) d 8) a 9) c 10) a

055: 1) d 2) c 3) c 4) b 5) c 6) a 7) a 8) b 9) c 10) a

056: 1) b 2) d 3) c 4) d 5) c 6) d 7) a 8) c 9) d 10) a

057: 1) b 2) d 3) a 4) c 5) c 6) d 7) a 8) b 9) a 10) c

058: 1) b 2) c 3) a 4) d 5) b 6) a 7) b 8) c 9) b 10) c

Interviewers: Mary Clayton and Wendy Godden

Filming, editing, web design: Stephen Woulds

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