

2 Workplaces

Unit Focus



Offices



Technology



Facilities

Unit overview

Unit components	Focus	TOEIC® practice	Duration
Snapshot	Work environments	Part 1	15–25 mins
Grammar Check 1	Count and non-count nouns	Part 6	10–20 mins
Listening 1	Office complaints	Part 2	15–25 mins
Grammar Check 2	Prepositions of place	Part 5	20–30 mins
Listening 2	Describing a workplace	Part 4	15–20 mins
Vocabulary Builder	Word families: prefixes and suffixes	Part 5	20–30 mins
Viewpoint	Workplace surveillance	Part 7	20–30 mins
Listening 3	Communication at work	Part 3	10–15 mins
Communication	Safety screening		40 mins
		Total	2 hrs 45–5 hrs 55

Snapshot

Aims

- TOEIC® Part 1 practice: identifying objects in pictures
- Vocabulary development: work environments
- Discussion

The pictures in this section introduce the theme of the workplace which is a central focus of all parts of the TOEIC® test. Students should first focus on the general settings for each picture and identify the type of workplace that is featured. Once they have done this, they should then identify the professions of the people who work there, then the tools and equipment that are used in each workplace. Explain that specific vocabulary related to the workplace is often featured in the questions in Part 1 of the test. You may need to help students to identify the appropriate words to describe the objects that they can see. A complete list is given on page 18.

Picture descriptions

Picture 1

This picture presents the interior of a *laboratory* where three people are working. They are all wearing *lab coats*. The man in the foreground is working with a *pipette* and is *filling* some *containers* that are *laid out* on the *work surface* in front of him. We can see various *apparatus*

and *equipment* beside the containers. The two other people are working at the *counter space* in the center of the room. The walls are lined with glass-fronted *wall cabinets* and there are *drawers* under the work surfaces.

Picture 2

This picture shows an *architect* or *designer* at work at a table in her office or *studio*. She is working on a *scale model* of a building. The model is being made from *cardboard* or *thin wood*. She is using a pen or pencil to *mark* where she will cut the cardboard. On the table there is a *craft knife* for cutting the *pieces of the model*. There is a lot of light in the studio.

Picture 3

The setting for this picture is a *garage workshop*. A *vehicle* is parked in the *foreground* with its *hood* open. A *mechanic* is leaning over the side of the vehicle and is *adjusting* or *working* on a component in the *engine compartment*. In the background, we can see a selection of *mechanic's tools*.

Picture 4

This picture shows the inside of a *warehouse*. A man is *driving* a *forklift* and *moving* three *coils* of pipe or metal which are *stacked* on top of each other. We can see other coils which are *lined up* in rows to the right of the driver.

Answers**A****Suggested vocabulary**

	Objects	Workplace	Jobs
Picture 1	lab equipment bottles containers pipette test tubes jars solutions	laboratory	laboratory technician
Picture 2	craft knife cardboard drawing board model	architect's office	architect
Picture 3	car tools battery engine hood fender wheel tire	garage workshop	mechanic
Picture 4	forklift stock coils pallets	warehouse	forklift driver warehouse worker

Exercise B provides practice with writing simple statements about pictures and is designed to help students to become more familiar with the types of statements that are featured on Part 1 of the Listening and Reading Test. You should point out that the questions in Part 1 are not always straightforward descriptions like *The people are working*, but more often complicated sentences which contain prepositions and adverbs. Look at the following suggestions for descriptive statements of the four pictures:

Answers**B****Possible statements****Picture 1**

The man is filling some containers.
The work surface is covered with equipment.
The wall cabinets are used for storage.
He's carrying out a test.
The staff are wearing lab coats.

Picture 2

The woman is working on a plan.
There is a model on the table.
She's drawing a line on a plan.
The blinds are drawn.
There is a table behind the woman.

Picture 3

He's repairing the engine of a car.
The hood of the car is open.
The man is fixing the car.
The battery is on the floor.

Picture 4

The workman is moving some goods with a forklift.
The warehouse is stocked with goods.
The coils are stacked on top of each other.
He's moving the goods from one place to another.

DISCUSSION

The discussion questions allow students to share their personal experiences in different types of workplaces. Even if students have not had much professional experience, many will have worked part time or completed short training periods in businesses or organizations. Ask them to describe the places where they worked, the types of work that they were asked to do, and the tools and equipment that they used in their jobs.

Extension Activity

As an extra activity you may want to focus students' attention on the vocabulary that is associated with other professions. Choose several different professions, for example:

carpenter nurse firefighter gardener

Hand out a list of words that refer to the equipment that is used in each of these professions (you can distribute these on cards). Divide the class into teams and ask them to match each item with one of the professions.

nails	syringe	hypodermic needle	thermometer
power drill	stethoscope	chisel	bandages
saw	hammer	measuring tape	breathing apparatus
hydrant	hose	fire engine	secateurs
spade	lawnmower	greenhouse	trowel