

## Access all areas

**Level:** Pre-intermediate upwards

**Timing:** 90 minutes plus

**Material needed:** One copy of the student worksheets and Vocabulary record per student

**Group size:** Any

### Overview

This lesson plan for both pre-experience and in-work business students is based around an adapted article from *Business Spotlight* Issue 6/2012. The article is about a man who changed his rather conventional job for something much more adventurous, dangerous and physically challenging.

The tasks in the worksheets encourage the students to learn and use new business vocabulary and functional language, and also to practise useful business skills such as summarizing, talking about their own job preferences and writing a very short personal CV.

The teacher's notes provide suggestions for teaching and learning strategies as well as ideas on how to present the tasks in the classroom, any necessary answer keys and extension tasks (for in class or as homework).

### It's all in the picture

Before they read the article, ask the students to look at the picture and discuss the first three questions in Task 1. Then ask them to look at question 4 and name as many things in the picture as possible. You could either present this as a competition by getting the students to work in pairs and setting a time limit of two or three minutes (the group with the most correct words in that time wins) or simply brainstorm or elicit the words and write them on the board.

#### Key (suggested answers):

1. *sitting on some scaffolding on a construction / building site*; 2. *students' own answers*; 3. *a hard hat (to protect his head from falling objects), overalls (less likely to be caught on equipment), ear protectors (for loud drilling)*; 4. *Safety equipment: hard hat; harness; rope; cables; protective gloves; safety glasses / goggles; ear protection. Other: steel girder; steel construction; overalls; ladder; worker; platform; harbour; water / river / sea; floating platform; boat turned upside down; concrete; dock; pipe; drill; tube.*

### Teaching and learning strategy: Using photos to elicit vocabulary and discussion

'Busy' photos like this one can provide a lot of opportunities for discussion: *What can you see?*, *Where are the people?*, *What are they doing?*, etc.

If your students are good at using their imagination, ask them what they think happened before the photo was taken and what will happen next. This is a good way of revising tenses in context.

In pairs or small groups, get the students to write down what they see in the picture. Ask them to do this around the edge of the picture so they can draw lines to connect the words with the relevant parts, creating their own picture dictionary.

Great photos are ones that don't only provide vocabulary learning opportunities but also provoke an emotional reaction, such as *I could never do that job, I hate heights!*

### Key words

This task can be divided up amongst the students who should then share and talk about their answers. The definitions are given in the order that the words appear in the article.

#### Key:

1. *caving (para 1)*; 2. *placement (para 2)*; 3. *stopgap (para 3)*;
4. *taken over (para 3)*; 5. *voluntary redundancies (para 3)*;
6. *rope (para 5)*; 7. *access (para 5)*; 8. *scaffolding (para 6)*;
9. *skylights (para 6)*; 10. *vertigo (para 6)*; 11. *rescue (para 7)*;
12. *latticework (para 7)*; 13. *oil rig (para 7)*;
14. *construction (para 9)*

### Understanding the article

These true or false questions will help ensure that the students have understood some of the main points of the article. They should correct any false statements to make them into true statements. Possible ways of doing this are suggested by the underlined words in the key.

#### Key:

1. F. He comes from Britain;
2. F. He studied geography at university;
3. T;
4. F. He followed a friend into the rope access business;
5. T;
6. F. He has worked in many dangerous situations and has sometimes become worried or nervous (para 7).

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### Word pairs

The students match the words on the left with those on the right to make collocations from the article. As with Task 2, this task can be divided up amongst pairs of students who then share their answers with each other.

**Key:**

1. d; 2. b; 3. e; 4. a; 5. g; 6. c; 7. f; 8. k; 9. m; 10. l; 11. j; 12. n; 13. h; 14. i

### Multi-word phrases

The students put the words into the correct order to make phrases from the article. After they have checked that their answers are correct and discussed what they mean, they should try to talk about the article using the phrases and the word pairs from Task 4.

**Key:**

1. not really his thing; 2. a taste for adventure; 3. a couple of years; 4. no guarantee of work; 5. getting used to; 6. is responsible for; 7. his time is his own; 8. taking it easy

### Retelling the story

Using the word pairs and multi-word phrases from the previous tasks (as well as the key words in Task 2), the students should summarize and retell the contents of the article. They can either do this orally in pairs or small groups, or, if appropriate, you could set this as a writing task.

### Discussion

These questions aim to encourage further analysis of the article and to personalize the discussion.

### Writing

The students should read Paul Callister's mini-CV at the end of the article and write something similar for themselves using the same categories: current position, work experience, etc.

### Vocabulary record

Here, students should be encouraged to record all the new and useful vocabulary they have learned during the lesson, not only in the form presented in the article but also in related forms.

### Related topics on onestopenglish

For follow-up lessons on the same or related topics go to the following lesson plans in the Business section on onestopenglish:

Business Spotlight: Outdoor office

<http://www.onestopenglish.com/business/business-spotlight/outdoor-office/552120.article>

Business Spotlight: The art doctor

<http://www.onestopenglish.com/business/business-spotlight/the-art-doctor/157652.article>

You may also find topical and relevant *Guardian* news lessons here on onestopenglish:

<http://www.onestopenglish.com/skills/news-lessons/>

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### 1 It's all in the picture

Look at the photo and discuss the questions below.



1. Where is the man?
2. What is he doing and why?
3. What is he wearing and why?
4. What else can you name in the photo?

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### 2 Key words

Match the key words from the article with the definitions below. Then find them in the article to read them in context.

access  
stopgap

caving  
taken over

placement  
voluntary redundancies

rope

#### paragraphs 1-5

1. the sport of walking and climbing through spaces under the ground  
\_\_\_\_\_
2. a temporary job that is part of a course of study and that gives you experience of the work you hope to do at the end of the course \_\_\_\_\_
3. something that that provides a temporary solution \_\_\_\_\_
4. put under the control of another company \_\_\_\_\_
5. when a company needs to cut back on jobs and some people offer to leave the company  
\_\_\_\_\_
6. a type of very thick string \_\_\_\_\_
7. the means by which you get to a place \_\_\_\_\_

construction  
scaffolding

latticework  
skylights

oil rig

rescue  
vertigo

#### paragraphs 6-9

8. poles and boards on the outside of a building that people stand on when they are working on the building \_\_\_\_\_
9. windows in a roof or ceiling \_\_\_\_\_
10. a loss of balance, or a feeling that things around you are spinning, often because you are in a very high place \_\_\_\_\_
11. an act of saving someone from a dangerous or unpleasant situation \_\_\_\_\_
12. a structure consisting of narrow pieces of wood, plastic, metal, etc. crossed over each other with spaces between them \_\_\_\_\_
13. an oil platform and all the machines and equipment used on it \_\_\_\_\_
14. the process of building something large or complicated \_\_\_\_\_

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by Rebecca Perl

Office work was not really his thing, so Paul Callister started to look for something more challenging and adventurous. Today, you can hire the 42-year-old British geographer whenever there is work to be done at great heights. REBECCA PERL reports.



1 Paul Callister developed a taste for adventure at an early age, enjoying a childhood of mountaineering and camping. While studying at Coventry Polytechnic, now Coventry University, he took it a step further when he became interested in the sport of caving. He had no idea then how close this hobby would be to his future career.

2 As part of his geography degree, Callister did a year's placement in the south-east of England, working in transport consultancy. He liked it, but by the time he had finished university and applied for jobs in the field, the country was in recession. So instead, he took a number of temporary jobs until he found work as a senior accounts clerk at a bank in Birmingham. "I worked in the treasury, producing reports," Callister says. "In banking terms, it was quite interesting. But the part I liked was living a student lifestyle with money."

3 After a couple of years at the bank, Callister's boss offered to pay for his accountancy training. It was a good opportunity – which he chose not to take. "I knew it wasn't for me," he explains. "The bank was just a stopgap career. I used to look at the rain or snow or whatever was outside and wish I was there." So when the bank was taken over and voluntary redundancies were offered, he got out.

4 With his redundancy money and a desire to travel, Callister began a series of working holidays around the world. He worked in summer camps in the US, on farms in New Zealand and put up tents around Europe. He worked at ski resorts in Queenstown, New Zealand, and Haute-Savoie in the French Alps. He would return to the UK between jobs, choose what he wanted to do next and then go off on the next adventure. "The attraction was not the money," Callister says. "It was the fun, especially working at ski resorts, where you got a free ski pass."

5 In 2003, after six years of working holidays, he returned to the UK and was planning what to do next. He decided to follow a friend into rope access, a job that allows workers to reach difficult places while attached to a system of ropes. This had attracted Callister's interest some years earlier – even though there was no guarantee of work after the five-day training course. He liked it right away, and the job was made much easier by the fact that the techniques used are almost exactly the same as in caving. "The most difficult part was getting used to using two ropes instead of one. You always need a backup because you use cutting tools and other dangerous equipment," he explains.

6 Callister got his first job as a rope-access technician just a couple of weeks later, working in the atrium of Manchester Metropolitan University. When the scaffolding had been taken down from the new building, it had shown cracks. So, with a colleague, he was responsible for filling in cracks in the walls and doing some painting – while hanging on a rope eight storeys high. Soon, he had lots of jobs. Callister worked on bridge inspections on the south coast, under a motorway bridge in Sheffield and cleaning windows in the Midlands. He also worked on a roller coaster in Blackpool, on skylights for the designer Jean Paul Gaultier in an old Parisian building, on a building next to the Olympic Village in Athens and on the Middlesbrough Transporter Bridge – the only time he came close to suffering from vertigo.

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7 After two and a half years, he did further training, learning rescues and how to rig the ropes. Right away, he was asked to work on a ship in Norway and, a few weeks later, he was employed on an oil rig in Rotterdam: "Seeing an oil rig up close was quite a shock. It was massive." His job was to climb the 180-metre-high legs that tower over the platform. And even though he was used to working at great heights, he admits that being on a latticework leg surrounded by space made him more nervous than hanging from a building.

8 Nowadays, most of Callister's work is related to the oil industry. He has progressed to the position of rope-access supervisor, so is responsible for team rescues, risk assessment and legal paperwork. It's his task to look ahead and minimize the chance of something going wrong. Remarkably, in such a dangerous industry, there have been few deaths in the past 30 years.

9 Heights and danger aside, rope access is not an easy job. As in the construction industry, people have to go where the work is, and sometimes at very short notice. Callister's last job was on an oil rig in Cameroon. He works 12-hour days, 7 days a week, for as many weeks as he's needed. He might be outside in strong

winds, or at temperatures from below zero up to 40°C. There's potentially an age limit, as workers have to be physically fit. Yet none of this seems to worry him. He's just happy that, between jobs, his time is his own. You'd think he might spend this time taking it easy, but no – you're most likely to find Paul Callister in a cave or up a mountain.

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### PAUL CALLISTER

**Date of birth:** 2 August, 1970

**Nationality:** British

**Current position:** rope-access supervisor

**Work experience:** work placement as a transport consultant; senior accounts clerk at Lloyds TSB bank; numerous working holiday jobs, such as working at a summer camp in the US and farming in New Zealand

**Education and training:** Bachelor of Science in geography; vocational training for rope access

**Languages:** French

**Hobbies:** travelling, caving, mountaineering, photography

### 3 Understanding the article

Are these statements true (T) or false (F) according to the article? Correct any that are false.

1. Paul Callister comes from New Zealand.
2. He studied accountancy at university.
3. He decided to leave the bank and go travelling.
4. He and a friend started the rope access business.
5. His experience of caving helped him in his new profession.
6. He has worked in many dangerous situations but has never become worried or nervous.

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### 4 Word pairs

Join the words to make word pairs (collocations) from the article.

- |                |                |
|----------------|----------------|
| 1. temporary   | a. resorts     |
| 2. redundancy  | b. money       |
| 3. working     | c. inspections |
| 4. ski         | d. jobs        |
| 5. dangerous   | e. holidays    |
| 6. bridge      | f. coaster     |
| 7. roller      | g. equipment   |
| 8. further     | h. limit       |
| 9. team        | i. fit         |
| 10. risk       | j. paperwork   |
| 11. legal      | k. training    |
| 12. strong     | l. assessment  |
| 13. age        | m. rescues     |
| 14. physically | n. winds       |

### 5 Multi-word phrases

Put these words into the correct order to make multi-word phrases from the article.

1. thing not his really
2. taste a adventure for
3. a years couple of
4. work of no guarantee
5. used getting to
6. for is responsible
7. own time his is his
8. easy it taking

### 6 Retelling the story

Use the word pairs from Task 4 and the phrases from Task 5 to summarize and retell the article.

### 7 Discussion

Discuss the questions below.

- Would this be a job for you? Why? Why not?
- Do you know anyone who has left an office job to do something more adventurous?
- Do you think Paul Callister has made wise career choices? Why? Why not?

### 8 Writing

Look at Paul Callister's mini-CV at the end of the article. Write something similar for yourself.

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### Vocabulary record: Access all areas

verb	noun	adjective (+ opposite)	adverb (+ opposite)
challenge			
	attraction		
		voluntary	
			nervously

Vocabulary record