

The Podcast – Bea

Before you listen.

1 Match the words and phrases to their synonyms.

- | | |
|-----------------|---------------------|
| 1 independently | a have enough money |
| 2 in-house | b continue |
| 3 application | c on your own |
| 4 carry on | d in a company |
| 5 afford | e program |

2 What are the antonyms for the following words?

- upgrade ≠ _____
undercharge ≠ _____

Listen to the interview with Bea.

3 Put the following sentences in the order that you hear them.

- What she doesn't like about her job.
- Why Bea likes her job.
- The difference between being a freelancer and working in-house.
- Bea's comparison with herself and her housemate.
- A graphic designer's job.
- A typical day.

Listen again and complete the following.

4 Circle the correct information. More than one answer may be possible.

- a) Bea says she communicates with her clients by *phone / post / email / conference calls / fax*
- b) Bea enjoys her job because she likes *to be creative / making things look good / to be very busy*.
- c) Bea *hates / loves* technology.

5 Decide if the following statements are true (T) or false (F).

- 1 Bea agrees with the statement 'you can't judge a book by its cover'.
- 2 Bea designs books that are read by young children.
- 3 Some of the projects that Bea works on can last months at a time.
- 4 Bea would only work in a company if the salary was really good.

Discuss in pairs.

6 Bea says she enjoys working from home. Would you like to work from home rather than in an office? Give your reasons for and against.



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Teacher's Notes

1

1 c 2 d 3 e 4 b 5 a

2

downgrade, overcharge

3

Correct order: 5, 4, 1, 6, 3, 2

4

a phone, email, conference calls b making things look good c hates

5

1 F 2 F – for students (not pupils) 3 T 4 T

6

As an alternative, put the students into two groups and have a debate on the subject. Ask the first group to write a list of the advantages of working from home and other group to write down the disadvantages. Consider areas such as pension, health care, stability, working with others, etc.

Note on the transcript:

As an extra activity, you might want to draw the students' attention to certain areas of vocabulary such as interjections e.g. *well*, etc. Ask students to listen again and write down the interjections that they hear. Then, in pairs, ask students to write some sentences using one interjection in each.

Interjections taken from the transcript:

right

well

you know

so

I think

