



Meet the Need

Compendium Teacher's Guide

www.meet-the-need-project.eu



bm:uk

This project, "Meet the Need. Vocational Teaching Material Supporting the Integration of Migrants into the Labour Market" was funded by the European Commission under the Grundtvig Lifelong Learning Programme. In Austria, this project was also supported by the Austrian Federal Ministry for Education, Arts and Culture.

511016-LLP-1-2010-1-AT-GRUNDTVIG-GMP

Impressum



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This project was funded by the European Commission. In Austria, the project was additionally supported by the Federal Ministry for Education, Arts and Culture (bm:ukk).

This product solely reflects the opinions of the authors. The European Commission and the Federal Ministry for Arts and Culture cannot be held responsible for the use of the information contained herein.

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Introduction

Why has this Compendium been developed?

Migration has been recognised as one of the key issues in most EU member states. In this context, promoting the labour market inclusion of people with a migration background is a major challenge.

The starting point of the project “Meet the Need” is the need for and the current lack of second language teaching material related to specific vocations. Up to now, even people with a migration background who have passed several second language courses and who have good general skills in their second language might have difficulties accessing the labour market. Employers do not only require general language competence but also ask for applicants who have specific communication skills appropriate for their respective occupational fields. Language related demands on the workplace have been changing. Today, skills such as teamwork, (oral) communication with clients and colleagues, and written documentation and record-keeping are required. This might lead to the situation that even those applicants with a migration background who have already attended language courses and have good language skills can nevertheless be confronted with substantial problems when trying to access qualified jobs.

Thus, the major aim and the innovative aspect of Meet the Need is to target a previously underestimated challenge: to provide people with migration backgrounds not only with second language courses in general but with material for second language courses which focus on specific vocations and specific labour market demands.

Competent and professionally trained teaching staff for second language courses are available to meet these challenges, but in turn, these instructors need teaching materials that meet their needs. Language teachers point out that there is an increasing demand for specific vocation related teaching material. A great variety of general material for second language teaching exists, but it tends to focus on language learning in a general sense. However, until now, there has been a lack of manuals containing technical terms or typical modes of expression in order to prepare learners for employment in specific occupational fields.

The working environment for language instructors, characterised by mainly precarious working conditions that lack opportunities for exchange, makes it difficult to develop such material. Lack of time and resources often do not allow for initial needs’ analysis with their learners in order to understand what they need and to then create tailor-made teaching materials accordingly. At the same time, appropriate textbooks, semi-authentic or other practice related material for language courses might not be available. The project “Meet the Need”, thus, is a contribution towards closing this gap.

How has this Compendium been developed?

The Compendium at hand is a product developed in the project, “Meet the Need. Vocational Teaching Material Supporting the Integration of Migrants into the Labour Market“. Meet the Need was funded by the European Commission in the context of the Life Long Learning program, Grundtvig.

Throughout the course of the project there was a close connection between theory and practice: second language teachers, employers, and migrant employees were included in the project proceedings in order to ensure meeting the needs of all involved groups.

This project was carried out in four phases:

In **phase 1**, a needs analysis was carried out in order to define selected occupational fields that the Compendium should provide teaching material for. The needs analysis included a labour market analysis in order to identify major labour market sectors with a high proportion of migrants in the respective country, which are also likely to provide employment opportunities in the future. In these selected labour

market fields, an exploration among both managers and migrant staff of the chosen employment sectors as well as language teachers was conducted in order to gain insight into specific linguistic challenges of the respective profession. This step was essential in order to recognise the practical requirements for second language teaching material.

As a basis for the development work, the availability and quality of vocation related teaching material was investigated. The partners conducted an assessment of already available material for second language teaching, putting a specific focus on vocation related teaching material, and selected material of good practice.

The main task of **phase 2** was to collect relevant linguistic material for the chosen profession. In order to ensure practical relevance, workshops were held with experts from selected vocational fields – mainly managing personnel, but also teachers from vocational schools. In these workshops, specific technical terms, codes of conduct, specific phrases and relevant expressions for the respective vocational field were collected, and employers' expectations as well as typical challenges for migrants were clarified. This was the basis for the development of the teaching material.

Phase 3 was dedicated to transforming the findings of the previous steps into concrete teaching material. Each partner developed material for one chosen sector and then all the material was translated to all the partners' languages. As specific job profiles or codes of conduct might differ between countries, a specific challenge was to create material in a way that was suitable for different national circumstances and thus met the partner countries' needs. Thus, a complex translation and adaptation process was required. This involved cross-checking the material not only by second language teachers but also by national vocation experts in order to ensure that specific communication aspects were covered. A major task was to create audio material. This was a direct reaction to both migrants' difficulties with spoken everyday language and teachers' requirements: language instructors lack authentic audio resources for their students and course participants.

In **phase 4**, the Compendium was completed. It will be distributed via conferences and different exploitation activities in each country to second language teachers and adult education centres. The Compendium is available in a printed version as well as on the project's web site (<http://www.meet-the-need-project.eu>).

Which labour market sectors are covered?

The selection of relevant labour market fields was based on the needs analysis and the labour market investigation conducted in the initial phase of the project. The selected labour market sectors had to meet the following criteria: a relevant number of persons with migration backgrounds already employed in this sector, and future demand in the chosen sector considered to provide good labour market opportunities for persons with migration backgrounds in the future.

Research in the partner countries showed that despite differences with respect to legal regulations, migrants' countries of origin, and the overall percentage of migrants, quite a similar picture could be found in the different partner countries with respect to the distribution of migrants in the labour market and with respect to working conditions. As the labour market analysis showed, retail trade, construction, and food services are sectors with a very high proportion of migrant employees in all partner countries. Thus, these sectors offer opportunities for migrants to enter the labour market. At the same time, the project partners are well aware of the fact that employment in these sectors may create barriers in the sense of not finding employment with better options for further development, higher positions, and better salaries. On the other hand, there is a high demand for highly skilled employees, e.g. in the field of health care. Office communication, for instance, is of key importance as it is used in a general context and can be considered as a cross-cutting skill in various fields of employment. In order to provide the required work force, and in order to foster migrants' labour market inclusion, all countries face the common challenge of valuing and recognising skills and qualifications of migrants.

Who can use the Compendium?

Meet the Need is designed to provide material for second language instructors who are teaching in a general context. The Compendium has made material for vocation related language teaching easily accessible to language instructors. It can be handed out directly to teachers or to the management of schools and organisations. Additionally, it could be presented at a place to which all teachers and staff members have access (e.g. at libraries). It might even be used for learners who do not have a migration background. Furthermore, the Compendium is designed in a way that allows for certain exercises to be used in the context of self-study.

How does the Compendium support my work as a teacher?

The Compendium offers material with practical relevance for labour market sectors. By making use of the Compendium, teachers are able to respond more flexibly to their students' learning needs. The content of the exercises is focussed on typical daily working routines in the respective labour market field and includes material related to practice. Photo material as well as audio and video files/links with a focus on the selected vocational fields provide valuable teaching resources. In order to keep the preparation time short, the Compendium contains a lot of examples and exercises that can be easily copied and are ready to use.

However, teaching is a dynamic process, and teaching material might not always be suitable for all learners' needs and for all possible teaching contexts. In order to respond to different teaching requirements, an adaptable version of the Compendium can be downloaded from the Meet the Need web site (www.meet-the-need-project.eu).

What is the structure of the Compendium?

After this introduction you will find a short index and an explanation of the icons used.

Then, the Compendium provides teaching material for five selected labour market sectors:

1. Retail trade
2. Care
3. Food Services
4. Office communication
5. Construction

Each chapter starts with a contents list of all exercises for the respective sector. Icons tell you which kind of activity is the skill focus of each exercise (e.g. reading, listening).

Then you will find a factsheet providing basic information on the job profile, educational requirements, average salaries, as well as links to relevant institutions, e.g. vocational associations or chambers.

At the end of the Compendium you will find a list of references for further vocation related teaching material.

The complete version of the Compendium including all audio and video material as well as picture cards can also be found on the Meet the Need web site (www.meet-the-need-project.eu), where the Compendium will be available to download for free. If you wish to change certain exercises according to your individual training needs, you will find an adaptable version on the project web site as well.

What else would we like to say?

The presented material has been developed with the support of second language teachers, employers, and vocational experts from Austria, Denmark, Germany, Italy, Romania, and the United Kingdom. Therefore we would like to express our appreciation to all the people who were willing to engage in this process, who offered their critical feedback and gave us suggestions and the necessary inspiration to develop this Compendium.

All methods and exercises have been assessed with respect to usability in practice. We hope that the methods and exercises presented may:

- ▷ Support daily teaching work
- ▷ Be fun for the learners and add variety to teaching
- ▷ Increase feelings of achievement in the daily work of second language teachers

Not least, the Compendium should be a contribution to improving migrants' labour market integration opportunities.

We hope that we have been able to inspire you and that we have developed a product that delivers relevant teaching resources to you!

Your Meet the Need team

The Icons

Thought shower/Thought pool

This is a whole class or group activity that encourages people to work together to draw on any prior knowledge they may have about a topic.



Reading focus

This activity focuses on reading texts that are based on real-life situations and experiences in a vocational context.



Listening focus

These listening activities are semi-authentic in that they are based on interviews and dialogues set in a vocational context. All the audio clips are downloadable on: www.meet-the-need-project.eu as well as their accompanying transcripts.



Video-based activities

The compendium contains activities that include watching video clips through links provided, in order to carry out related activities based around the vocational themes presented by the project. Additionally, useful further video links may be given for extension activities and/or home study, which the teacher could use to create more material.



More complex investigative learning

These are activities that require more analytical work following on from mainly reading, listening and video-related activities. They require focus on a particular aspect of an exercise such as for example, grammar, specific content, and questions that are more challenging to address due to their specific vocational contexts.



Writing focus

This relates to any activity where the main focus is on writing, such as making a note of key information, re-writing sentences and writing emails. All writing activities are based on a specific vocational context.

**Speaking focus - monologue**

These activities focus on developing the skills of individual learners to talk about their own experiences and to present (oral) information in a vocational context either to a partner, group or whole class.

**Speaking focus - pair work**

These activities encourage students to develop the confidence and ability to share their ideas and knowledge in order to address a task.

**Speaking focus - group discussion**

These activities require learners to work together in groups of more than two people, in order to benefit from and share more ideas, develop confidence in public speaking, expressing opinions and responding to others. These activities include playing games as well as discussion focused activities.

**Research-based activities**




























These activities encourage independent learning in terms of requiring learners to research material - mainly, but not exclusively, on the internet for extension activities either in the classroom or at home, if possible.



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UK Retail Sector Fact Sheet

“Retail jobs are incredibly popular right now; after all, you don’t always need qualifications to get a foot in the door and there can be great opportunities for training and development. There are lots of different jobs that you can do in retail, from junior customer service roles right up to area manager, responsible for several key stores.” <http://www.totaljobs.com/careers-advice/job-profile/retail-jobs/customer-service-assistant-job-description>. This web site also details job descriptions for various retail sector jobs.

Key facts below about the UK retail sector are quoted from the UK National Careers Service, and information about job profiles (descriptions, wages, hours, training and development) can also be accessed through their web site:

“UK retail accounts for £321 billion turnover and one-third of all consumers spending. It is the largest private sector employer and employs around 2.9 million people or 1 in 10 of the working population. Within retail, there are an estimated 295,000 businesses selling a wide range of products, employing from one person to thousands of people, all who have a number of functions. Much of the employment and turnover in retail is accounted for by a few dominant retailers, who operate both nationally and internationally. Just 10 retailers employ around a third of all those who work in retail. 13% of people employed within retail do not have an NVQ qualification, 22% have a NVQ level 2 qualification and 34% have a NVQ level 3 or higher qualification.

“There are a substantial number of smaller retailers who operate locally or in niche markets. New emerging markets and job opportunities to support the online retailing are needed. The current economic climate is affecting all areas of retail business, but online retailers and value/discount stores are showing signs of growth. Between 2007 and 2017, 214,000 new retail jobs are expected to be created in the UK, while a further 1.2 million jobs will need to be filled as a result of people leaving the sector. The highest percentage growth in employment over the next five years is expected in the North East, whilst significant declines are forecast in the South East, London and the North West.

“The UK retail industry covers the following activities:

- ▷ • Retail sales in non-specialised stores (e.g. supermarkets and department stores)
- ▷ • Retail sales in specialised stores (e.g. butchers, greengrocers and fishmongers)
- ▷ • Retail sales of pharmaceutical goods (e.g. chemists and pharmacies)
- ▷ • Retail sales of in specialised stores (e.g. stores selling textiles, clothing, books, electrical household appliances, furniture and lighting)
- ▷ • Retail sales of second-hand goods
- ▷ • Retail sales not in store (e.g. catalogue and mail order sales, online and via stalls and markets)”

Source: <https://nationalcareersservice.direct.gov.uk/advice/planning/jobprofiles/Pages/retailmanager.aspx>

The web site <http://career-advice.monster.co.uk/searching-for-jobs/job-advice-by-industry/what-skills-are-retail-employers-looking-for/article.aspx> outlines typical skills that employers in the retail sector are looking for in applicants.

Ex 1. Specialities In Retailing

1A. Thought shower/Thought pooling

There are many different areas in retail, from general retail to specialist sectors such as sports equipment. What other sectors can you think of? Think of different products that get sold. Write down as many sectors as you can in your group and then compare with the rest of the group. Add information to a spider-gram on the board and in your own notebooks.



1B. Comparison

Compare your results with the list in Exercise 2. Did you get similar results? What did you miss? What is different?



Ex 2. Tasks In Retail

2A. Important skills

Match the skills in the second box with the retail areas listed in the column on the left below.



Area of retail	Skill - You have to:
General household retailers	
Builder's merchant	
Interior design	
DIY store	
Electrical and electronics shop	
Delicatessen	
Garden centre	
Motor vehicles and parts	
Food trade	
Cosmetic specialist	
Shoe sales	
Sporting goods	
Clothing retailer	
Jewellers	

Read blueprints

Differentiate between different plant species

Know food and drinks from around the world

Prepare cheese cuts, measure out speciality foods

Apply cosmetics properly

Know details about household goods and kitchen appliances

Detect problems with people's feet

Know the latest technological developments

Know different models and types of vehicles

Know which products are needed for different home improvements

Know shapes, styles and materials of furniture and how to combine them

Know different sports and which equipment is needed

Adjust watch straps, necklaces and rings

Combine clothing and accessories in fashion

2B. Other skills

Together with a partner discuss and research further skills that are important for the different branches in retail.

For each retail area discuss:

What do you have to know?

What do you have to do?



Teacher's tip: *if there is access to computers, the students could research skills on the internet, discuss their findings and present their information to the other students (perhaps by creating a poster or through Power-Point, for example).*

<http://career-advice.monster.co.uk/searching-for-jobs/job-advice-by-industry/what-skills-are-retail-employers-looking-for/article.aspx>

<http://www.myjobsearch.com/careers/shop-assistant.html>

<http://www.totaljobs.com/Content/Job-descriptions/Retail/Food-retail.html>

Ex 3. Training For General Retail

3A. Reading about general retail

Read the information below about general retail and tell your partner what you can understand from it.



Retail – general retailers

Shop assistants work in retail businesses or branches of retail chains. There is usually a variety of tasks. These are examples of what might be expected from a shop assistant.

Tasks

- ▷ Greet customers and find out what each customer wants or needs.
- ▷ Open and close cash registers, performing tasks such as counting money, separating charge slips, coupons and vouchers, balancing cash drawers and making deposits.
- ▷ Maintain knowledge of current sales and promotions, policies regarding payment and exchanges, and security practices.
- ▷ Compute sales prices and total purchases, and receive and process cash or credit payment.
- ▷ Maintain records related to sales.
- ▷ Watch out for and recognise security risks and thefts, and know how to prevent or handle these situations.
- ▷ Recommend, select and help locate or obtain merchandise based on customer needs and desires.
- ▷ Answer questions regarding the store and its merchandise.
- ▷ Describe merchandise and explain use, operation and care of merchandise to customers.
- ▷ Ticket, arrange and display merchandise to promote sales.
- ▷ Prepare sales slips or sales contracts.
- ▷ Place special orders or call other stores to find desired items.
- ▷ Demonstrate use or operation of merchandise.
- ▷ Clean shelves, counters and tables.
- ▷ Exchange merchandise for customers and accept returns.
- ▷ Bag or package purchases and wrap gifts.
- ▷ Help customers try on or fit merchandise.
- ▷ Deal with stock inventory and requisition new stock.

3B. Verb search

Read the text again and underline all the verbs.



3C. Verb gap fill

Fill in the missing verbs in the list.



- _____ customers and _____ what each customer wants or needs.
- _____ knowledge of current sales and promotions.
- _____ and _____ cash or credit payments.
- _____ questions regarding the store and its merchandise.
- _____ shelves, counters and tables.
- _____ purchases.
- _____ locate merchandise based on customer desires.
- _____ security risks and thefts.
- _____ other stores to find desired items.
- _____ new stock.
- _____ and display merchandise to promote sales.

3D. Explanations

Talk to your partner about which particular skills are needed for different retail areas.



e.g.: You have to know the characteristics of different products.

3E. Internet research

Look at the following links for different retail industry job descriptions and choose a job that interests you.



<http://www.totaljobs.com/careers-advice/job-profile/retail-jobs/retail-industry-job-descriptions>

http://www.direct.gov.uk/en/Employment/Jobseekers/LookingForWork/DG_178872

Present your results to the group.

Ex 4. Vocational Opportunities In Retail

4A. Video: information about jobs in retail

Watch the video clip about opportunities in the retail sector and discuss topics such as people's experiences (before they got the job, what they did/do in the job, training undertaken/offered, etc.) and managers' viewpoints on the skills and qualities needed in their staff, etc.

http://www.direct.gov.uk/en/Employment/Jobseekers/LookingForWork/DG_181682



4B. Video: key information

Your teacher will replay the video in parts. Discuss the video in pairs. Note down key points regarding, for example, what training is available and what tasks are undertaken, and what qualities and skills employers are looking for in the retail trade. (This could be referred to later on, in exercise 13.)

Extension: If you have access to the internet, you can click on the link on the same web site page in order to gain more information about working in the retail industry: http://www.direct.gov.uk/en/Employment/Jobseekers/LookingForWork/DG_178872



4C Further videos

You can watch further videos:

1. This is set in the USA, but is relevant and specifically focuses on the fabric trade: <http://www.youtube.com/watch?v=4c9bMvkes8c>
2. This is about a retail sales associate and highlights relevant tasks and qualities as well as career progression: <http://www.youtube.com/watch?v=qMEEqEvvEdg>



Teacher's tip: *There is also a text version of the video above on the web page. There are opportunities for you to devise exercises from these texts for reading and writing foci.*

Ex 5. A Success Story

5A. Ardian's story: moving up

Read the article and answer the questions in 5B.



I came to England five years ago. I couldn't speak any English and life was very difficult at the beginning. I attended ESOL evening classes, which really helped me. I quickly learned to read and write in English, but I was not confident in speaking. After a short while, I applied for a temporary shop assistant vacancy at a large supermarket in my neighbourhood. They did give me a job, but because I couldn't communicate well, they offered me a position as a shelf-filler.

It was the Christmas period and the place was very busy. I had to work very hard and I had to quickly learn the names of the products. Not only that, but also I had to know where to put them! I was lucky that my colleagues could sometimes help me. Also, there was another person from Albania who was very good at speaking English. We sometimes spoke in our language, but most of the time, I liked to practise speaking English. My English colleagues were very patient with me, but sometimes they laughed if I said something wrong, like 'desert' instead of 'dessert'.

When the job came to an end, I was called into the manager's office. I was very surprised when she told me that she would like me to stay on and work in the stockroom. She said that I was a good worker and she thought I was reliable. I told her that I would like to progress in the company. She told me that if I kept improving my English, I would be given the opportunity to progress.

As a stockroom assistant, although I did not speak to customers, I had to speak to my colleagues and sometimes to delivery drivers. I had to check for damage, price tag and store the stock in the correct places. I had to read messages and take phone calls from different departments regarding stock replenishment.

Anyway, after about a year in the stockroom, I was given the opportunity to train as a shop assistant. At first I was nervous about speaking to customers, but I soon gained confidence. My English has improved greatly! I was determined to progress in the company and I've worked hard. I was promoted and I have been an assistant manager now for six months!

Teacher's tip: *this article is fictitious, but based on a real person talked about in an interview with an employer. Real articles could perhaps be sourced and used in the same way.*

5B. Ardian's story: comprehension

Answer the questions about the article.
Try to write the answers in full sentences.



1. When did Ardian come to the UK?

⇒ _____

2. Could he speak English?

⇒ _____

3. Where is Ardian from?

⇒ _____

4. What job did he apply for?

⇒ _____

5. What job did he get?

⇒ _____

6. What did he have to learn for the job?

⇒ _____

7. What was Ardian's next position?

⇒ _____

8. What were two of his duties?

⇒ _____

9. Why was he nervous at first?

⇒ _____

10. Why is Ardian's story a success story?

⇒ _____

5C. Grammar focus: verb forms

1) Read the article again and mark the past tense verbs
(Past Simple and Present Perfect) and infinitive forms used.



Teacher's tip: you could adapt the exercise to focus on any grammatical aspect.

2) Write the past tense verb forms and the nouns in the the correct columns.



Past Simple	Present Perfect	Infinitive (base form)
came	I've ...	speak

5D. Cloze text

Fill in the missing words from the extract of the article below.
Use the words in the box.



Ardian's story: moving up

As a _____ assistant, although I did not _____ to
_____, I had to speak to my _____ and sometimes to delivery
drivers. I had to check for _____, price tag and _____ the stock in
the _____ places. I had to read _____ and _____
phone _____ from _____ regarding stock
_____.

different take customers messages replenishment
stockroom calls speak colleagues damage
correct departments store

5E. Retelling the story

Tell your partner Ardian's story in as much detail as possible without looking at the article.



5F. Your own story

Talk to your partner about your own story using the points below to help you.



- a) When did you come to the UK?
- b) Could you speak any English?
- c) Had you worked in your own country? If not, what did you do?
- d) Have you worked in the UK? (Include any voluntary work.)
- e) What were your experiences?
- f) What were your challenges?
- g) What were your colleagues like?
- h) What would you like to do? / What are your plans for the future?

Below are listed various tasks that workers in a supermarket have to perform. Which tasks do they have to do once a day, which several times a day and which on a continual basis? Look at the tasks in the box below and fill in the table.



.....

.....

.....

.....

.....

Task	Once a day	Several times a day	At all times

Compare your results from exercise 6A with those of your partner. What other tasks are there to be performed in a supermarket? Share ideas with your partner and add them to the list.



Ex 7. Hygiene In The Workplace

7A. Reading texts

Read the three excerpts below from a food safety manual and discuss the main points.

<http://www.dur.ac.uk/resources/healthandsafety/manual/FSManual05.pdf>

The text relates to personal hygiene requirements for food handlers.



Personal Hygiene

- 5.5 Food handlers must present for work in a clean state – hair, clothing and body. A high standard of personal cleanliness is required, with particular concern for the hands and hair.
- 5.6 Fingernails must be short and clean.
- 5.7 Nail varnish and false nails must not be worn.
- 5.8 Jewellery should be kept to a minimum. The only types permitted are sleeper- type earrings and plain finger rings.
- 5.9 Long hair must be tied back or enclosed within a hat or hair net.

Protective Clothing

- 5.10 Protective clothing must be worn by all food handlers and fulfil the following: clean and in good repair, washable, lightweight, of light-coloured material and cover all outer clothing and the hair.
- 5.11 Staff who handle high-risk food must not travel to and from work wearing their protective clothing. This should be kept at work so that all clothes changing is on site.
- 5.12 Plastic, disposable gloves are acceptable for certain high-risk food handling activities, but must not be regarded as a “second skin”. The following disciplines should be observed:
 - ▷ Hands must be washed and dried before gloves are put on
 - ▷ Gloves must only be used for one particular task
 - ▷ On completion of the task, the gloves should be discarded and the hands washed again
 - ▷ Gloves must be changed and hands washed after a maximum of one hour’s use
- 5.13 Strong, closed toe, “sensible” shoes with slip-resistant soles should be worn to protect against slipping, hot spillages, etc. Where required by the premises management, specialist safety or slip-resistant footwear must be provided and worn.

Hand Washing

- 5.14 Hands are to be washed in wash hand basins provided only for this purpose and no other. Each basin requires a supply of hot and cold running water, liquid soap and disposable towels.
- 5.15 Wash hand basins must be kept in a clean condition, provided with a plug, and their location or other equipment must not obstruct access.
- 5.16 Hands should be washed frequently, but in particular on the following occasions:

- ▷ Before starting work and after any break
- ▷ After visiting the WC
- ▷ After handling raw food (meat, fish, pastry, eggs, vegetables)
- ▷ After handling dirty equipment (including money)
- ▷ After handling delivery packaging
- ▷ After handling refuse
- ▷ After cleaning surfaces or equipment

7B. True or false?

Read the sentences below carefully and tick either the true or the false box.



	True	False
1. Nail varnish and false nails can be worn.	<input type="checkbox"/>	<input type="checkbox"/>
2. Long hair must be tied back or enclosed within a hat or hair net.	<input type="checkbox"/>	<input type="checkbox"/>
3. Gloves may be used for more than one particular task.	<input type="checkbox"/>	<input type="checkbox"/>

Teacher's tip for 7A: for extension work (e.g. food storage requirements and checking the condition of incoming stock) you could refer to the above web site address. In plenum, grammar focus could be on the passive form. Variation: You could divide learners into A, B, C – with A working on the first excerpt, B working on the second and C working on the third. This should be carried out individually. (Note that A has the easiest text.)

Teacher's tip for 7B: this is a sample of an exercise that can be used. Text can be copied and pasted into the questions and then amended to make false. Additionally, the wording could be changed anyway to challenge high-level students. You could create more exercises from the text (e.g. jigsaw, gap fill, word searches, crosswords).

Ex 8. Hygiene Plan (hygiene schedule)

8A. Interview

Below is a hygiene plan from a supermarket. Ask your partner for the information to fill in the gaps. Use the questions below:

Which surfaces/floors do I have to clean?

What do I need to clean in the chilled area/toilets/staff rooms/kitchen?

What do I clean xxx with?

What quantity do I use?

How do I clean xy?

How often do I clean xy?

This is a jigsaw exercise – asking for the missing information about cleaning (what/where/when/how often/with what to clean something). One learner works on hygiene plan A and the other has plan B.



8B. Grammar exercise

Form imperative sentences from the list of words below and use the words in the box as examples.



The imperative with a direct object	The imperative with a direct and an indirect object
Use the green cloth!	Clean with surface with the green cloth!
Use the brush.	Sweep the floor with the brush.

cleaning agent

disinfectant

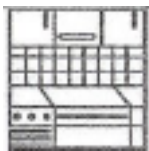
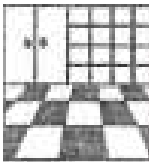


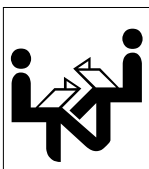

sponge

rag

bucket







Teacher's tip: you should ensure that the learners do not fill each other's plans in, as the focus is to ask questions.

Plan A

Area	What?	Name/code of cleaning product to use	Quantity	How?	How often?
Surfaces 	Tables	G 435 Bistro	100 ml per 10 l of water	_____	Daily
	<i>Chopping boards</i>	G 448 Budenat Top quick-acting disinfectant	_____	Wipe with disposable cloth	Daily
	Glass surfaces, mirrors	_____	Ready for use	Spray on neat, use green cloth	_____
Floors 	Dry floor cleaning			Broom	_____
	Maintenance cleaning	T 201 Polybuz	50 ml per 10 l of water	_____	Daily
	PVC, tiling, mastic asphalt cleaning	_____	_____	With machine OR manually using wheeled bucket	_____
Chilled areas 	_____	_____	_____	Use green cloth	_____
	_____	_____	_____		_____
	_____	_____	_____		_____
Toilets 	Toilet cubicles, urinals, wash-basins, tiling on walls and floors	T 464 Bucasan	50 ml per 10 l of water	Red cloth for the toilets, yellow one for tiles and washbasins	_____
Staff rooms 	_____	G 451 Combi Clean	100 ml per 10 l of water	Use green cloth	As needed
	Oven	G 576 Grillreiniger (grill cleaner)	_____	Spray, leave to work, rinse with clear water	_____
Kitchen 	Crockery, cutlery	_____	_____	_____	As needed
		OR	1 tab per dishwasher load	Dishwasher	As needed

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Plan B

Area	What?	Name/code of cleaning product to use	Quantity	How?	How often?
Surfaces 	_____	G 435 Bistro	_____	mit grünem Tuch, nachspülen	Use green cloth, rinse off
	Chopping boards	_____	Ready for use	wischen mit Einmaltuch	Wipe with disposable
	Glass surfaces, mirrors	G 520 Glasreiniger (glass cleaner)	Ready for use	_____	_____
Floors 	Dry floor cleaning	_____	_____	_____	As needed
	Maintenance cleaning	_____	_____	With machine OR manually using wheeled bucket	_____
	_____	G 440 Perfekt	200 ml per 10 l of water	With machine OR manually using wheeled bucket	1-2 times a year
Chilled areas 	Chilled areas and fridges	G 451 Combi Clean	100 ml per 10 l of water	_____	As needed, at least once a week
Toilets 	_____	_____	_____	_____	Daily
Staff rooms 	Kitchenware	G451 Combi Clean	100 ml per 10 l of water	Use green cloth	As needed
	_____	_____	Ready for use	_____	As needed
Kitchen 	_____	G 530 Spülfix (for hand dishwashing)	3-5 ml per 10 l of water	By hand in sink	As needed
	_____	OR P 508 Pura Eco Tabs	_____	Dishwasher	_____

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Ex 9. A Typical Day In A Bakery

9A. Listening exercise

Listen to a sales assistant talking about a typical day working in a bakery (baker's (shop)).



9B. Making notes: important tasks

Listen to the audio again and take notes of the most important tasks that a sales assistant carries out in the bakery (baker's (shop)).



Teacher's tip: *The audio file and transcript can be found on the Meet The Need web site.*

Ex 10. Working At The Deli Counter

10A. Competencies and duties

Listen to an employer talking about the competencies that a deli counter assistant should have and the some of the typical tasks. (Deli is short for delicatessen.)



10B. Discussion

Listen to the audio clip again and note down the typical tasks and the skills needed when working as a deli counter assistant. Then discuss the following questions.



1. What are the general competencies required on the shop floor?
2. What specialist tasks are involved in the delicatessen?
3. Why do you think strict health and hygiene measures are needed when working with fresh food?

Teacher's tip for 10A: *you can download the transcript from the Meet the Need web site.*

Teacher's tip for 10B: *you could perhaps bring in pictures.*

Ex 11. Working As A General Grocery Sales Assistant

11A. A typical working day

Listen to the audio clip about a person working as a general grocery sales assistant in a big supermarket. He talks about his typical working day.



11B. Cloze text

Read the cloze text below. Then listen to the audio clip again and fill in the gaps. Compare your answers and spellings with the teacher's transcript.



My job as a general grocery sales assistant keeps me very _____! I'm always doing different things, so I never really _____ – I don't have time!

I work an early morning _____ so I'm one of the people who take delivery of the goods in the _____. I have to deal with delivery notes; pack the goods onto the stock trolley _____ and _____ them onto the shop floor. On the shop floor I have to _____ the shelves. I usually work in two sections – cans and _____, but they sometimes need help in other sections if someone is _____, or something. I have to read the _____ carefully – especially when we get _____ of _____ products!

Throughout the day I have to _____ that the aisles in my sections are fully stocked. I like using the _____ to price tag the goods. I have to make _____ checks too – making sure something hasn't gone _____ or cans and packaging are not _____. I often help out with this in the fresh food section.

_____ often ask me for help, such as where something is. This means that I have to have a good _____ about the products in other sections – not just my own. I sometimes don't know exactly where a product is, but I can _____. I can't just leave the customer! I have to _____ them to a _____ who I think will know. I like to find out about that product and its _____ for future reference. As well as talking to customers, I keep an eye on them to watch out for _____!

There are often _____. I have to make sure the _____ I'm responsible for are safe. This means cleaning up anything that's been _____ on the floor. It's worse for the guys working with all the _____ – milk and alcohol and stuff – there's always some-

thing to _____! We have to put up warning _____ so people don't _____.

Now and again, I help out on the tills. I like that. I've been _____ to work on the _____ so there's no problem – unless there's a new _____ and then I might have to ask my colleagues or the till _____. I like talking to the customers too – I'm quite a _____, but they like it – as long as I'm not _____ the queue! Actually, thanks to customers, I often try out new foods or new recipes, because I look at what they've got and ask questions.

I enjoy my day at the supermarket, and because I start early, I leave at about three o'clock and then I've plenty of _____!

Teacher's tip: you should replay the audio in parts as it is about three minutes long. It is downloadable on the *Meet the Need* web site. You can adapt the cloze text regarding the level of ability and also create other exercises such as jigsaw.

Ex 12. A Virtual Tour

12A. Video: John's grocery

Take a tour with Doug as he shows you his specialist grocery store in Iowa!
Discuss what you like about John's Grocery and in what ways customer service is good.

<http://www.youtube.com/watch?v=66Bjh9OEBYM&feature=fvwrel>



Teacher's tip: *It is advisable to watch the video first before the class. This is a long video clip and after showing the learners what the basement is, it would be a good idea to move the video on to about the 13th minute of showtime!*

Even so, there are many aspects that are useful to create exercises focusing on: what stock there is (for product lexis building); how stock is displayed (e.g. in sections and categories); where it is displayed (e.g. on shelves and racks) etc. In the discussion, encourage learners to think about the atmosphere, lighting, presentation, tidiness, space, attractiveness of displays, Doug's product knowledge.

Ideas for exercises: Q&A – verbal and written quizzes, memory games, name how many...

Ex 13. The Art Of Selling

13A. A good sales person

Thought shower/Thought pool:

In your groups, think about and discuss what makes a good salesperson (important qualities to be good in that role). Write key words on a spidergram on the board as well as in your own notepads.



13B. A good sales talk

Do you remember a good sales conversation? What is essential? Collect important aspects and exchange ideas in pairs or groups. Use the spidergram method to collate the information as in exercise 13A.



Teacher's tip: *spidergrams on flip charts could be kept in order to add to as the learners progress through the exercises.*

Ex 14. Photo Stories: Practising Sales Talks

14A. Selling handbags

Here you can see two students. They are role playing a sales scene in a shop that sells handbags. Which description fits which photograph? Match the sentences below with the photographs. The photographs are in the correct order.



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- A) The customer says thank you and good bye to the saleswoman.
- B) The customer asks how much the bag is.
- C) The customer says which bag she is interested in.
- D) The saleswoman welcomes the customer.
- E) The saleswoman explains the special features of the bag to the customer.
- F) The saleswoman shows the customer the bag that she is interested in.

14B. Selling sunglasses

Here you can see two students. They are role playing a sales scene in a shop that sells sunglasses. Describe what happens in each photograph using one sentence.













© haider

14C. Selling belts

Here you can see two students. They are role playing a sales scene in a shop that sells belts. What do the saleswoman and the customer say?
Write little dialogue sequences for each picture.



Sales assistant: Good Afternoon ...

Customer: I'd like to buy a belt.



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14D. Practising with a partner

Choose a scene and play it with a partner. Try to cover all the steps of a sales talk from this section. Change roles.



Ex 15. Tips From The Experts

For this teaching material we carried out interviews with the Principal and Vice-Principal of the Vocational College for Retail in Vienna's Favoriten district. They gave us some important tips on how to conduct a good sales talk. Below are exercises on three aspects that you should bear in mind: 1. Asking open questions, 2. Choosing positive expressions and 3. Addressing customers directly when putting your case to them.

15A. Open and closed questions

At the beginning of your conversation, **open questions** are important, so as to give the customer enough space to express their wishes. (These can be information questions or "Wh- questions" and they give many different ways to answer).



Closed questions are good for checking whether you have correctly understood the customer or in order to end a conversation and close a sale (a.k.a. checking questions, in other words the only answers are yes or no).

Either/or questions enable a customer to choose from two possible answers, for example in order to narrow down what is being offered.

Exercise: Which questions are open? Which questions are closed? Which questions are either/or questions? Tick the boxes as appropriate.

		open	closed	either / or
1.	Can I help you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	What can I do for you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Are you looking for anything in particular?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	What did you have in mind?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	Are you looking for a particular brand?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	What is it that you need the bag for?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	Would you like a metal CD stand, or a wooden one?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	Were those trousers a good fit?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	Do you like the design?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.	What do you want this jacket to go with?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.	How often do you go jogging?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.	Do you like wearing strong colours?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13.	Are you looking for flats or heels?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14.	Do you have a wood floor in your living room?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15.	Would you prefer a hands-free system via cable or wireless?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Re-word all the closed and either/or questions in the exercise above so that they are open questions.



1. *Can I help you?*

⇒ How can I help you?

2. _____

⇒ _____

3. _____

⇒ _____

4. _____

⇒ _____

5. _____

⇒ _____

6. _____

⇒ _____

7. _____

⇒ _____

8. _____

⇒ _____

9. _____

⇒ _____

10. _____

⇒ _____

15B. Positive expressions

In a sales conversation, it is important to use as few negative expressions as possible. Negative elements stick in customers' minds. For example, if you say, "With these shoes, you won't get any blisters", the customer will worry about blisters. ⇒ Better: "These shoes are really comfortable to wear, even if you have them on for long periods of time."



Exercise: Circle the negative words in the sentences below.

Re-write each sentence using positive words. There are some suggestions in the box below.

1. In these shoes, you won't sweat.

⇒ _____

2. With this jacket, you won't get wet – even in heavy rain!

⇒ _____

3. This phone won't break down so quickly.

⇒ _____

4. This dress won't be unflattering.

⇒ _____

5. This package is not expensive.

⇒ _____

6. This GPS device is not complicated to operate.

⇒ _____

7. This sausage is not fatty.

⇒ _____

8. This isn't an overpowering perfume.

⇒ _____

to flatter the figure

to be totally waterproof

to be easy

to have a light and discreet scent

to be robust

to have an outstanding cost/performance ratio

to be lean

feet stay dry

Compare your solutions. Maybe the group will come up with other alternatives.
Compare notes!



15C. Convincing a customer

When engaging a customer, it is important to address him/her directly. Avoid phrases like, "It's possible to ...", "I find that...", etc. Instead, use expressions that make the conversation more personal and involve the customer. For example, instead of, "This cushion can be washed at 40 degrees" use, "*You* can wash this cushion at 40 degrees."



Exercise: Re-write each sentence below to make them more personal.

1. This jacket goes well with both trousers and skirts.

⇒ _____

2. These carving skis are suited to skiers with a sporty style.

⇒ _____

3. This cutlery can be bought both as part of a set or individually.

⇒ _____

4. These shoes are watertight yet airy.

⇒ _____

5. This phone makes it easy to surf the net.

⇒ _____

6. This crockery is also microwave-safe.

⇒ _____

7. This skincare gel causes very few reactions.

⇒ _____

What solutions did you come up with? Compare and discuss your wordings.



Ex 16. Describing And Selling A Product

16A. Products and adjectives to describe them

Below are photographs of various products. Match the characteristics listed with the products. NB: some of the descriptions fit multiple pictures. Maybe you can also come up with other typical characteristics and descriptions.



flowery



© neumüller1-6

robust

elegant

flowery

sporty

watertight

manageable

comfortable

has/have many uses

bang up-to-date

fashionable

the latest model

easy to operate

discreet

outstanding cost/performance ratio

comfortable to wear

16B. A sales dialogue

Choose a product that you want to sell. Practise a sales dialogue with your partner, paying attention to all the steps of a sales talk and describing the product as precisely as possible.



One more tip: allow customers to handle or try out the product themselves. There are some potential phrases for this in the box below.

You can make notes, but try to speak freely rather than reading the dialogue.

When finished, switch roles (sales assistant ↔ customer).

Try it!

Go on, have a feel!

Slip it on!

Why not try it on?

Have a go!

Try it out!

Switch it on!

See for yourself!

16C. Describing a product in detail

Choose a product that you would like to sell, and in order to describe the product in more detail, research answers (e.g. online, in brochures, in user instructions, etc.) to the following questions in the table below.



The better informed you are, the better you can advise your customer.

Origin	Where is the product from?
	Where was it assembled?
	In what country or countries was it manufactured?
Raw materials	What materials/substances does the product contain?
	How was it put together?
Production	How was the product manufactured?
	How was it processed?
Features	What are the features of the product?
	What is the quality like?
	What can it do?
Use	Where/How can you use this product?
	How do you operate it?
	How do you have to care for this product?
	What can I combine it with?

Service	How is the product delivered?
	What payment options are there?
	What service options are there?
	Is there a guarantee?
	Is there customer service?
Storage	How long does the product last?
	How does it need to be stored?
Environmental aspects	How is the product recycled?
	How is the product packaged?
Extras	Are there extensions for the product?
	Are there accessories?
Other information	What else is important?

16D. Presenting a product

Present the product in front of the group. When talking about particular features, try to address the potential customer directly and emphasise the benefits for him/her. For example, instead of saying “This camera is very compact”, say “This very compact camera would be great for you because you could easily take it with you everywhere.”

Here is a selection of phrases that you could use:






















- _____ provides you with + NOUN
- _____ gives you + NOUN
- _____ enables you to + VERB
- _____ helps you to + VERB
- _____ allows you to + VERB
- _____ extends your + NOUN
- _____ reduces your + NOUN
- _____ strengthens your + NOUN
- _____ promotes your + NOUN
- _____ ensures that + VERB
- _____ saves you + NOUN / saves you from + -ing form VERB
- _____ makes it easier for you to + VERB
- _____ offers you the benefit of...
- _____ will enable you to + VERB
- _____ ...

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UK Care Sector Fact Sheet

According to The Migration Observatory, “Projections of future demand for care estimate that, under current care patterns, expenditure on social care would have to nearly double from 1.4% of GDP in 2007 to 2.7% by 2032 to meet increased demand for social care and rising real unit costs of care. The model also projects that the social care workforce caring for older people would need to increase by 79% (Wittenburg et al. 2010: 15).” <http://migrationobservatory.ox.ac.uk/policy-primers/social-care-older-people-and-demand-migrant-workers>. This web site looks into the issues surrounding the demand for migrant workers in the care sector.

According to The National Careers Service: the social care sector has two sub-sectors: 1) Adult social care – with a workforce of nearly 1.5 million, (5% of England’s workforce) and 38,000 employers – includes residential care, domiciliary care and social work with all its specialisms. 2) Children and young people – with an estimated workforce of 2.7 million.

“Of the 1.39 million in adult social care in England: 1.31 million are directly employed; and 78,000 are bank, pool and agency staff, students and others. Of the 14,456 care-only homes registered with CSCI in June 2007: 9,870 (68%) are private sector and 3,251 are voluntary sector. Councils operate most of the remaining care-only homes. Most social care services (58%) are provided by micro organisations (or agencies) employing between 1-10 people, or small enterprises (29%) employing between 11-49 people. 12% of social care enterprises employ 50-99 people and 1% employ 200 or more. In 2007, 54,151 individuals were receiving direct payments to fund their own care. “Entry requirements vary for different types of jobs and occupations within the sector. There is no qualification requirement for many jobs within adult social care although the 14-19 diploma and apprenticeships are both routes in to the sector. Once in employment social care employees will develop skills through a formal induction process and are expected to study towards relevant qualifications (e.g. a National Vocational Qualification). Staff working with vulnerable adults must complete a Criminal Records Bureau (CRB) check. The most popular qualifications include: Levels 2 and 3 NVQ in Health and Social Care (for care workers and assistants including those with supervisory duties) and Level 4 NVQ Registered Manager Award (Adults) required by residential care home managers.” <https://nationalcareersservice.direct.gov.uk/advice/planning/LMI/Pages/adultsocialcare.aspx>

As the focus in the care sector materials of the Meet the Need project is on care assistants, it should be noted here that a care assistant’s starting salary could be between £12,000 and £16,000 per annum. With experience, qualifications and extra responsibilities: between £18,000 and £21,000. Working hours vary depending on the job and could include evenings, weekends and overnight stays and may be full-time or part-time. More information is given about this position and other positions on the web site link: <https://nationalcareersservice.direct.gov.uk/advice/planning/jobprofiles/Pages/careassistant.aspx>.

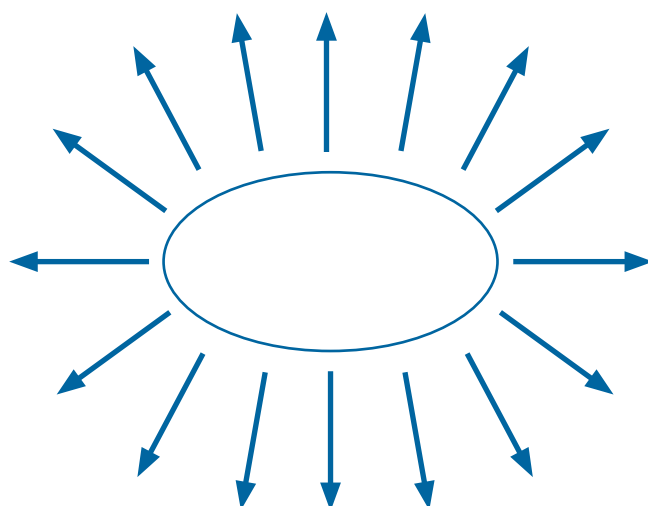
Another useful link:

<http://www.skillsforcare.org.uk/careerpathwaysdev/WhatisAdultSocialCare/Whatisadultsocialcare.aspx>.

Ex 1. Social Healthcare Workers

1A. Thought shower/Thought pool

Draw on any previous knowledge to discuss what makes a good social healthcare worker (what one has to be good at in that role), writing key words on a spidergram on the board as well as in your own notepads.



Teacher's tip: spidergrams on flip charts could be kept in order to add to as the learners progress through the exercises.

Ex 2. Qualities And Skills

2A. Short portraits

Read the texts below. Find the words in the box that best fit each person and discuss them with your partner.



Discuss (a) what qualities/skills they have which would be important/essential to do the job of a social healthcare worker (e.g. sociable); (b) what skills may be useful to the employer, but not essential for the job (e.g. good with his/her hands (gardening)).

Lena

Lena is unemployed at the moment. She helps her elderly neighbour with the shopping and cleaning. Lena has an allotment, where she has lots of vegetables and flowers. She goes to the allotment every Sunday. Lots of people pop in for a coffee and a chat.

Ollie

Ollie is 50. He works in a factory. He has worked in the same factory for 30 years. Ollie has formed a little club at the factory. Every time it meets, everyone is supposed to put 10p into the club's cash box. Twice a year they go bowling and this is paid for from the club's cash box. Everyone at the factory likes Ollie because he is always jolly and funny.

Cissy

Cissy is married with three children. She gets up early each morning and makes breakfast and packed lunches. Every day she cleans, cooks and does the laundry. She likes crocheting. She produces many beautiful crochet items. She also knits jumpers, which she donates to poor children in other countries.

Kyle

Kyle is cooking. He enjoys making a good three-course dinner with a starter, a main course and a dessert. Kyle likes playing the piano. He plays music with two friends. He has a large computer that he can use to make music. He enjoys making new music.

Nina

Nina likes playing tennis. She enjoys exercise and she enjoys winning! Nina's home is neat. If you open the cupboards, everything is neatly arranged on the shelves.

John

John repairs cars. He has a large garage, where he works on cars. Lots of people come and go. They say, "John, can you give me a little help?" and John always says, "Yes, of course I can." John enjoys fishing. He catches a few fish – sometimes!

Teacher's tip: you can adapt the text so that there is a box of words for each portrait – in order for the learners to mark out the relevant words.

Hugo

Hugo has two older boys, 14 and 16 years old. They play football. Hugo drives his boys and their team-mates to games in other towns every Sunday. Hugo plays football, too. He plays with some old friends every Wednesday.

Hugo is a “Night Owl” volunteer: he goes round the town on Saturday nights and watches out for the young people coming out of pubs and clubs in the town. Hugo helps them if they have any problems.

He/she is physically fit

He/she is patient

He/she is ambitious

He/she is meticulous

He/she is reliable

He/she is cheerful

He/she is a good listener

He/she is dextrous

He/she is outgoing

He/she has good interpersonal skills

He/she is good at planning

He/she is a good organiser

He/she is friendly

He/she is hardworking

He/she is energetic

He/she is dedicated

He/she is responsible

He/she is quality-oriented

He/she is considerate

He/she is active

He/she is a good team player

He/she is precise

He/she is helpful

He/she is sociable

He/she is good with his/her hands

He/she is a good salesperson

He/she is service-minded

He/she is inventive

He/she is creative

Ex 3. Personal Skills

3A. In working as a social healthcare worker it is important to practise being ...

Here is a list of words for personal skills. The various skills can be important in working as a social healthcare worker. Discuss in pairs what personal skills you have from the list. Could you be a good social healthcare worker?



precise
 a good planner
 a good listener
 observant
 considerate
 inventive
 good with your hands
 a good team player
 ambitious
 outgoing
 hard-working
 dedicated
 flexible
 helpful
 able to take a broad perspective
 friendly
 have empathy

a good organiser
 conscientious
 respectful of privacy and dignity
 quality-oriented
 creative
 active
 dextrous
 service-minded
 patient
 reliable
 sociable
 responsible
 physically fit
 purposeful
 a good listener
 likes things organised
 meticulous

3B. Extension activity 1

Match your own personal skills and abilities to personal skills required in care work job vacancy advertisements with job descriptions and personal specifications. You and/or your teacher can find these and bring them into class. Discuss this in pairs.



3C. Extension activity 2

Write a letter of application for the job vacancy you have discussed in exercise 3B. State what relevant personal skills and abilities you have that are suitable for the job.



Ex 4. Finding Out About The People In Your Care

4A. Asking questions

Social healthcare workers must always refer to the 'care plan' of each person in their care. The care plan details all the information they need to find out about the people in their care.



In groups try to work out what sort of questions need to be asked to find out about Anne, who is a resident at a residential care and nursing home. This could be a spidergram activity. Then present your findings to the class and compare them with your teacher's list of answers.

4B. Understanding a MAR (Medication Admin Report)






There may be times when a basic social and healthcare worker will be expected to look at the MAR sheet for a resident, although training is required to actually work on it without supervision. It is proper practice that only a team leader, manager or duty nurse can fill in the MAR and draw up the medication. If a basic care worker administers any medication, he or she may have to sign the form as well as the team leader.



Look at the MAR sheet that the teacher gives to you and do the activities that your teacher gives you.

Teacher's tip for 4A: you may be able to find a care plan template on the internet or from colleagues teaching health and social care to use as an example when reviewing the activity.

Teacher's tip for 4B: This exercise is to give learners the chance to look at a MAR sheet and you could take this opportunity to focus on language criteria such as: reading tables vertically and horizontally, frequency, days and times of day, etc. The MAR sheet is available on the Meet The Need web site in PDF for downloading and printing. Alternatively, find it below.

MRS MARY NAME		23 ANY STREET, MYTOWN		Doctor: DR PAT HOMES		Pharmacy Ref: 35421											
Start Date: Monday 04 Oct 2010		W/C: 04 Oct 2010		W/C: 11 Oct 2010		W/C: 18 Oct 2010		W/C: 25 Oct 2010		W/C: 01 Nov 2010							
MEDICATION ADMIN REPORT		TIME		M	T	W	T	F	S	S	M	T	W	T	F	S	S
 14 FRUSIDE TABLETS 40MG TAKE ONE TWICE DAILY	Breakfast	1	1	1	1	1	1	1	1	1							
	Lunch	1	1	1	1	1	1	1	1	1							
	Dinner																
	Evening																
	Key: R refused	N nausea or vomiting	H in hospital	L on leave	D destroyed	D/C discontinued	W withheld or other reason										
 21 GLUCOPHAGE TABLETS 500MG TAKE ONE THREE TIMES DAILY	Breakfast	1	1	1	1	1	1	1	1	1							
	Lunch	1	1	1	1	1	1	1	1	1							
	Dinner	1	1	1	1	1	1	1	1	1							
	Evening																
	Key: R refused	N nausea or vomiting	H in hospital	L on leave	D destroyed	D/C discontinued	W withheld or other reason										
 14 LANOXIN PG TABLETS TAKE TWO IN THE MORNING	Breakfast	2	2	2	2	2	2	2	2	2							
	Lunch																
	Dinner																
	Evening																
	Key: R refused	N nausea or vomiting	H in hospital	L on leave	D destroyed	D/C discontinued	W withheld or other reason										
 7 LOPRAZ CAPSULES 20MG TAKE ONE IN THE MORNING	Breakfast	1	1	1	1	1	1	1	1	1							
	Lunch																
	Dinner																
	Evening																
	Key: R refused	N nausea or vomiting	H in hospital	L on leave	D destroyed	D/C discontinued	W withheld or other reason										
 28 SEROQUEL 25MG TABLETS TAKE ONE FOUR TIMES DAILY	Breakfast	1	1	1	1	1	1	1	1	1							
	Lunch	1	1	1	1	1	1	1	1	1							
	Dinner	1	1	1	1	1	1	1	1	1							
	Evening	1	1	1	1	1	1	1	1	1							
	Key: R refused	N nausea or vomiting	H in hospital	L on leave	D destroyed	D/C discontinued	W withheld or other reason										

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Weedle Pharmacy, Townview, Mallow
Phone: 022-21343

Teacher's list of appropriate questions for 4A: *Who is she? What was her profession? What family does she have? What is her ethnicity and cultural background? How does she like to be addressed? Does she know where she is? What are her abilities? How much assistance does she need – can she dress/undress herself, walk, wash? Has she had a health assessment? What are her health abilities/needs? What medication does she take? How is her medication managed? What kind of independence does she have? What kind of lifestyle is she used to? When does she like to get up/go to bed? What music/TV programmes does she like? What activities does she like doing (crosswords, arts & crafts, bingo, jigsaw puzzles, etc)? What food does she like? Does she have any food allergies?*

Ex 5. A Typical Working Day

5A. A day in the life of a health and social carer working in a residential care home.

Video 1

http://www.youtube.com/watch?v=5-SQJog_-84&feature=related



In the video clip, Amanda talks about her life as a care assistant at a Heritage Care care home. The students watch the video twice and, with a partner or in small groups, discuss what they have seen related to various themes, such as:

- Why Amanda chose to be a care worker
- How she felt at the beginning
- What training she received
- What tasks she carries out
- Who she works with
- What personal skills are required to do this type of work
- What she likes about being a care worker

Discuss one or two of these topics per group or pair. Afterwards contribute your findings to a whole class/group discussion about the video clip.

5B. Different roles

It needs to be highlighted that Amanda is not a basic care worker.
Do you know why?



Teacher's tip for 5A: *the video could then be played again in smaller parts to check understanding and accuracy, including highlighting the meaning of certain words and expressions such as 'shadowing', 'job satisfaction', 'Dementia Unit', 'insight', 'personal care', etc., appropriate to the language level of the students.*

Answers to 5B: *she is a keyworker: she is especially responsible for two residents. She liaises with doctors and care managers. She fills in the medication form.*

5C. Good practice or poor practice?

Look at the video again, but with the sound off. Focus on body language and interpersonal skills in order to identify, using what you have learnt so far, good practice and poor practice. Also you can ask questions to ensure proper practice.
(It is understood that people may lose their sense of identity and the will to live if they are made to feel that everything has to be done for them.)



Teacher's tips on poor practices 5C:

1. Action: Amanda takes over from the elderly person who is already doing up her coat and without asking her permission. She also talks to someone else in the room, not the lady whose coat she is buttoning up.
 Effect: not interacting with, and de-skilling, the elderly person; hurrying up the person.
2. Action: the elderly person has a walking frame, but Amanda holds her arm and is very close to her, taking control.
 Effect: not encouraging the elderly person's independence and perhaps not respecting her personal space.
 Question: did she ask the elderly person's permission to walk so close to her and to control the walk?
3. Action: after knocking at the resident's door, Amanda walks into the room and starts to help the elderly person choose what clothes they are going to wear.
 Effect: no encouragement for the person to get up and get herself dressed.
 Question: has the effort been made before to persuade the elderly person to choose her clothes without any help and get dressed without any help? Has Amanda ever asked her if she needs help, or has she just taken over?

Ex 6. Doing An Apprenticeship In Health And Social Care

6A. Case study

Read the text below about Claire, who is doing an apprenticeship in health and social care.



Paragraph heading _____

While Claire was in her final year at school, she was sure that she wanted to work with older people because she enjoyed helping her mother to look after her great-grandfather.

Paragraph heading _____

She found out about an apprenticeship scheme, which combined on-the-job learning and study. Claire was pleased to find out that she would earn £95 per week as an apprentice. Claire visited her local Jobcentre Plus to find out what specific apprenticeships there were. She found a placement at a residential and nursing care home for older people and after an interview she was accepted.

Paragraph heading _____

Claire was nervous when she started her apprenticeship, but support was always available. Claire worked closely with a senior member of staff at all times, firstly through personal observation and buddying/shadowing another staff member and then undertaking the work under supervision.

Paragraph heading _____

From the very first day, Claire was given real work to do and she quickly adapted to her new role, learning new skills including the management of residents' personal care, such as showering and bathing, feeding under the instruction of a speech therapist and carrying out activities with residents, including exercise regimes under the instruction of a physiotherapist.

Paragraph heading _____

One of Claire's key challenges was learning how to speak to residents. With little experience of older people, she felt shy and unsure initially, but soon learned from her mentors, and from the residents themselves!

Paragraph heading _____

As part of her apprenticeship, Claire attends college on Tuesdays to study for her health and social care qualification. Her course is fully funded because she is under 19 years of age. She also has one-to-one coaching at the workplace where she has to put together a portfolio of evidence. She is studying for her Level 2 Diploma in Health & Social Care; Level 2 Certificate in Preparing To Work In Adult Social Care; Level 2 Award Employment Responsibilities and Rights; and Key Skills Level 1 Application of Numbers and Communication. She has decided to follow the Dementia Pathway Learning option to complete her Diploma. The mandatory elements of the Diploma are: Communication, Personal Development; Equality & Inclusion; Duty of Care; Safeguarding & Protection; Your Role & Responsibilities; Person Centred Approaches; Health & Safety; Handling Information.

Paragraph heading _____

Claire would like to progress to achieving a Level 3 National Diploma. She would like to become a key worker. She says that maybe one day she will become a team leader.

6B. Multiple choice

Read the article and put a cross in the box with the right answer.
Only one answer is correct.



1. Claire is training to be a:

- ☐ speech therapist
- ☐ doctor
- ☐ care worker
- ☐ nurse

2. Claire's apprenticeship placement is in a:

- ☐ residential and nursing care home
- ☐ hospital
- ☐ college
- ☐ university

3. As part of her apprenticeship, Claire is studying:

- ☐ Citizenship
- ☐ Level 3 Diploma in Health and Social Care
- ☐ Key Skills Level 2 Communication
- ☐ Level 2 Diploma in Health and Social Care

4. One of Claire's roles is to:

- ☐ give out medicine
- ☐ cook
- ☐ help with bathing
- ☐ supervise other members of staff

5. One thing that Claire found challenging at first was:

- ☐ cleaning
- ☐ speaking to elderly people
- ☐ going to college
- ☐ getting to work on time

6. In the future, Claire would like to be:

- ☐ an accountant
- ☐ a team leader
- ☐ a nurse
- ☐ a keyworker

6C. Paragraph headings

Focus on the paragraphs of the text in exercise 6A.

Add the following paragraph headings correctly to the spaces in the text.



- ▷ Finding out information
- ▷ Tasks
- ▷ Future aspirations
- ▷ Study
- ▷ At the beginning
- ▷ Making a decision
- ▷ Challenges

Teacher's tip for 6A: *regarding the section about qualifications, this could be simplified or cut depending on the level/interest of the learners.*

Ex 7. Home Care Workers

7A. Duties of a home care worker

Discuss in pairs what type of jobs you think a home care worker has to do.



7B. A schedule/home care plan

Social and health care workers, working in the homecare sector, work according to a schedule/home care plan that details who they have to visit, what they have to do in the specific homes, and how long they have to spend on each task in the home.



Read the information on a home care schedule that your teacher will give you. Discuss the schedule in pairs and answer questions by your teacher about the schedule, e.g. what time do they have to get to Mr's home; what tasks do they have to do, e.g. help him get out of bed, prepare breakfast; how long they can spend, e.g. 30 minutes, 1 hour (depending on the care needs of the individual).

7C. Extension activity

Create your own home care schedule.



Teacher's tip for 7A: *it may be a good idea to source a video clip, if possible, to play to the students after their discussion.*

Teacher's tip for 7B: *you can obtain an example of a schedule from colleagues teaching health and social care, or create a schedule.*

Teacher's tip for 7C: *alternatively, learners can do a gap fill exercise where they fill in missing information on a schedule template from a text created or adapted by you.*

Ex 8. A Home Carer's Experience

8A. A short story

Read the short story about Bert Hansen below.



Bert Hansen is 82. He lives alone in a small flat. His wife died six years ago. Bert misses her a lot. When he wakes up in the morning, Bert suffers joint pain, and it takes him a long time to get out of bed. He puts his glasses on and slowly makes his way to the kitchen. Bert finds it hard to walk. His legs hurt. He also gets dizzy.

Bert makes a coffee and eats a piece of bread with some cheese. He also drinks a glass of water. He isn't thirsty, but Sally says that he should drink a glass of water every morning. Sally is a social healthcare worker. She comes round at about ten every morning to help Bert with housework and to check on his well-being. She checks that Bert has managed to get out of bed, dress and make breakfast. She asks him, "How did you sleep?" and he answers, "I slept well, thanks." Bert nearly always sleeps well and he is happy about that.

Bert reads the newspaper every morning. He likes to keep up-to-date with the news. Bert feels that the print is getting smaller and smaller. He is aware that he has problems with his eyesight, and he is therefore going to see an optician next week. He hopes that the optician will be able to help him so that he will be able to read the small print once again.

8B. What is Bert's health like?

Discuss the following in pairs: What is Bert's health like?
What pains does Bert suffer? What does he struggle with?



8C. Writing about Bert's health

Write about Bert's health.



Below are examples of how a social healthcare worker can enquire about someone's health. Form discussion groups and work through the following examples.



- ## 9B. Writing questions about health

You now know about Bert's health. Now, imagine you are Sally. You want to find out how Bert is feeling. Ask Bert some questions to find out how he is.

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Ex 10. Health

10A. How are you?

Read the two dialogues carefully. The conversations take place between a care worker in a residential care and nursing home and two elderly residents.



Dialogue one

- Care worker: Good morning, Suzie. Did you sleep well last night?
- Suzie: Ooh, Maggie, I had a bad night. I couldn't sleep.
- Care worker: Oh dear, what was the problem?
- Suzie: I had terrible cramps in my leg.
- Care worker: Didn't you call the night staff for pain relief?
- Suzie: I didn't want to bother anyone...
- Care worker: Oh, you wouldn't be bothering anyone! We're here to help you! Are you still in pain now?
- Suzie: To be honest, yes, I am a bit.
- Care worker: Which leg is it?
- Suzie: My right leg.
- Care worker: Don't worry, Suzie, I'll speak to the duty nurse about the pain you're having in your leg.
- Suzie: Thank you, Maggie.

Dialogue two

- Care worker: Good afternoon, Mr. Bennette. My name is Maggie Smith and I'm a care worker here.
- Mr. Bennette: Good afternoon, my dear.
- Care worker: Would you like me to call you Mr. Bennette?
- Mr. Bennette: Yes, I would prefer that.
- Care worker: How are you feeling today, Mr. Bennette?
- Mr. Bennette: I've been sitting in this chair for quite a long time. My joints feel a bit stiff and achy and I can't reach my walking frame.
- Care worker: Oh dear, I'm sorry about that. Let me pass it to you. Here you are. Would you like any help getting up?
- Mr. Bennette: I think I can manage, but perhaps you'd better keep an eye on me!
- Care worker: Don't worry, Mr Bennette, I'm here to help you if you need me to.

10B. Answering questions

Look at the questions for each dialogue and read the dialogues again to find the answers. You also have to think about what you have learnt so far to answer question one in for both dialogues and question three for dialogue two.



Questions to dialogue one.

1. What has Maggie done correctly? (e.g. She greeted the elderly person.)
2. Where does Suzie feel pain?
3. Who will the care worker tell?

Questions to dialogue two

1. Why does the care worker ask Mr Bennette how she should address him (what she should call him)?
2. What is Mr. Bennette's problem?
3. Does the care worker help Mr Bennette to stand up? Why/why not?

Teacher's tip: *when a care worker finishes his or her shift, there is a handover stage whereby he or she needs to inform the person taking over the care of a person of anything that has happened during their shift and which the new carer needs to know about or act upon. You could ask the learners what sort of information the person taking over might need. A useful web site could be:*
www.jrf.org.uk/sites/files/jrf/night-care-older-people.pdf

Ex 11. Bert's Health

11A. A visit to the optician's

Read the text below and fill in the gaps with the words from the box underneath.



Bert is 82. He lives alone in a _____ flat. Bert has problems with his _____. He is seeing the optician today. Bert's daughter, Dorothy, has gone with him to see the _____. She has taken a day off from _____ so that she can help her father. The optician says that Bert needs new _____. Bert hopes that he will be able to read the _____ better when he gets his new glasses. It has been a long day and Bert is _____. He finds it difficult to get up the _____. His _____ hurt, and he is scared of falling. He is pleased to be sitting in his _____ with a nice _____.

small

stairs

cup of tea

work

comfy chair

legs

newspaper

optician

tired

glasses

eyes

Ex 12. Personal Care

12A. Grouping personal care items

Look at pictures 24 to 44. Then read the words in the box below.
Write three words that fit under each heading (numbered 1 – 7).



towel		brush	shaving foam	
	pillow		toothpaste	wheelchair
nail file		toothpaste		Zimmer/walking frame
	soap		stick	
hair band	sheet	toothpick		comb
duvet		squeegee		disposable wipe
nail scissors		electric razor		nailbrush

1. Personal care, washing:

⇒ _____

2. Personal care, shaving:

⇒ _____

3. Personal care, nails:

⇒ _____

4. Personal care, hair:

⇒ _____

5. Personal care, teeth:

⇒ _____

6. Aids for those with difficulty walking:

⇒ _____

7. Articles for a bed:

⇒ _____

Ex 13. Personal Care

Picture/text exercises for picture cards 24-44

Here are 3 small games for groups: Memory, Fish and Mix and Match



13A. Memory

Materials: use picture cards and text cards 24 – 44

Number of players: two to three per group



The cards are placed face down on the table. Students A, B and C take turns to turn over two cards. If the two cards turned over match, you have a set and you get to turn over two more. The player with the most sets at the end is the winner.

Example: B turns over two cards from the deck. B says what the picture represents or reads out the text.

13B. Fish

Materials: use picture cards 24 – 44.

Number of players: three per group



The picture cards are placed face down on the table. Each player takes three cards.

A asks B (or C), “Do you have anything for ‘Personal care, hair’?”

If B has a card from ‘Personal care, hair’, he/she says, “Yes, I have a brush. Here you go.” (B then gives the card to A, who continues to ask questions).

If B does not have a card from ‘Personal care, hair’, he/she says, “Fish!” It is then B’s turn to ask questions.

Players can only ask for categories that they already have in their hand. When a player has three cards from the same category, he/she has a set, which he/she then lays down on the table.

The player with the most sets at the end is the winner.

(See the categories from exercise 12.)

13C. Mix and Match

Materials: use picture cards and text cards 24 – 44

Number of players: the whole group.



There are the same number of cards as there are people in the class. The cards come in pairs.

When the instructor says, “Mix!”, go round and exchange cards with those you meet.

When the instructor says, “Match!”, find the person with the card that matches your own. You are allowed to ask, “Do you have a brush?” (or another question using the words in question). Once everyone has found their match and checked the cards, the instructor says, “Mix!” and the exercise continues.

Ex 14. Co-operation With A Patient

14A. Giving information and asking questions

When co-operating with a patient, it is important for a social healthcare worker to inform the patient in a friendly manner what he/she is going to do and what he/she wants the patient to do. Questions also need to be asked to check that the patient is able to do what they are asked (e.g. "Are you steady on your feet?" "Do you have any restrictions in your arm/leg movements?").



Look at the example, then talk to your partner and write on the lines provided.
See picture cards 1 – 23. Come up with more examples yourself.

Example: You want a patient to raise his/her arm to wash the armpit. What do you say?

- ▷ I would like to give you a wash under your arms.
- ▷ Do you have any restrictions in your arm movements?
- ▷ Are you able to raise your right arm?
- ▷ Could you raise your right arm, please? / Would you mind raising your right arm, please?

1. You want a patient to stretch his/her arm to dry it properly. What do you say?

⇒ _____

⇒ _____

⇒ _____

⇒ _____

2. You want a patient to bend his/her arm to put it into a shirtsleeve. What do you say?

⇒ _____

⇒ _____

⇒ _____

⇒ _____

3. 3. You want a patient to raise his/her leg so that you can wash under their legs in bed.
What do you say?

⇒ _____

⇒ _____

⇒ _____

⇒ _____

4. You want a patient to sit down on the shower chair. What do you say?

⇒ _____

⇒ _____

⇒ _____

⇒ _____

5. You want a patient to lean forward so that you can dry his/her back. What do you say?

⇒ _____

⇒ _____

⇒ _____

⇒ _____

Teacher's tip: *this activity could be preceded by an activity covering parts of the body and a range of related imperative verbs. Additionally, learners could look at magazines with pictures of people going up/down steps, walking, getting up from a chair, getting on a horse, etc and try to work out how they would tell the person to do these things (e.g. for walking, one could say, "Put your left leg forward/step forward with your left leg. Now, put your right leg forward – further forward than where your left leg is.)*

Ex 15. Exercises Using Picture Cards And Role Play

Here are three small games for groups.

1. Use photos 16 – 23. The social healthcare worker has to tell the elderly person what she is doing, “Now I am brushing your hair”.
2. Use photos 1 – 15. The social healthcare worker invites the elderly person to collaborate, “Please bend your leg.” (Refer to exercise 14.)
3. Role play. Use some clothes and one student should play a social healthcare worker while the other plays an elderly person. Now the first student has to dress the elderly person and use all the phrases from games 1 and 2.



15A. Exercise with picture cards

As a social healthcare worker, it is important to always inform the patient of what you are doing.

Materials: use picture cards 16 – 23 that your teacher will give you.

Number of players: two to three

A, B and C take turns to draw a card and say a sentence that fits the picture. You must tell the patient what you are doing.



15B. Language use training

Materials: use picture cards 1 - 15 that your teacher will give you.

Number of players: two to three

A, B and C take turns to draw a card and say a sentence that fits the picture.

Example: B takes a card showing a photo of someone taking their glasses off.

B says one of the following sentences:

“Could you take your glasses off, please?”

“I need you to take your glasses off, please.”



15C. Role play

Materials: each group receives the following props: shoes, a shirt, socks, glasses, a cardigan, etc.








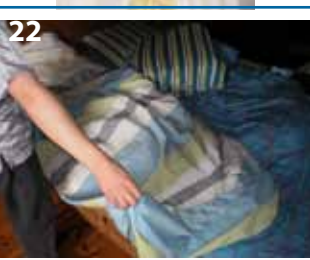




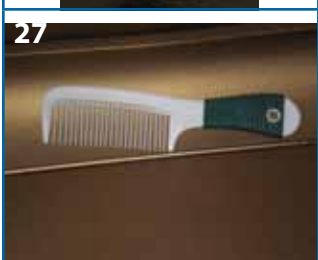
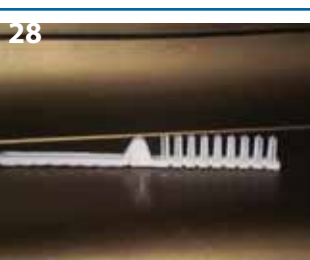
Number of participants: three to four

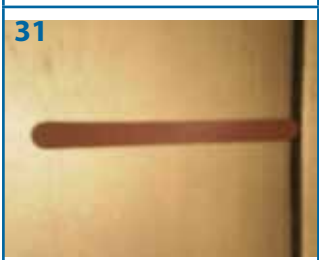

A plays a weak and elderly patient and B plays a social healthcare worker who has to help A to get dressed and use as many of the sentences from Exercises 15A and 15B as possible. C and D listen and comment. Then the participants switch roles, so that everyone takes part in the activity.





GLOSSARY – Pictures

1		to raise your arm	2		to stretch your arm
3		to bend your arm	4		to raise your leg
5		to stretch your leg	6		to bend your leg
7		to sit down	8		to stand up
9		to lie down	10		to lean forward
11		to lean back	12		to turn your head
13		to get dressed	14		to put your glasses on

15		to take your glasses off	16		to fasten a button
17		to brush your teeth	18		to shave
19		to comb your hair	20		to brush your hair
21		to fluff cushions	22		to shake down a duvet
23		to make a bed	24		disposable wipe
25		towel	26		soap
27		comb	28		brush

<p>29</p> 	<p>hair band</p>	<p>30</p> 	<p>nailbrush</p>
<p>31</p> 	<p>nail file</p>	<p>32</p> 	<p>nail scissors</p>
<p>33</p> 	<p>electric razor</p>	<p>34</p> 	<p>squeegee</p>
<p>35</p> 	<p>shaving foam</p>	<p>36</p> 	<p>toothbrush</p>
<p>37</p> 	<p>toothpaste</p>	<p>38</p> 	<p>toothpick</p>
<p>39</p> 	<p>stick</p>	<p>40</p> 	<p>Zimmer/walking frame</p>
<p>41</p> 	<p>wheelchair</p>	<p>42</p> 	<p>duvet</p>

43		cushion	44		sheet
----	---	---------	----	--	-------

soap	comb
brush	hair band
nailbrush	nail file
nail scissors	electric razor
squeegee	shaving foam
toothbrush	toothpaste
toothpick	stick
Zimmer/walking frame	wheelchair
duvet	pillow
sheet	

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UK Food Services Sector Fact Sheet

CFSP (Certified Food Service Professional) is the industry specific professional qualification for the UK Food Service industry. It is being introduced under the auspices of CESA (Catering Equipment Suppliers Association), which is already an established & highly regarded body within the industry. CESA's objective is to help improve the levels of professionalism in the sector by creating a universally recognised and respected industry 'standard' for knowledge and experience.

<http://www.cfsp.org.uk>

According to The National Careers Service, "the sector accounts for a workforce of 2.1 million, most of which are based within the restaurants, hospitality services, and pubs, bars and nightclubs industries. The roles within the sector are extremely diverse and include managers, technical staff, front-of-house staff, back-of-house staff, and non-core staff.

"The restaurant industry includes: fast food establishments – such as McDonalds, Burger King and KFC, as well as traditional outlets such as fish and chips shops, sushi bars and sandwich bars; cafes and coffee shops; mainstream restaurants – these are high street restaurants which tend to be mid-price and include many branded and themed chains such as Pizza Express, Garfunkel's and Ask; fine dining – these tend to be more expensive restaurants that offer unique dishes and, sometimes, more experimental cuisine.

"Jobs in the industry range from: kitchen assistants, bar manager, general manager, chef, cleaner, conference and banqueting manager, waiter/waitress, food and beverage manager, kitchen porter, restaurant manager, wine waiter.

"For most entry level jobs, there are no specific academic requirements, but a willingness to work hard, a good attitude, good communication and team working skills can be an advantage. For public facing roles, employers may prefer candidates who have previous experience of working in a customer service environment and show good people skills, as well as an appreciation of the importance of customer service.

"There are opportunities for progression in the industry for those willing to take on more responsibility. Previous managerial experience can be an advantage. It is fairly common for people to move between certain areas of work in the industry.

"There is a range of industry endorsed courses, apprenticeships, vocational qualifications, and training schemes available. Some qualifications are only available to those over 18 years old, such as: Advanced Certificate in Licensed Hospitality; Award for Personal Licence Holders (QCF); Diploma in Licensed Hospitality; and NVQ in Hospitality Supervision." <https://nationalcareersservice.direct.gov.uk/advice/planning/LMI/Pages/restaurants.aspx>.

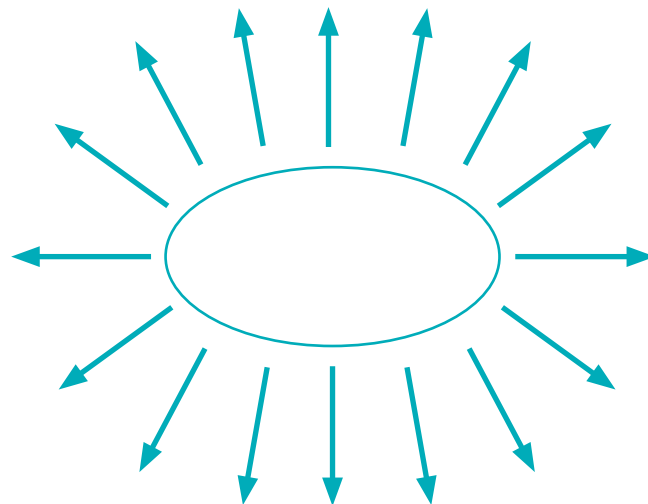
The National Careers Service web site (through the above link) provides more statistics about the UK workforce and the link below gives job profile information: <https://nationalcareersservice.direct.gov.uk/search/pages/JobProfileResults.aspx?k=catering%20industry>.

A useful web site about migrants in the food services industry is: <http://www.hse.gov.uk/food/migrant.htm>

Ex 1. What Can You Find In A Professional Kitchen?

1A. Thought Shower/Thought pool

Draw on any previous knowledge to thought pool types of kitchen tools/utensils and equipment – to be added to a spidergram on the board as well as in your own notepads. Then do the same activity with cooking techniques/methods.



Teacher's tip: alternatively, you could divide the learners into two groups. Each group works on one spidergram before they present their findings to the whole class and add any other word as a whole group.

Ex 2. Working With Recipes

2A. Video recipes

Watch the video of the recipe (first dish), **Pasta alla carbonara**:

<http://www.youtube.com/watch?v=9c00Emu5a84>

Work through the exercises related to the video. After working with the first video, do the same activities after watching the second video recipe.

Video and recipe 2: **Fish Pie**: <http://www.youtube.com/watch?v=n0pNAjgLRcM>



2B. Filling in information

Watch the video again and fill in the table focusing on the ingredients, cooking techniques, utensils, chef's advice and any further information.

See the example below (for the pasta dish).



Ingredients	Tools	Cooking techniques	Chef's advice	Further information or comments
<i>Eg. pasta</i>	<i>pot colander</i>	<i>boiling</i>	<i>If the sauce is too thick, add a little bit of water from the boiling pasta a little bit at a time.</i>	<i>When you drain the pasta, leave the pasta a bit moist.</i>

2C. Writing out a recipe

Watch the video again and in pairs or groups write down the recipe following the scheme below. After that compare the text with the teacher's text.



Name of the recipe: _____

Introductory notes:

- ⇒ _____
- ⇒ _____
- ⇒ _____
- ⇒ _____

Serves

Ingredients:

- ⇒ _____
- ⇒ _____
- ⇒ _____
- ⇒ _____
- ⇒ _____
- ⇒ _____
- ⇒ _____
- ⇒ _____

Cooking method:

- ⇒ _____
- ⇒ _____
- ⇒ _____
- ⇒ _____
- ⇒ _____

Other information:

Type of dish: _____

Cooking time: _____

Advice: _____

Level of difficulty: _____

Season: _____

2D. Making your own recipe

In groups, think of a recipe that you know and write it down using the words you have learned so far. Write down the utensils to use, the cooking methods, the ingredients, the amounts and any advice. The teacher will give you the recipe template from exercise 2C to fill in your information. Present your recipe to the rest of the class.



Recipe texts (for the teacher)

Video 1: Name of the recipe: Pasta alla carbonara

Introductory notes: Pasta alla carbonara (usually spaghetti, but also fettuccine, rigatoni or bucatini) is an Italian pasta dish based on eggs, cheese (pecorino romano or parmigiano-reggiano), bacon (guanciale or pancetta), and black pepper. The dish was created in the middle of the 20th century.

Serves 4

Ingredients:

4 egg yolks + 1 egg
 ½ cup of pecorino cheese
 5.5 oz of smoked bacon
 12 oz of spaghetti
 2 tablespoons of extra virgin olive oil
 Freshly ground black pepper

Cooking method:

1. Boil the spaghetti in slightly salted water at a steady boil.
2. Sauté the diced, smoked bacon in a frying pan in a thin layer of olive oil, stirring occasionally with a wooden spoon.
3. Once the bacon is golden and crispy, take it off the heat and leave it to cool for a few minutes.
4. In a bowl, whisk the egg yolks and the egg together and add the grated pecorino – mixing it in really well with the whisk. After that add the black pepper and keep whisking the mixture. (If the sauce is too thick, it can be thinned by adding some water from the boiling pasta a little bit at a time.)
5. Add the cooled smoked bacon to the mixture and stir it in.
6. Drain the pasta, but leave some of the water to keep the pasta moist. (This will thin the sauce and make it easier to coat the pasta with the sauce.)
7. Stir everything together with a wooden spoon until the pasta is coated with the sauce and serve it right away.

Video 2: Name of the recipe: Fish Pie

Serves 4

Ingredients:

Sea salt and freshly ground black pepper
 1kg potatoes
 1 knob of butter
 2 sticks of leek
 2 carrots
 150g good Cheddar cheese, grated
 1 lemon

1 bunch of fresh parsley
 300g salmon fillets, skin off and bones removed
 300g cod fillets, skin off and bones removed
 125g king prawns, raw, peeled
 Olive oil
 A large handful of spinach
 100–120 mls single cream

Cooking method:

1. Dice the potatoes into 1-inch cubes and boil them.
2. Slice the leeks and carrots finely.
3. Put 2 tablespoons of olive oil and a little knob of butter into a frying pan and then add the sliced leeks and carrots and fry them.
4. Slice the cod and salmon into large chunks with a chopping knife, but you can leave the prawns whole. Put the fish into an oven dish, season with a pinch of salt, a bit of pepper and then add the finely sliced parsley.
5. Cut the lemon into halves and squeeze the juice over the fish mixture. Also add some lemon zest. Then add half of the Cheddar cheese into the dish.
6. Add a good handful of whole leaf spinach to the leeks and carrots in the frying pan and leave them to cook for a bit until they reduce in size.
7. Drain the potatoes through a colander and put them back into the saucepan and back on the heat for 30 seconds (so that steam comes off, leaving the potatoes with a dry and fluffy consistency).
8. Pour about 100 ml of single cream from a jug over the leeks, carrots and spinach sauce base in the frying pan. Let the sauce come up to a boil.
9. Meanwhile, add a bit of butter (or olive oil is healthier) and a pinch of salt.
10. When the base sauce comes to the boil, pour the mixture over the fish.
11. Mash the potatoes with a masher and put the mash on top of the oven dish containing the fish, vegetables and sauce. Spread the mash over the mixture with a serving spoon.
12. Bake the fish pie in an oven at 180°C for about 30 minutes until the potato topping is crisp and golden.
10. Serve the fish pie with peas or salad.

Teacher's tips:

1. If you think it would be useful, learners can use the phrases and vocabulary listed below to write down the recipe.
2. A cloze gap activity could be created to focus on specific language – using the recipes above. Alternatively, more recipes can be found on the web site for the cloze text as well as for extension or homework activities.

Vocabulary and phrases

Bring the pan of water to the boil and then add the pasta/potatoes

Add a pinch of salt

Drain the pasta/potatoes using a colander

Sauté the bacon in a frying pan

Dice/slice/chop/cut

Mix, stir, whisk, pour, mash

Boil, sauté, fry, bake, cook

Season

Hob, oven

Wooden spoon

Chopping board

Masher

Mixing bowl

Oven dish

Chopping knife

Tablespoon (tbsp)

Teaspoon (tsp)

Serving spoon

Frying pan/pot/pan/saucepan

Ex 3. Cooking Techniques

3A. Thought shower/pooling

Think about and discuss in groups what kind of cooking techniques/methods you prefer for different types of food. (For example, how do you like potatoes to be cooked? Boiled, steamed, sautéed, fried or roasted?)



3B. Definitions

Discuss each cooking technique, tools and equipment in groups. Fill in the table below. After that, look at the teacher's table and add any information if necessary.



Cooking Technique	Definition	Equipment & utensils (imagined)
Braising		
Roasting		
Boiling		
Frying		
Grilling		

3C. Definitions and images

Match the correct image to each cooking technique definition in the table below. Also write down the name of the cooking technique. Your teacher will give you the pictures.



Definition	Technique	Equipment & utensils
Food is cooked by immersing it in a liquid which can initially be hot or cold. The liquid may be, for example, water, salt and water, broth, milk, etc. At full boil the liquid will be so hot that bubbles of 'vapour' escape the liquid by moving fast enough to break the surface of the liquid and up into the air.		
The food is cooked in fat up to a high temperature (+180°C) with the result that the ingredients being fried will be soft inside with a crisp, golden surface caused by the caramelization of sugars.		
This is a technique used to cook large pieces of solid food in the oven or on a spit (a dry cooking method). During the cooking of meat, the fat in the meat melts and 'bastes' the meat, keeping it moist. If the meat is 'lean', then fat needs to be added into slits in the meat or the meat can be 'marinated' in liquid containing acid (vinegar, wine, lemon juice, etc). 'Basting' is another method of keeping the meat moist. This involves bathing the outside of the meat with oil, pan drippings or a sauce during the cooking process.		
This is a method of slow cooking where the main ingredient is seared (scorched) or browned in fat and then simmered in liquid on a low heat in a covered pot.		
The ingredients are placed on a grill and cooked by a dry direct heat at a high temperature that sears the ingredients in order for the juices to stay in.		

Table for the teacher

Cooking Technique	Definition	Equipment & utensils
Braising	This is a method of slow cooking where the main ingredient is seared (scorched) or browned in fat and then simmered in liquid on a low heat in a covered pot.	
Roasting	This is a technique used to cook large pieces of solid food in the oven or on a spit (a dry cooking method). During the cooking of meat, the fat in the meat melts and 'bastes' the meat, keeping it moist. If the meat is 'lean', then fat needs to be added into slits in the meat or the meat can be 'marinated' in liquid containing acid (vinegar, wine, lemon juice, etc.). 'Basting' is another method of keeping the meat moist. This involves bathing the outside of the meat with oil, pan drippings or a sauce during the cooking process.	
Boiling	Food is cooked by immersing it in a liquid which can initially be hot or cold. The liquid may be, for example, water, salt and water, broth, milk, etc. At full boil the liquid will be so hot that bubbles of 'vapour' escape the liquid by moving fast enough to break the surface of the liquid and up into the air.	
Frying	The food is cooked in fat up to a high temperature (+180°C) with the result that the ingredients being fried will be soft inside with a crisp, golden surface caused by the caramelization of sugars.	
Grilling	The ingredients are placed on a grill and cooked by a dry direct heat at a high temperature that sears the ingredients in order for the juices to stay in.	

Note:

It may be necessary for you to adapt the wording in the teacher's table according to the language ability of the class. However, it is important to define the vocational terms rather than omitting them. You could use the internet to play video clips showing different cooking techniques and equipment.

Ex 4. Games

4A. Matching terms and functions 1

Using the images given in the glossary, choose some of them and match the image with the term and the function.



4B. Matching terms and functions 2

Using all the images given in the glossary, put them together in separate groups:

- ▷ equipment for preparing food
- ▷ equipment for conserving food
- ▷ equipment for cooking
- ▷ equipment for washing up
- ▷ kitchen range
- ▷ others



4C. Memory game

Memory game 1: associate the image with the name of the tool.
Memory game 2: associate the image with the function of the tool.



Ex 5. Do's And Don'ts

5A. Thought shower/pool

Think about and discuss what a good waiter/waitress should do. Add to a spidergram on the board as well as in your own notepads. Then do the same activity with what a good waiter/waitress should avoid.



5B. Rules 1

In pairs, write what a waiter/waitress must and must not do during service. At the end of the exercise, compare your table with the teacher's table.



Service phase	Do's	Don'ts
Welcoming customers		
Taking the order		
Concluding the service		

5C. Rules 2

Re-order the do's and don'ts from the sentences listed in exercise 5D.



Service phase	Do's	Don'ts
Welcoming customers		
Taking the order		
Concluding the service		

5D. Rules 3

Individually or in pairs put a tick after the sentences that show what a waiter/waitress should do. Put a cross after sentences that show what a waiter/waitress should **not** do.



PHASE 1: WELCOMING THE CUSTOMERS

1. The waiter greets the customers and asks if they have a reservation.
2. The waiter leads the customers to a table in disarray, still to be cleared.
3. The waiter brings menus and asks if he can bring water or anything else to drink while the customers decide what they are having.
4. The waiter ignores the customers and doesn't greet them.
5. The waiter leads the customers to their table and, where possible, asks where they would like to sit.
6. The waiter forgets to bring the menu and the customers have to summon him to ask for water.

PHASE 2: SHOWING THE MENU AND TAKING THE ORDER

7. The waiter interrupts while the customers are talking and only takes a partial order.
8. From a distance, and discreetly, the waiter checks that nothing is missing on the table; he must be alert to respond to any of the customer's queries or needs. If possible, it is best to anticipate the customer.
9. The waiter returns to the table several times to ask for clarifications on certain courses. The waiter does not know how the dishes are cooked.
10. The waiter leaves the unnecessary settings on the table.
11. It is important to remove from the table any unnecessary place setting.
12. The waiter returns to the table and asks the customers if they are ready to order. The waiter gives details of the daily specials (if any) and takes the order.
13. The waiter is inattentive and does not see that the customers are calling him.
14. The order: it is important to know how each dish is prepared and to gather as much information as possible on how the customer wishes his dish to be cooked. It is important not to return to the table to ask for additional information on the courses ordered.

PHASE 3: CONCLUDING THE SERVICE

15. Once the bill is handed over, the waiter allows the customer to check it and decide how to pay (bank card, credit card, cash).
16. The waiter brings the bill in order to clear the table.
17. Once the bill is handed over, the waiter hovers by the client while waiting for the payment.
18. The waiter hands the customer the bill only after his request.

Table for the teacher

These are rules (do's and don'ts) that a waiter/waitress should follow when serving customers.

The exercises above relate to this table. (5B to 5D.)

Service phase	Do's	Don'ts
Welcoming customers	Welcoming customers The waiter greets the customers and asks if they have a reservation.	The waiter ignores the customers and doesn't greet them.
	The waiter leads the customers to their table but, where possible, asks where they would like to sit.	The waiter leads the customers to a table in disarray, still to be cleared and cleaned.
	The waiter brings menus and asks if the customers would like anything to drink while they decide what they are having.	The waiter forgets to bring the menu and the customers have to summon him.
Taking the order	The waiter returns to the table and asks the customers if they are ready to order. The waiter gives details of the daily specials (if any) and takes the order.	The waiter interrupts service to talk to someone else while the customers are ordering their food. The waiter only takes a partial order.
	The order: it is important to know how each dish is prepared and to gather as much information as possible on how the customer wishes his dish to be cooked. It is important not to return to the table to ask for additional information on the courses ordered.	The waiter returns to the table several times to ask for clarifications on certain courses. The waiter does not know how the dishes are cooked. The waiter does not ask how people like their meat to be cooked (rare, medium rare, well done).
	It is important to remove from the table any unnecessary place settings.	The waiter leaves the unnecessary settings on the table.
	From a distance, and discreetly, the waiter checks that nothing is missing on the table; he must be alert to respond to any of the customers' queries or needs. If possible, it is best to anticipate the customers' needs; for example, do they need the dessert menu? Would they like coffee?	The waiter is inattentive and does not see that the customers are calling him.
Concluding the service	The waiter hands the customer the bill only after it is requested.	The waiter tries to clear plates without checking if they are finished with. The waiter brings the bill in order to clear the table.
	Once the bill is handed over, the waiter leaves, allowing the customer to check it and decide how to pay (bank card, credit card, cash).	Once the bill is handed over, the waiter hovers by the client while waiting for the payment.

Ex 6. Formal Speech

6A. Formal and informal register

Add the sentences from Table 1 to Table 2, according to the service phases.
Choose the appropriate register (formal/informal).



Table 1

You (formal)	You (informal)
Good evening!	Hello.
Do you have a reservation?	Did you book a table?
Where would you like to sit?	Where do you want to sit?
Please take your seats.	Sit down, please.
May I bring some water to drink? Still, sparkling? Would you like anything else to drink?	Do you want something to drink? Still, sparkling? Anything else to drink?
Here is the menu.	Here's the menu.
Would you like the wine list?	Here's the wine list.
Are you ready to order?	Can I take your order?
Our special dish of the day is...	Today's special is...
Is the artichoke risotto for you?	Which one of you ordered the artichoke risotto?
Would you like to see the dessert menu?	Do you want any desserts?
May I bring you some coffee?	Can I bring you some coffee?

Table 2

Service phases	Do's	WHAT DOES THE WAITER SAY?
Welcoming the customers	The waiter greets the customers and asks if they have a reservation.	
	The waiter leads the customers to their table and, where possible, asks where they would like to sit.	
	The waiter brings menus and asks if he can bring water or anything else to drink while the customers decide what they are having.	
Taking the order	The waiter returns to the table and asks the customers if they are ready to order. The waiter gives details of the daily specials (if any) and takes the order.	
	The order: it is important to know how each dish is prepared and to gather as much information as possible on how the customer wishes his dish to be cooked. It is important not to return to the table to ask for additional information on the courses ordered.	
	It is important to remove from the table any unnecessary place setting.	
	From a distance, and discreetly, the waiter checks that nothing is missing on the table; he must be alert to respond to any of the customers' queries or needs. If possible, it is best to anticipate the customer's requirements.	
Concluding the service	The waiter hands the customer the bill only after his request.	
	Once the bill is handed over, the waiter allows the customer to check it and decide how to pay (bank card, credit card, cash).	

Ex 7. An Informal Dialogue

7A. A listening exercise

Listen to the informal dialogue between a waiter and 2 customers in a pizza restaurant.



7B. Ordering text

Listen to the dialogue again and put the conversation in the right order. Your teacher will give you the text.



7C. Informal dialogue: phrase gap fill

Listen to the dialogue again in parts and fill in the gaps in the text. Your teacher will give you the text.



7D. Role play: an informal dialogue

In pairs or small groups, create an informal dialogue between a waiter/waitress and one or two customers. You could use a different restaurant setting, for example: in a café or a burger bar. Then present your role play to the rest of the class.



Ex 8. Formal Dialogue

8A. Listening exercise

Listen to the formal dialogue between a waiter and two customers in a fine dining restaurant (formal register).



8B. Ordering text

Listen to the dialogue again and put the conversation in the right order. Your teacher will give you the text.



8C. Formal dialogue: phrase gap fill

Listen to the dialogue again in parts and fill in the gaps in the text. Your teacher will give you the text.



8D. Role play: a formal dialogue

In pairs or small groups, create a formal dialogue between a waiter/waitress and one or two customers. A different fine dining restaurant setting could be used, for example, in a French or Indian restaurant. Then present your role play of the formal dialogue to the rest of the class.



8E. Discussing attitudes

Listen to the dialogues from exercise 7A and exercise 8A. Discuss the similarities and differences between:

- ▷ the attitudes of the two waiters
- ▷ how the customers and waiters relate to each other
- ▷ the situations/settings



Ex 9. Challenging Situations – Creating Dialogues

9A. Dealing with a challenging situation

Think of challenging situations that a waiter/waitress may come across in their job. Next, in groups of at least two people, choose a challenging situation and create a dialogue for it.



Then role play your challenging situation in front of the whole class. Discuss as a class how the situations were dealt with. Focus on what the waiter/waitress should say to the customer/s.

- ▷ The customer arrives and the restaurant is full.
- ▷ The wrong dish is served to the customer, who complains.
- ▷ The customer complains that their food is a little cold.

Teacher's tip: if the learners have access to computers, they can google web sites about dealing with difficult situations. For example: http://www.4hoteliers.com/4hots_fshw.php?mwi=3830

Ex 10. Taboo

10A. Picture game

Choose one image and describe the type of service to your partner, without using the words below each picture.



Breakfast

morning, coffee, cappuccino, croissant, milk



Brunch

breakfast, lunch, eggs, orange juice



Lunch

noon, break, pasta, abundant, meal



Coffee break

work, colleagues, lecture, short, pause, coffee



Aperitif

dinner, cocktail, wine, friends, evening, bar



Dinner

evening, family, home, pizzeria, restaurant, work

Ex 11. A Perfect Cappuccino

11A. How to make a perfect cappuccino

Watch the video which shows how to make the perfect cappuccino:

<http://www.videojug.com/film/how-to-make-a-cappuccino-2>



Discuss the video, focusing on the parts of the coffee machine and the instructions.

Cappuccino has many definitions depending on where you are in the world. In Italy, it's a beverage generally consumed first thing in the morning, and is made of espresso and steamed milk.

11B. Writing the six steps to making a cappuccino

Watch the video again in parts and write down the six steps to making a cappuccino. Focus on the video's specific terminology and use the list of words given below to help you. (These words are not necessarily in order.)



to heat steam arm shot coffee machine froth/frothy add steam filter espresso

full fat milk temperature water to turn on/off bubble

dosage mix tap (n.)

work surface coffee beans espresso maker

tank grind ready ground a wide-bottomed jug

button pump pipes grip handle

single/double shot power spoonful/s dosing spoon

tamper tap (v.) insert shake

swirl turn wipe

foam compact drinking chocolate sprinkle

⇒

⇒

⇒

⇒

⇒

⇒

11C. Ordering sentences

Watch the video again and put the sentences listed below in the right order (from 1 to 10) by writing the correct number by each sentence.



	The light of the machine will go out when the water is at the correct temperature.
	Put the coffee in the filter basket and tap it to create a level surface.
	Pour the milk on top of the espresso.
	Use 7 grams of coffee for a single shot espresso and 14 grams for a double shot espresso.
	Put a coffee cup underneath the machine, turn on the dosage button and wait for the coffee to filter through.
	Steam the milk, preferably full fat milk, to create plenty of froth.
	Turn on the boiler to heat the water to the correct temperature.
	Add the correct amount of water into the tank of the machine.
	Turn the steam arm on your coffee machine on full for five seconds before inserting it into the milk, as this will clean it through.
	Tap the jug with the milk on a work surface to remove bubbles.

11D. Explaining the six steps

Watch the video again and in pairs explain (orally) the six steps to making a cappuccino, with the help of the sentences and words from the above exercises.



Teacher's tip for 11A: *the website also includes videos on how to make other types of coffee, which could be used as extension exercises or for a project on presenting how to make different coffees – if learners have access to the internet.*

Teacher's tip for 11D: *you could also play the video mute while one or two more confident learners stand by the board and talk through the process of making a cappuccino.*

Ex 12. Drink Categories

12A. Types of drinks

Group the drinks (listed in the Menu in Table 1) into the beverage categories in Table 2.



TABLE 1 (MENU)

Price list			
HOT BEVERAGES		SOFT DRINKS	
Espresso	1.65	330ml Highland Spring Water	1.85
Ginseng espresso	1.70	Draught beer (½ pint)	1.90
Ginseng espresso large	1.90	Draught beer (pint)	2.50
Decaffeinated coffee	1.65	Bottled beer	3.50
Caffè mocha	1.90	J20 Apple & Raspberry	2.40
Caffè latte	1.90	Fruit juices 200 ml	1.80
Caffè Americano	1.90	Water bottle 1,5 l	1.80
Cappuccino	1.90	Tonic water	1.80
Macchiato coffee	1.90	Cold tea	2.00
Hot chocolate	1.70	Cans Coca-cola, Fanta, Sprite	1.00
Hot chocolate with cream	1.90		
Tea and other infusions	1.65		
WINES			
175ml glass of house wine	2.65	SPIRITS	
Glass of port	2.70	Brandy	2.80
Sparkling wine glass	2.90	Cognacs	2.80
APERITIFS		Whisky cream	3.00
Non-alcoholic aperitifs	1.50	Gin, rum, tequila	3.00
Alcoholic aperitif	2,50	Sherry	2.00
House aperitif	1.90	Sambuca	2.00
Cocktails	5.65	Vermouth	2.50
SHAKES		Vodka	3.00
Assorted milk shakes	1.30	Whisky	2.70
Fruit shakes	2.50	Extra mature whisky	3.30
Table service charge 10%			

TABLE 2 (BEVERAGE CATEGORIES)

<p>Nerve drinks</p> <p>Drinks containing substances that act upon the nervous system generating excitement.</p>	
<p>Fruit juices</p> <p>Fruit juice is the by-product of fruit transformation, which at the end of the productive processes, retains the original fruit's taste and flavour.</p>	
<p>Non-alcoholic beverages</p> <p>Non-alcoholic beverages can be sparkling or not; are packaged in a sealed bottle or other container, and prepared with natural drinking water – mineral or otherwise.</p>	
<p>Aperitifs</p> <p>Aperitifs are specific beverages that prepare the organism for a meal.</p>	
<p>Spirits</p> <p>Spirits are prepared by distilling (separating) a substance from another, bringing a liquid to the vapour state and condensing it again.</p>	
<p>Machine-made drinks</p>	
<p>Liqueurs</p> <p>A liqueur is a spirit based on sugar, alcohol and specific, distinguishing flavours (e.g. from trees, berries, flowers, or fruits).</p>	
<p>Beer</p> <p>An alcohol drink obtained from the fermentation of barley and other cereals, flavoured with hops.</p>	

TABLE 1 (FOR THE TEACHER)

Nerve drinks Drinks containing substances that act upon the nervous system generating excitement.	Coffee Tea Chocolate
Fruit juices Fruit juice is the by-product of fruit transformation, which at the end of the productive processes, retains the original fruit's taste and flavour.	
Non-alcoholic beverages Non-alcoholic beverages can be sparkling or not; are packaged in a sealed bottle or other container, and prepared with natural drinking water – mineral or otherwise.	Coca-cola Fanta Ginger ale Tonic water Sprite or Seven up Lemon soda Soda water
Aperitifs Aperitifs are specific beverages that prepare the organism for a meal.	Dry white wine Sparkling dry wines Vermouths Sherries Bitters Cocktails Aniseed aperitifs Wine-based aperitifs
Spirits Spirits are prepared by distilling (separating) a substance from another, bringing a liquid to the vapour state and condensing it again.	Gin Rum Vodka Whisky Brandy Tequila
Machine-made drinks	Shakes Milk-shakes Fruit and vegetable crushes Slushies
Liqueurs A liqueur is a spirit based on sugar, alcohol and specific, distinguishing flavours (e.g. from trees, berries, flowers, or fruits).	
Beer An alcohol drink obtained from the fermentation of barley and other cereals, flavoured with hops.	

Ex 13. Cocktails: Ingredients And How To Make A Cocktail

13A. How to make a Mojita

Watch and discuss the video on how to make a simple Mojita; focusing on the ingredients (soda, mint leaves, sprig of mint, simple syrup, white rum, lemon twist), verbs (e.g. bruise, muddle, shake, jigger, measure out, garnish), measurement terms (e.g. ounce/s (oz) of, pinch of, tablespoon/s of, whole) and utensils (e.g. a cocktail spoon, a pour spout, a jigger (measuring cup), a muddler, a column sized glass and a metal shaker):

<http://www.youtube.com/watch?v=6qlpZ7fKuk&feature=related>



13B. Create a cocktail

Read the cocktail list – focusing on the specific vocabulary. (You can look at images from the picture glossary or on the internet). Then divide into groups to create a new cocktail. Present the new cocktail to the rest of the class. The same activities could be used for non-alcoholic cocktails. Vote for your favourite cocktail!

Note: Measuring term $\frac{1}{3}$ is stated as 'one part' and $\frac{6}{10}$ is stated as 'six parts'.



Cocktail list:

Alexander

- ▷ $\frac{1}{3}$ Cream
- ▷ $\frac{1}{3}$ Brown cocoa cream
- ▷ $\frac{1}{3}$ Brandy

Shake with ice and serve in a cocktail glass. Grated nutmeg is optional.

Americano

- ▷ $\frac{1}{2}$ Bitter
- ▷ $\frac{1}{2}$ Red vermouth

Mix directly over ice in an old-fashioned glass. Add soda water. Garnish with half a slice of orange and lemon peel.

Bacardi

- ▷ $\frac{6}{10}$ White rum
- ▷ $\frac{3}{10}$ Lemon or lime juice
- ▷ $\frac{1}{10}$ Grenadine syrup

Shake with ice and serve in a cocktail glass.

Bloody Mary

- ▷ 3/10 Vodka
- ▷ 6/10 Tomato juice
- ▷ 1/10 Lemon juice

Add a few drops of Worcestershire Sauce, Tabasco, celery salt, salt and pepper. Prepare in a tumbler with ice.

Dry Manhattan

- ▷ 7/10 Rye or Canadian whisky
- ▷ 3/10 Dry vermouth
- ▷ 1 drop of Angostura

Prepare in a mixing glass with ice. Serve in a cocktail glass. Garnish the glass with a lemon twist.

Dry Martini

- ▷ 8/10 Gin
- ▷ 2/10 Dry Vermouth

Prepare in a mixing glass with ice. Serve in a cocktail glass. May be served with a green olive and a lemon twist on top.

Manhattan

- ▷ 7/10 Rye or Canadian Whisky
- ▷ 3/10 Red Vermouth
- ▷ 1 drop of Angostura

Prepare in a frozen mixing glass and serve in a cocktail glass. Decorate with a red cherry.

Margarita

- ▷ 5/10 Tequila
- ▷ 3/10 Triple sec
- ▷ 2/10 Lime or lemon juice

Prepare in a shaker with ice. Serve in a cocktail glass with salt-encrusted rim.

Negroni

- ▷ 1/3 Gin
- ▷ 1/3 Red vermouth
- ▷ 1/3 Bitter Campari

Prepare in an old fashioned glass with ice. Add half an orange slice.

Pina Colada

- ▷ 3/10 White rum
- ▷ 2/10 Coconut milk
- ▷ 5/10 Pineapple juice

Shake in a blender with ice; serve in a tall drinking glass. Decorate with pineapple and a cherry.

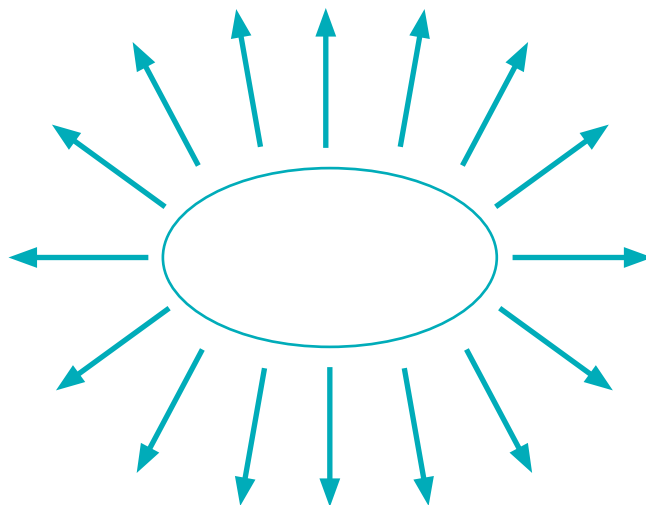
Vodka Martini

- ▷ 8/10 Vodka
- ▷ 2/10 Dry vermouth

Prepare in a shaker. Serve in a cocktail glass. May be served with a green olive and a lemon twist on top.

13C. A good bartender

Think about the qualities and abilities a good bartender should have – to be added to a spidergram on the board as well as in your own notepads. Then do the same activity about what a bartender's tasks are.



Teacher's tip 13C: alternatively, you could divide the learners into two groups. Each group works on one spidergram before they present their findings to the whole class and add any other words as a whole group.

Glossary: Food Service (COOKING)

	COOKER		WOOD BURNING OVEN
	STEAM OVEN		FRYER
	STATIC OVEN		MICROWAVE
	GRILL		BRATT PAN (COOKER)
	SALAMANDER STOVE		FOOD THERMOMETER (PROBE)
	COMBINATION OVEN		PASTA COOKER (FOR COOKING OTHER FOODS TOO, BY BOILING)

Glossary: Food Service (COOKING)

	BAIN-MARIE (POT)		BRATT PAN
	CASSEROLE DISH WITH TWO HANDLES		COLANDER
	FRYING PAN		POT
	DEEP POT		ROASTING PAN

Glossary: Food Service (STORAGE)

	ICE MAKER		REFRIGERATOR
	FREEZER		BAIN-MARIE STORAGE UNIT
	COMMERCIAL REFRIGERATOR		REFRIDGERATED DISPLAY CABINET
	VACUUM		

Glossary: Food Service (PREPARATION)

	SLICER		CUTTER
	VEGETABLE PROCESSOR		GRATER
	PLANETARY MIXER		PACOJET GOURMET PROCESSOR
	ELECTRIC MIXER WHISK WHISKER FOOD BEATER		MEAT MINCER
	LADLE		BOWL
	SPATULA		WHISK
	STRAINER		

Glossary: Food Service (WASHING UP)

	POT, PAN & UTENSIL WASHER		DISHWASHER
---	------------------------------	--	------------





















Glossary: Food Service (TABLEWARE)

	CUTLERY		SERVING DISHES
	GLASS		NAPKIN
	TABLECLOTH		TABLE PROTECTOR
	COFFEE CUP AND SAUCER		CUP AND SAUCER
	PLACE SETTINGS		

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UK Office Communications Sector Fact Sheet

Office communications roles are to be found in every sector. The information is from The National Careers Service web site:

Receptionist

Qualifications may not be needed, but some employers require GCSEs – English and Mathematics in particular. Apprenticeship schemes are a route into acquiring experience and gaining qualifications in order to get a foot in the door.

It is important to have good spoken and written communication skills; a friendly manner and have the ability to deal firmly with difficult people. Hours of work are about 30 – 40 per week and normally from 9am to 5pm. However, some jobs may require weekend and/or shift work. There are many part-time positions. Starting salaries can be from £12,500 per annum.

On-the-job training from the employer is usually provided but there are qualifications such as NVQ Levels 1 – 3 in Business and Administration; NVQ Levels 1 – 3 in Customer Service and NVQ Level 2 in Providing Security Services (Reception Security). There are many other qualifications that can be gained, depending on the sector one may be working in. (For e.g. a receptionist working in the healthcare field may study for an Intermediate Diploma in Medical Administration; a Certificate in Medical Terminology and a Certificate in Health Service Administration.)

<https://nationalcareersservice.direct.gov.uk/advice/planning/jobprofiles/Pages/receptionist.aspx>

Administrative Assistant/Clerical Assistant

Almost every type of organisation in the UK employs administrative assistants. Entry requirements vary, but some employers may just want to test keyboard, filing and telephone skills instead of asking for qualifications. There may be an apprenticeship scheme to get a foot in the door. Additionally, colleges provide full- or part-time courses in administration (Award, Certificate or Diploma in Business and Administration Levels one to three). Most training will take place in the workplace, including induction covering the organisation's office systems and procedures.

During employment, opportunities exist to train towards qualifications such as those above if not already achieved as well as recognised IT qualifications like CLAiT Plus or European Computer Driving Licence (ECDL). There are specialist qualifications available for specialism in certain areas such as legal, financial or medical administration.

Salaries can be between £12,000 and £20,000 per annum depending on duties performed and where one is working. Hours of work tend to be between 35 and 40 hours per week, usually from Monday to Friday. Flexible, part-time and temporary hours are widely available.

<https://nationalcareersservice.direct.gov.uk/advice/planning/jobprofiles/Pages/administrativeassistant.aspx>

Ex 1. A Day At The Office (Interview 1)

1A. An office clerk talks about her working day

Listen to the interview and then listen again in parts to answer the questions in exercise 1B.



1B. True or false?

Read the sentences below. Listen to the interview and tick the T box for true or the F box for false.



		T	F
1.	Mrs Bennett works as a clerk in a building company.	<input type="checkbox"/>	<input type="checkbox"/>
2.	She goes to work at 7.30 am.	<input type="checkbox"/>	<input type="checkbox"/>
3.	She spends the morning working on the company accounts.	<input type="checkbox"/>	<input type="checkbox"/>
4.	She finishes work at about 5 o'clock in the afternoon.	<input type="checkbox"/>	<input type="checkbox"/>

1C. A typical day

Listen to the interview again.
 What is Jane Bennett's normal day like?
 Take some notes (time of day, tasks at work, etc).
 Use the third person singular to tell your partner about Jane's day.



Teacher's tip: you could add more true or false questions if required. Please note that the transcript is on the Meet The Need web site and available for downloading.

1D. Role play

In pairs, act out a role play where one person is an interviewer and the other works in an office. Use the words and phrases from the dialogue and your notes to help you. Then swap roles.



E.g.

A: What do you do?

B: I am an office assistant.

A: What are your working hours?

Teacher's tip: you could hand out the dialogue to learners to refer to and also revise making questions (e.g. look at the text to help make questions: *My working day starts at 9.00 am* → *When does your working day start?*)

B: *I start work at 9am and I finish at about 5.30 pm.*

A: *What tasks do you do?*

B: *Well, I do a lot of photocopying!*

Ex 2. A Day At The Office (Interview 2)

2A. An interview with an office receptionist

Listen to the interview with Victoria, who talks about a typical day working as a receptionist in an office.



2B. Victoria's tasks

1. Listen to the audio clip again for specific detail and make a note of Victoria's typical tasks.



2. Review the interview as a whole class and compare notes (perhaps with the transcript that your teacher can give out after the listening activity above – and which can be downloaded from the Meet the Need web site).



Tell your partner (**using the third person**) all about Victoria's day.

2C. Vocabulary – office work

Now read the transcript to the interview and highlight all the nouns relevant to office work. Then create a spidergram of all the words in your notepad. Check for meanings using a dictionary.



2D. Sentences – office work

Write example sentences about working in an office using the nouns.

Example: We have a meeting at ten o'clock tomorrow.



Ex 3. Health And Safety At The Office

3A. Video: safety in the office

Watch the video – focusing on what health and safety hazards there could be in an office and how to avoid accidents so that people can work in a safe environment. <http://www.youtube.com/watch?v=23IIZMEZnNk>
In pairs or groups discuss the hazards shown on the video.



3B. Vocabulary focus: gap fill

Look at the phrases in the box below and choose which ones can be used to complete the sentences below (1 – 6).



wet or slippery surfaces

tripping hazards

poor lighting

open desk drawers

cords, cables and wires

inappropriate footwear

incorrectly stored items

objects left lying around

loose flooring or carpet tiles

stacked boxes (in the walkway)

1. People can slip on _____
2. Files and folders on the floor are _____
3. _____ means that someone may bump into a cupboard.
4. If you don't close them, _____ will be a hazard.
5. If _____ are not secured and kept away from where people walk, someone could trip over them.
6. People can fall over _____ in the walkway.

Teacher's tip: the video is a free preview on the web site, but the word 'preview' pops up now and again during the showing.

3C. Grammar focus: the imperative

What do we have to do to prevent accidents happening in the workplace?
Match the list of imperatives to the phrases to make a set of instructions.



<i>Store</i>	damaged flooring.
<i>Clean up</i>	warning signs for wet or slippery surfaces.
<i>Close</i>	cords, cables and wires away from where people walk.
<i>Use</i>	items left lying around.
<i>Secure</i>	appropriate shoes – ideally with non-slip soles.
<i>Pick up</i>	items in their correct place.
<i>Wear</i>	any boxes or items blocking a walkway.
<i>Put up</i>	spillages immediately.
<i>Report/Repair</i>	office desk (or filing cabinet) drawers left open.
<i>Clear</i>	special steps or stepladders to reach high shelves.

3D. Making comparisons

Tell your partner about health and safety in your own home. Are there hazards in your home that are similar to those shown at the office?



Ex 4. Friendliness – Unfriendliness

4A. Friendly or unfriendly?

Listen to the sentences and then decide: which sound friendly and which sound unfriendly? Write F for friendly and U for unfriendly.



1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

4B. Sounding friendly or unfriendly

Listen to the sentences again and repeat them.



4C. Rewriting sentences

Read the following sentences and rewrite them so that they sound friendlier (more friendly). Pay attention to the grammar. Review as a whole class.



1. Mrs Smith, come and see me in the office.
2. Telephone company. Ms Jones speaking.
I want to speak to Mr Brown.
3. The copier is broken.
Miss Young, call the technician right away.
4. Mrs Beadle isn't here.
Can I help you?

Teacher's tip: you could download the transcript of the audio from the *Meet the Need* web site under 4A.

4D. Say something friendly

Read the sentences below. Change them so that they sound friendly.
Pay special attention to the grammar and vocabulary.



The first sentence has been done for you as an example.

1. Write the invoice up.

⇒ *Please write the invoice up. / Could you please make up the bill?*

2. Miss Brooks, I need a copy of the contract.

⇒ _____

3. Good morning. I want to speak to Mr Andrews.

⇒ _____

4. Mr Grey, help me.

⇒ _____

5. Give me the pen.

⇒ _____

6. Call me back later.

⇒ _____

Ex 5. Office Communications: Answering The Telephone

5A. Telephone conversations

Listen to three telephone conversations. Then listen to each conversation again and complete the exercises.



Telephone Conversation 1

1. Is the statement below true or false? Put a circle around either T (true) or F (false).

The boss wants Daniella to sign the timesheets.	T	F
---	---	---

2. Tick which statement is correct: a, b or c? Tick one box only.

a) Danielle cannot do the task immediately.	<input type="checkbox"/>
b) Danielle will take a cup of tea to the boss immediately.	<input type="checkbox"/>
c) Danielle will take the timesheets to the boss.	<input type="checkbox"/>

Telephone Conversation 2

1. Is the statement below true or false? Put a tick for either T (true) or F (false).

Anna's daughter is unwell.	T	F
	<input type="checkbox"/>	<input type="checkbox"/>

2. Tick which statement is correct: a, b or c? Tick one box only.

a) David is able to transfer the call to Personnel.	<input type="checkbox"/>
b) David offers to take a message.	<input type="checkbox"/>
c) Anna cannot leave a message.	<input type="checkbox"/>

Telephone Conversation 3

1. Is the statement below true or false? Put a tick for T (true) or F (false).

The boss wants Linda to order some office supplies.	T	F
	<input type="checkbox"/>	<input type="checkbox"/>

2. Tick which statement is correct: a, b or c? Tick one box only.

a) They are running low on stocks of colour ink cartridges.	<input type="checkbox"/>
b) Linda wants to know how much to order.	<input type="checkbox"/>
c) Linda must order 5 packets of photocopier paper and 3 colour ink cartridges.	<input type="checkbox"/>

5B. Giving instructions and reporting instructions

When giving instructions, the **imperative** is used.

Exercise 1. Make the words into instructions, using the imperative form and using the correct word order. What word don't you need?



Exercise 2. When reporting what the boss has told you to do, you use **reported speech / indirect speech**. Complete the sentences using this form. Use the instructions from exercise 1 to work with.

1. What Instructions has the boss given his staff?

Example: *You - me - please - the folder - bring*

⇒ Please bring me the folder.

1. You - get - the agreements - for Mrs. Muller - please

⇒ _____

2. You - call - please - Mr. Miller

⇒ _____

3. You - fax - please - to T&C Ltd - the invoice - for me

⇒ _____

4. You - to me - show - the documentation - please

⇒ _____

2. What did the boss say?

1.

⇒ The boss has told me to bring the folders to him.

2.

⇒ The boss has told me to _____

3.

⇒ The boss has told me to _____

4.

⇒ The boss has told me to _____

5C. Giving instructions over the phone

Using material from the audio and from exercise 1 and exercise 2 for ideas, (i.e. tasks that people carry out in an office) give your partner instructions over the phone. Then swap roles.



Teacher's tip: you could go round asking the pairs what their instructions were and encourage them to use reported/indirect speech.

Ex 6. Notes

6A. Writing an internal email or memo

Who is writing to whom? Read the texts below and match the texts to the letters a) to c).



This exercise relates to communications within a company via email or memo, in which case the style is usually informal – using ‘Hi’ rather than ‘Dear’ and ‘Regards’ rather than ‘Yours sincerely/faithfully’.

1

Hi Mr Mayo,
I have moved your appointment to Monday morning.
Best regards,
Hilda

2

Hi Sheila
Please could you copy the A&B Company contract for my records?
Thanks
Mr Knoll

3

Hi Susan
We’ve moved our meeting to 10 am next Monday.
Best regards
Tina

A colleague is writing to:

- a) another colleague _____
- b) the boss _____
- c) the secretary _____

6B. Match the texts

Read the following note and match the text from the note with the information in the list.



Hi Mr Hubert,
Mr Yoke has cancelled his appointment at 3 pm on Friday. He would like to arrange a new appointment with you. Please let me know when you would like to reschedule the appointment.
Best regards,
Josephine

1. Greeting _____
2. Title _____
3. Information for the recipient _____
4. Complimentary close _____
5. Signature _____

Teacher's tip: you could change the order of the content in the list to differentiate for more able learners.

6C. Writing a note

Write a note. Choose a subject to write about.



1. You would like to eat lunch with your colleague, Sadie, in the canteen at 1 pm. You have an appointment before that, however, and cannot meet your colleague until 1.30. Write a brief message to your colleague.
2. You receive a call from the company A&C at your office. They want to talk to your boss, Ralph. Ralph is in a meeting and needs to call A&C back. You are about to finish work in five minutes, and cannot wait for Ralph any longer. Write him a message to let him know.

Write a note...

... to the boss:

... to your colleague:

Teacher's tips:

1. If possible, source office message pads (from colleagues teaching office/secretarial) or email templates for the learners to write their notes on.
2. For an extension exercise, source up-to-date memorandum forms (e.g. from Google images on the internet) to show learners how different the composition and layout are to the messages above.

6D. Reply to a note

You find a note on your desk from your colleague Mark.

Write a short message in response to Mark.



Include the following in your message:

- 1) What juice you bought
- 2) Why you didn't buy any chocolate biscuits
- 3) Why you also bought tea and coffee

Hi ...!

As you know, we have that important meeting with our new client in the morning, and we still need some drinks and biscuits, and some fruit. Would you possibly be able to organise that for tomorrow? Mineral water, juice, chocolate biscuits and grapes are always a good idea. Unfortunately, I won't be able to manage this today, as I won't be getting back from my meeting until late. Please could you drop me a quick line to say that you've got everything.

Thanks!

⇒ _____

⇒ _____

⇒ _____

⇒ _____

⇒ _____

⇒ _____

⇒ _____

⇒ _____

⇒ _____

6E. Correcting notes

Correct the notes below.

Pay attention to spelling and correct English.



Note: while it may be acceptable to write without capitals in private emails, in official communications in the office it is important to use capitals.

hi mrs may
we are out of paper for the photocopier. please could you order some more? we also
need black and red ink cartridges, biros and paper clips please can you ask Paper &
Co and Paperwork for quotes?
thanks a lot!
james king

Hi Mr Manfred,
Sarah Miller from Salt & Sons called to cancel ur appointment tomorrow afternoon.
She would like arrange a new apointment with you. Unfortunately, there is no gap
in hair scedule this week, as she away on busness for the rest of the week. She is
available too meat u next week, however. Please could you let me no when u would
like too meet Ms Miller next week?
regard,
Margaret Decker

Ex 7. Business Letters

7A. The chronological course of an order process

Read the texts below and match a) to e) to 1 to 5.



1. Quote request

2. Quote

3. Order/Contract

4. Order confirmation

5. Invoice

- a) A sales assistant offers a product at a given price.
- b) A customer requests the price of a particular product.
- c) Sets out the cost of the product bought.
- d) A customer orders a product from a sales assistant.
- e) A sales assistant confirms an order to a customer.

7B. Quote request – building blocks for emails

Read the email and then match a) to e) to 1 to 5.



From: Suzie.Martins@acompany.co.uk
To: customerservices@BridgewaterOfficeSupplies.co.uk
Cc:
Bcc:
Re: Quote request

Dear Sir or Madam,

Please could you send me a quote for the following items:

1. 10 x boxes of index cards
2. 5 x boxes of photocopier paper
3. 100 x pencils
4. 20 x ink cartridges

Yours faithfully,

Suzie Martins

send

1. From: _____
2. To: _____
3. Cc: _____
4. Bcc: _____
5. Re: _____

Note: Cc stands for Carbon copy; Bcc stands for blind carbon copy; Re stands for Regarding.

- a) This field is for the recipient's email address.
- b) This field contains the reason for writing.
- c) This field is for the sender's email address.
- d) This field is for additional recipient addresses that all recipients can see.
- e) This field is for additional recipient addresses that only the sender can see.

7C. The quote – money vocabulary

Read the email below, then mark all the terms relating to “money” and explain them together orally in the group.



The focus of this exercise is to be able to understand how to read a quote, such as, understanding the symbols (x, @, £, % and decimal point); using correct terminology for UK money verbally (one pound twenty-five) and working out how each item has been calculated.

From: customerservices@BridgewaterOfficeSupplies.co.uk
 To: Suzie.Martins@acompany.co.uk
 Cc:
 Bcc:
 Re: Quote No 001

Dear Mrs Martins,

We are pleased to provide you with the following quote in connection with your request:

10 x	boxes of index cards	£ 5.00 each	£ 50.00
5 x	boxes of photocopier paper	£20.00 each	£100.00
100 x	pencils	£ 0.25 each	£ 25.00
20 x	ink cartridges	£ 1.25 each	£ 25.00
Net Total			£ 200,00
VAT @ 20%			£ 40,00
GROSS TOTAL			£ 240,00

Yours sincerely,

Josie Bauer

send

7D. The order – compound nouns

Read the letter below and underline or highlight all the compound nouns relating to “office materials”.

Then break down the compounds and note the class of word of each element in the compound.

The first question has been done for you.



Suzie Martins
19 Beach Road
Warmington
WM2 1AA

Bridgewater Office Supplies
24 Garden Road
Warmington
WM2 1BB

2nd May 2012

Order

Dear Mrs Bauer,

I would like to order the following items in accordance with your
Quote No 001:

1. 10 x cartons of index cards
2. 5 x cartons of photocopier paper
3. 100 x pencils
4. 20 x ink cartridges

Yours faithfully,

Suzie Martins

1. Index card

a) index, card

b) noun, noun

2.

a)

b)

3.

a)

b)

4.

a)

b)

7E. Thought shower/thought pooling: compound nouns

Put your heads together and come up with other compound nouns on the topic of “office stationery and equipment”. (For example, paperclips, notepads, answering machine, etc). Add these to a spidergram on the board and in your own notepads. These can be added to as you progress through the course.



7F. Order confirmation – terms for quantities

Read the letter below, then mark all the terms expressing quantity and explain them together orally in the group.



Bridgewater Office Supplies
24 Garden Road
Warmington
WM2 1BB

Suzie Martins
19 Beach Road
Warmington
WM2 1BB

4th May 2012

Order confirmation

Dear Mrs Martins,

We hereby confirm your order of 02/05/2012 as follows:

10 x	boxes of index cards	£ 5.00 each	£ 50.00
5 x	boxes of photocopier paper	£20.00 each	£100.00
100 x	pencils	£ 0.25 each	£ 25.00
20 x	ink cartridges	£ 1.25 each	£ 25.00
Net Total			£ 200,00
VAT @ 20%			£ 40,00
GROSS TOTAL			£ 240,00

Your estimated delivery date is 12th May 2012.

Yours sincerely,

Josie Bauer

7G. Thought shower/thought pooling: designations of quantity

Put your heads together and come up with other words for quantities (e.g. packet/s) in relation to the topic of “office stationery and equipment”. Add these to a spidergram on the board and in your own notepads. These can be added to as you progress through the course.



Teacher's tip: *you could bring in realia for this exercise.*

7H. Invoice – terms for quantities

Read the following invoice and match up the terms 1-10.
Number 2 has been done for you.



Suzie Martins
19 Beach Road
Warmington
WM2 1AA

Bridgewater Office Supplies
24 Garden Road
Warmington
WM2 1BB
Tel. (03682) 123789
VAT Reg. No:
GB 999 9999 73

12.05.2012
Invoice No: 0134
Delivery note No: 007

INVOICE

Summary and cost breakdown for office supplies delivered:

10 x	boxes of index cards	£ 5.00 each	£ 50.00
5 x	boxes of photocopier paper	£20.00 each	£100.00
100 x	pencils	£ 0.25 each	£ 25.00
20 x	ink cartridges	£ 1.25 each	£ 25.00
Net Total			£ 200,00
VAT @ 20%			£ 40,00
GROSS TOTAL			£ 240,00

Payable in full immediately.

Bridgewater Office Supplies, ABC Bank, Sort code: 11-22-33, Account: 1011 9099

1. Recipient's address
2. Invoicing party's address
3. Invoice number
4. VAT registration number
5. Unit prices and total
6. Due date
7. Delivery note number
8. Invoice date
9. Description of the goods delivered
10. Own bank details

7I. Write your own business email/letter

In pairs refer to the above four texts (letters and emails) representing the process of asking for a quote (by email) through to the invoice (letter). Depending on time and ability, you can choose either to write one letter/email each or recreate the four texts.



Partner A: You want to order the following office supplies for your company:
1 box of Post-it note blocks, 200 packs of staples and 50 biros.

Partner B: You sell office supplies.

Teacher's tip: *you could use the email and letter templates above for the students to write on, by downloading and adapting the texts from the Meet the Need web site.*

Ex 8. Vocabulary Training: In The Office – Let's Get Started!

8A. Thought shower/Thought pooling: the work station

What items are there at a workstation in an office? What terms can you come up with as a group? Add the items to a spidergram on the board and in your own notebooks.



Teacher's tip: *you could bring in pictures for review purposes.*

Ex 9. In The Office – The Workstation

9A. Matching words and pictures

Take a look at the photo and match the words from the box below to the items you can see.



© Christian Seidel

monitor desk calendar (computer) mouse
staple remover sellotape
office chair ruler scissors
calculator stapler phone
keyboard business card tray
hole-puncher highlighter desk mat

9B. Verbs for office tasks

Read the words in the box below and fill in the gaps in the text below.



cut out

file

highlight

cut off

underline

put holes in

call (back)

fasten (together)

1. Mary, do you have a pair of scissors I could use, by any chance? I'd like to _____ this newspaper article about our company.
2. Where's my hole-puncher? I'm sure I left it by the stapler yesterday. I really need to _____ these photocopies.
3. My tray is full again. I really need to _____ these documents later.
4. Please _____ the bottom part of this photocopy using scissors.
5. David, please could you lend me your ruler for a minute? I'd like to _____ a couple of details in this memo.
6. I'd rather _____ the individual sheets _____ with a stapler or paper clips. Otherwise it won't be long before something goes missing.
7. Oh, I really need to _____ Mrs Hoffman _____ . She's got my answering machine twice now!
8. Excuse me, Brian. Do you have a highlighter, by any chance? I can't find mine, and I'd like to _____ a couple of things in this text.

Ex 10. Guessing Game: "In Other Words"

Learning objective:

Repetition and consolidation of (specialist) vocabulary

Number of participants: at least six (three per team)

Additional materials:

1 sand timer (or a stopwatch), 1 sheet of paper and 1 pen for scoring, or, in a group, chalk and a blackboard



Rules of play

Variant 1

- ▷ The course group is split into two teams, A and B.
- ▷ The cards are laid face down on the table.
- ▷ One player from each team sits at the table.
- ▷ The team A player takes a card and attempts to describe the bold, underlined term without using the words listed below it, or parts of them. The team B player sits alongside him/her and ensures that the team A player abides by the rules. Hand movements and noises to make the description easier are not allowed.
- ▷ Team A must correctly guess as many terms as they can before the sand timer runs out. Once the timer has run out, the two players at the table switch roles.
- ▷ Every correct guess wins team A a point.
- ▷ If team A does not guess a term or if the player at the table does not know the term on a card, that player may take another card in its place and at any time.
- ▷ The instructor notes the score.
- ▷ If the team A player uses one of the words listed on the card and the team B player notices this, team A's turn ends immediately.
- ▷ The team A player then becomes the monitor for the team B player, and team B take their turn at guessing the terms.
- ▷ The winners are the team with the most points after a period of time decided before starting play (at least 20 mins).

Variant 2

- ▷ The course group can also be split into several groups of 2 teams so that everyone can play at the same time. This option is better for larger course groups. This increases the talking time for each participant considerably.

Guessing game: "In other words"

(Nouns)

Call

phone
secretary
client

Scissors

cut
sharp
paper

Agenda

meeting
plan
presentation

Desk

table
writing
office

Computer

writing
email
internet

Internet

web
online
Google

Secretary

phone calls
office
writing

Phone

call
conversation
mobile

Email

internet
inbox
letter

Office

workplace
room
desk

Invoice

letter
pay
money

USB memory stick

save
computer
documents

Guessing game: "In other words"

(Nouns)

Notepad

note

Post-it

paper

Pen

writing

biro

pencil

Meeting

conference

discuss

meet

Bin

rubbish

throw away

waste paper

Folder

file

documents

binder

Appointment

calendar

meeting

date

Office chair

sitting

desk

office

Calendar

appointments

book in

date

Stamp

rubber

letter

ink pad

(Postage) stamp

frank

envelope

stick

Notebook

laptop

computer

portable

Petty cash

receipt

cash

pay

Guessing game: "In other words"

(Nouns)

Note

message

write

slip of paper

Sharpener

sharpen

pencil

office supplies

Whiteboard

board

white

wall

Clear plastic folder

paper

cover

put in

Fax (machine)

letter

send

post

Keyboard

computer

write

letters

Webcam

Skype

see

computer

Blank CD

save

storage medium

round

Monitor

computer

screen

see

Mouse

animal

computer

click

Ink cartridge

print

colour

ink

Biro

write

pen

notes

Guessing game: "In other words"

(Nouns)

Break room

room
meet co-workers
leisure

Ruler

draw
underline
measure

Document

contract
record
paper

Printer

equipment
ink
ink cartridge

Answering machine

phone
call
machine

Highlighter

pen
mark
write

Contract

agreement
memorandum of
understanding
sign

Photocopier paper

printer
copying
paper

Fountain pen

pen
ink
write

Letter opener

opening
letter
cut

Glue stick

stick
Pritt
pen

Book

read
write
novel

Guessing game: "In other words"

(Verbs)

To write

take down

note

pen

To note

take down

write

pen

To phone

call

telephone

put someone through

To sign

signature

endorse

contract

To call

phone

telephone

talk

To punch holes

hole-puncher

paper

hole

To staple

stapler

fasten

attach (together)

To photocopy

duplicate

copier

documents

To type

write

computer

keyboard

To highlight

highlighter

pen

underline

To fax

Facsimile

send

documents

To order (place an order)

commission

purchase order

contract

Guessing game: "In other words"

(Verbs)

To instruct

guide

order

direct

To print

printer

file

paper

To stamp

rubber stamp

documents

ink pad

To underline

ruler

pen

highlight

To cut

separate

scissors

paper

To file

documents

folder

sort

To staple together

stapler

attach

paper

To stick

Pritt

glue stick

attach

To rub out

rubber

erase

pencil

To sharpen

sharpener

sharp

pencil

To fill in

write

note

form

To send

post

letter

mail

Ex 11. Find The Matching Cards

Learning objective:

Repetition and consolidation of (specialist) vocabulary

Number of participants: at least four (two per team)

Preparation: copy & cut out the cards, laminate if desired



Rules of play

Variant 1

- ▷ The course group is split into two teams, A and B.
- ▷ The cards are laid face down on the table and shuffled.
- ▷ A player from team A goes first, turning over two cards.
- ▷ The aim is to find the word that matches the picture, and vice versa.
- ▷ If the picture and word match, team A keep the cards. Team A can then turn over two more cards.
- ▷ If the picture and the word do not match, team A's turn is over, and team B get to turn two cards over.
- ▷ All the players should take turns within their groups so that everyone gets to play.
- ▷ The team with the most matched pairs at the end wins. The game finishes when all the picture and word cards have been matched.















Variant 2

- ▷ The course group can also be split into two groups of 2 teams so that everyone can play at the same time. This option is better for larger course groups.

Variant 3

- ▷ The game can be expanded upon by getting a player successfully matching a picture and a word card to form a sentence using the term in question. This can also be used to practise and consolidate tenses, (colour) adjectives, etc.

	Hole-puncher		Ruler
	Staple remover		Scissors
	Stapler		Pencil sharpener
	Rubber		Block of Post-it notes
	Phone		Calculator
	Fax (machine)		Photocopier
	Printer		Folder

	Business card		Pin board
	Whiteboard		Highlighter
	Pencil		Pen
	Paper clip		Magnet
	Projector		Diary
	(Postage) stamp		Envelope
	Writing pad		Desk drawer unit












	Bin (waste paper basket)		Flip chart stand
	Overhead projector		Ink cartridge (for pens)
	Elastic band		Sellotape
	Ink pad		Stamp
	Clear plastic folder		Programme
	Tray		Correction roller
	File separator		Application portfolio

	Clipboard		Coloured pencil
	Notebook		Blank CD
	USB memory stick		Ink cartridge
	Loudspeaker		Monitor
	Casing		Mouse
	Keyboard		Webcam
	Guillotine		Headphones

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Construction Sector Fact Sheet

Under UK health and safety laws every construction worker – regardless of their status in this country – has the right to good practice, legal standards and working conditions. To clarify: even if a person working in construction is not legally allowed to work in this country due to immigration restrictions, that person is still entitled to the same health and safety protection as his or her colleagues.

The Health and Safety Executive has a web site dedicated to giving information, advice and guidance regarding all aspects of health and safety in different professional sectors, including construction. The target audience is made up of employers and employees – including special information for overseas workers about their rights and responsibilities. Information is also available in Polish, Romanian, Hindi, Punjabi and Gujarati and for many other languages there are links to health and safety information leaflets. It is very important that a person who wishes to work in construction is aware of, and protected from, the hazards of working in such a sector. Advice is given about protecting against safety hazards such as, when working at height and working with dangerous machinery, and health hazards such as, when dealing with asbestos and working with substances that can cause respiratory diseases or breathing difficulties. The web site link is: <http://www.hse.gov.uk/construction/index.htm>.

In the construction industry the range of jobs and professions is immense and it is not possible in this space to cover the profile of each and every one. According to <http://www.careersinconstruction.com>, the sectors within the industry are: architecture, building services, construction management, engineering, environmental services and surveying. A construction manager could hope to get from £27,000 to over £45,000 per annum depending on experience and senior managers can earn more than £70,000 per annum.

A very useful resource to use for a lot of information about different jobs in the industry is the UK National Career Service's web site:

<https://nationalcareersservice.direct.gov.uk/advice/planning/jobfamily/Pages/construction.aspx>.

One just has to click on the relevant job title, such as 'bricklayer' to gain information about what the job involves, starting salary (£15,000 + per annum), typical working hours (39 per week), entry requirements, courses, training and development. A further link that may be of interest is: www.MyJobSearch.com.

Although formal qualifications may not be needed for some jobs, people with some on-site experience are at an advantage. (English and maths GCSEs may also be a requirement.) Apprenticeship schemes are the most common way to get qualified in the UK and they combine study at a college with experience on-site for a period of 2-3 years (4 years in Scotland). For more information about apprenticeships, higher apprenticeships and specialist apprenticeships and the jobs that they do, click on the following link: <http://www.cskills.org> and for a related useful video link: http://www.cskills.org/apprenticeships/building_talent_across_wales.aspx

Ex 1. Construction Sector Jobs

1A. Professions

In the construction sector you can find different professions.
Match the jobs or professions with the photographs in the boxes below.



stove fitter

floor layer

bricklayer

ground building specialist/civil contractor/engineer

stucco plasterer and interior walling specialist

plate and tile setter

paviour

form worker

insulation fitter

© Kuss, fotolia

Teacher's tip: if you work in a college with a construction department, you could arrange a visit to enable interested learners to see what skills they can learn at college in order to progress into the field of construction.

1B. Typical tasks

Who does what? Match the typical tasks in the sentences below with some of the job titles from exercise 1A.



1. A _____ measures, cuts and installs flooring materials (such as hardwood) in homes and businesses.
2. A _____ makes temporary wooden or metal moulds into which wet cement is poured to make concrete walls, staircases, beams, bridges, etc.
3. A _____ installs gas stoves or multi-fuel or wood burning stoves.
4. A _____ builds interior and exterior walls by using bricks, and sand, cement and lime to make mortar.
5. An _____ uses special materials to protect the inside of a building from heat loss or noise from the outside.
6. A _____ lays a surface (called paving) made up of flat stones laid in a pattern.

1C. Research: further tasks and activities for workers in the construction field

Do you know about any other tasks/activities for the jobs above? Carry out research on a construction job of your choice/or one that your teacher may give you. You can use the internet for the task if it is available.



You can find informative videos on www.videojug.com under DIY & Home. You can also find informative videos on www.youtube.com if you enter the job title name in the search area.

1D. Presentation: further tasks and activities

Present the results of your research work to the class. If possible, use visual aids with your presentation (e.g., images or video clips on the internet, or by using PowerPoint).



Teacher's tip for 1C: *if there is a construction department where you teach, you could ask them for web site addresses or information to help the learners.*

1E. Requirements for people who want to work in construction

Read the list below of important vocational requirements for people who want to work at a construction site. Work with your partner and ask for the missing information!



Model:

Question: **What does it take to** carry heavy material?

Answer: You need a strong constitution.

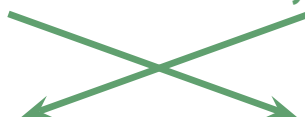
Question: **Why do you need** a strong constitution?

Answer: To carry heavy material.

Person A

What does it take to...?

Why do you need...?

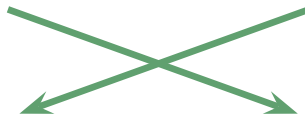


It takes...	to ...
a strong constitution	carry heavy material.
	carry material and work in all types of weather.
physical agility and a good sense of balance	be able to work on a scaffold.
manual dexterity	
good eye-hand co-ordination	fit prefabricated components and conduct plastering work.
	be able to work with cement, lime, etc.
spatial imagination	build walls and carry out renovation and rehabilitation work.
technical understanding	
an ability to co-operate	work together in groups.
	prevent accidents on construction sites.

Person B

What does it take to...?

Why do you need...?



It takes...	to ...
	carry heavy material.
physical endurance	carry material and work in any type of weather.
physical agility and a good sense of balance	
manual dexterity	plaster manually and take measurements.
	fit prefabricated components and conduct plastering work.
non-sensitive skin	be able to work with cement, lime, etc.
spatial imagination	
technical understanding	work with machines (e.g., diggers and excavators).
	work together in groups.
a good ability to react	prevent accidents on construction sites.

Ex 2. On The Construction Site: The Bricklayer

2A. The job of a bricklayer

Read the text below about the job profile of a bricklayer. Use a dictionary to help you.



Job profile – Bricklayer

1. _____

Bricklayers build civil engineering structures and parts of structures from various construction materials and/or prefabricated elements, as well as carrying out repairs, restoration and conversion work on such structures. Civil engineering structures include the likes of residential housing, public buildings, industrial and transport infrastructure, bridges and power station structures.

2. _____

Bricklayers erect masonry and buildings according to technical documents such as construction drawings, plans and sketches from a wide variety of building materials such as bricks, stone and concrete (reinforced or otherwise). They use mixers to produce mortar for bricklaying and plastering. In interior work especially they use fillers and insulating materials. A bricklayer's tools include a trowel, a plane, a mortar mixing vessel and a float. They check their work using a spirit level and a perpendicular. [...]

3. _____

When a structure is being built, there are other specialists within the industry, such as form workers and plasterers, and auxiliary industries, such as painters, who work alongside bricklayers, as well as semi-skilled workers and assistants.

4. _____

Bricklayers lay the foundations of a building in the construction pit, which is usually excavated by diggers in accordance with the building plan. Once the concrete used for the purpose has set, they build the basement walls out of concrete or moulded concrete blocks. They ensure the damp-proofing of the building by applying a protective coating of paint to the outer walls of the basement. The bricklayers build a concrete solid ceiling over the basement walls. This is formed, reinforced and cast or can also be delivered to the building site as a prefabricated building element. The bearing walls are then built. These can be brick-built on site or assembled from prefabricated components delivered to the site. As well as bearing walls, the bricklayers also build non-bearing partition walls, which likewise may be either brick-built or assembled.

5. _____

When building brick and concrete walls, bricklayers work to 1:50 scale execution plans (site foreman's plans). The following working steps are necessary when building a brick wall. After scarifying the ground for the wall, the bricklayers lay the first set of bricks into a mortar bed. They arrange the individual bricks using string, a perpendicular and a spirit level, and join them together with a layer of mortar. Mortar is a mixture of sand, water and cement or lime that sets to bind the brickwork together. [...]

When building walls, ceilings and foundations, bricklayers use plans marking all the openings for doors and windows, as well as grooves and cut-outs for gas, water and electricity connections.

The bricklayers then plaster the walls and ceilings using grout [...]. Bricklayers plaster both interiors and exteriors in single or multiple layers either using plastering machines or by hand.

6. _____

As part of their finishing work, bricklayers lay a screed (which is a strong layer of concrete around 5 cm thick) for the subsequent floor. They fit door and window frames and build the stairs. They also concrete in manholes and cleaning ducts, and lay sewage pipes.

Source: <http://www.berufslexikon.at/pdf/pdf.php?id=138&xberufstyp=1>
(slightly shortened edited and translated from German to English)

2B. Assigning titles

The text above is divided into paragraphs. Match each title listed below to the correct paragraph. Write the titles in the lines labelled: 1 to 6 in the text above.



Building masonry

Other professions in the construction industry

Other work

Important construction materials and tools

The main working tasks of a bricklayer

From the foundations to the walls

2C. Nine steps to building a house

In the text there is a description of how a bricklayer builds a house. Can you find it? Put the tasks below into the correct order by writing step numbers: 1-9 in the first column. Step one has been done for you (1).



	The foundations of the building are laid.
	A concrete ceiling is then built on top.
	The basement walls are damp-proofed.
1.	The construction pit is excavated.
	After the ceiling is formed and reinforced, it is then cast.
	The basement walls are built.
	The bearing walls are then built.
	The ceiling is formed and reinforced.
	Partition (non-loadbearing) walls are then brick-built or assembled.

2D. Research: tools of the trade

You have read about some tools that a bricklayer uses in his everyday work. Research further tools from catalogues or the internet. For internet catalogues you can try, for example:

www.tooled-up.com or www.toolventure.co.uk/trades/bricklaying/ or masonrymagazine.com/7-08/tools.html



2E. Presentation: tools of the trade

Present the results of your research for exercise 2E to your group. Use visual aids for your presentation, such as PowerPoint or pictures from catalogues or the internet.



Extension: you can also make up your own picture dictionary to help you learn the tools which are difficult to remember.

Teacher's tip for 2A: you may wish to simplify the text depending on the level of the learners, but it is important to keep as many of the technical nouns and expressions as possible – especially for those learners who are keen to investigate working in construction.

Ex 3. On-Site Safety

3A. Personal protective equipment (PPE)

On a construction site there are a lot of sources of danger. That is why employers have to provide personal protective equipment and employees have to use it. What items of protective equipment do you know? Label the pictures with the words from the box below.



safety helmet (hard hat)

protective goggles

steel-capped protection boots (toe tectors)

ear protectors/defenders

dust mask

work gloves

work garment

3B. In what way does personal protective equipment protect you?

What does a safety helmet protect you from? Match the protective clothing items from the box in exercise 3A to the correct sentences. Write the item at the beginning of the sentence to complete it. The first one has been done for you.



- The body garment protects the body and the skin from chemical substances, for example.
- _____ protects the ears from hearing damage.
- _____ protects the head from falling items.
- _____ protects the feet from falling or sharp items.
- _____ protects the eyes from wood shards or chemical burns.
- _____ protects the bronchial system from dust, gases or vapours.
- _____ protects the hands from injuries or aggressive substances..

3C. Protective equipment in use

Connect the questions to the correct answers.



When do you have to wear a safety helmet?	⇒ b)	All the time
When do you have to wear protective goggles?	⇒	During the use of cranes, structural work (when walls and ceilings are concreted) and during the construction of canals. This is obligatory.
When do you have to wear work gloves?	⇒	During grinding and cutting work, e.g., with an angular grinder or a circular saw.
When do you have to wear steel capped protection boots?	⇒	For example, during demolition work with lots of dust.
When do you have to wear a work garment?	⇒	For example, when working with an angular grinder, a circular saw or a machine for cutting bricks.
When do you have to wear a dust mask?	⇒	When carrying heavy items or when concreting and plastering.
When do you have to wear ear protectors?	⇒	All the time. It should be tear-resistant and close-fitting.

Ex 4. Health And Safety In The Construction Sector

4A. Research: health and safety on the construction site

In pairs or small groups carry out research on the internet and find out about official regulations for the protection of people working on construction sites. What information can you find, for example, on fire safety or working machinery?



Useful web site: www.hse.gov.uk/construction/safetytopics

4B. Presentation: health and safety on the construction site

Report your findings from your research to the class.

Extension 1: Create posters/PowerPoints warning of the specific dangers of working on a construction site.

Extension 2: In groups, prepare PowerPoint presentations to cover the different aspects of health and safety rules on construction sites.



4C. Accidents caused by vehicles

Read the texts below from the web site listed above and answer the questions.



1. An average of seven workers die each year as a result of accidents involving vehicles or mobile plant on construction sites. A further ninety-three people are seriously injured.

Multiple choice: tick the correct description for text 1. This text...

- a) gives statistics.
- b) explains how to prevent accidents.

2. Vehicles are cars, vans, lorries, low-loaders. Mobile plant includes excavators, lift trucks and site dumpers, etc. The law states that a construction site should be organised so that vehicles and pedestrians can move around safely. Good planning and management of transport operations throughout the construction process can, and should, prevent construction site vehicle accidents. Poor planning and control is the root cause of many construction vehicle accidents.

- a) What is an excavator?
- b) What is a pedestrian?
- c) What is the root cause of many construction vehicle accidents?

3. Key issues in dealing with traffic management on construction sites are:

- ▷ Keeping pedestrians and vehicles apart
- ▷ Minimising vehicle movements
- ▷ People on site
- ▷ Turning vehicles
- ▷ Visibility
- ▷ Signs and instructions

- a) What is another word for key in this text?
- b) How do you think pedestrians and vehicles can be kept apart?
- c) What does visibility mean?

4D. Key issues

Write the descriptions giving advice under the correct key issue in the table below. An example for each column has been given to help you.



To keep pedestrians and vehicles apart, provide:	To ensure good visibility, a construction site needs:
<i>separate entry and exit gateways for pedestrians and vehicles.</i>	<i>aids for the drivers such as mirrors, CCTV cameras and reversing alarms.</i>

Advice

- ▷ ~~separate entry and exit gateways for pedestrians and vehicles.~~
- ▷ ~~aids for the drivers such as mirrors, CCTV cameras and reversing alarms.~~
- ▷ trained signallers to control vehicle manoeuvres.
- ▷ pedestrians on site to wear high-visibility clothing.
- ▷ firm, level, well-drained pedestrian walkways that take a direct route where possible.
- ▷ clearly signed crossing points where walkways cross roadways.
- ▷ good lighting so that drivers and pedestrians can see each other easily – especially after sunset or in bad weather.

Ex 5. Experience In The Profession

5A. An interview with Linda Hofer

Read the text below, which is from an authentic interview with a woman who has worked in the construction industry.



Interviewer: Until a few years back, you worked in the construction sector for quite some time. How did you end up in that profession?

Interviewee: Well, in my case both my father and my grandfather – and in fact a total of 6 generations before me – had already worked in the construction sector. So I do just have something of a genetic predisposition to it, and so I came into the business, too. That said, I have no technical training myself, but I am qualified in business, so I just headed the company and was self-employed as a building contractor.

Interviewer: Tell me, what did you find particularly challenging or difficult about your work?

Interviewee: It is just the way it is that you have to keep studying on a regular basis so that you are on top of the latest regulations and the ones that have been tightened-up. There's always a lot of change going on, and that's the way it should be, but it does mean that you really have to be on your toes all the time. And for me as a self-employed person there were a lot of things, like tax issues, financial planning and social insurance rules – all those things in the background that employees don't need to pay any attention to – that were quite difficult to deal with and sometimes really stressful for me.

Interviewer: What did you like most about your work?

Interviewee: Well, the nice thing in the construction industry is the recognition of achievement. When you've built or restored something beautiful, then you get something back. And you can also take great pleasure, for example, in properly restoring the facade of an old building, which you get to bring back to its former glory – and that's something that everyone can see. So what you get is the feeling that you've created something with a lasting value, at least for a while – decades maybe, all being well – and that's a nice feeling!

Interviewer: Thank you for an interesting interview.

5B. Portrait

Read the interview again and fill in the portrait.



Name: Linda Hofer

▷ Reasons for choosing this job:

▷ Education/Training:

▷ Her job title:

▷ Specific challenges:

▷ The great things about her job:



© Hofer

5C. Video: female workers in the construction sector

For the building of the Olympic site in London, female as well as male workers were employed in construction. Watch the video where some female construction workers talk about their jobs.



www.YouTube/Women (Your teacher will put 'Women in Construction' and click on the Havering College link.)

5D. Discussion: female workers in the construction sector

Discuss the video you have watched. What jobs do they do? What are their experiences? Do you know any women who work in this area of construction? What are your experiences? What is your opinion of women working in the construction industry? Why?



Teacher's tip: you could show other video clips from the same YouTube site and research women working in the construction sector. You could show a clip from the film "Flash Dance" and lead a discussion about men's attitudes to women working in construction – then and now.

Ex 6. A Day On The Construction Site

6A. Listening: a typical daily routine

This is an interview with a boss of a construction company. She is talking about a typical daily routine.



6B. True or false?

Listen to the audio clip again and decide if each sentence below is true or false. Tick only one box for each sentence.



	True	False
1. A working day is eight hours.	<input type="checkbox"/>	<input type="checkbox"/>
2. At the start, the workers gather at the site or in the site office.	<input type="checkbox"/>	<input type="checkbox"/>
3. Workers have to work in all weather conditions.	<input type="checkbox"/>	<input type="checkbox"/>
4. Every worker has to write a daily progress report in the evenings.	<input type="checkbox"/>	<input type="checkbox"/>
5. Workers work in teams.	<input type="checkbox"/>	<input type="checkbox"/>
6. Workers never have to collect building supplies.	<input type="checkbox"/>	<input type="checkbox"/>

6C. Construction work disasters

Watch the video showing many different jobs in construction. However, there are many interesting scenes with lots of construction industry failures to see. Can you see them and explain what is wrong?



www.YouTube.com/Funny (Your teacher will type in, 'Funny Construction Work'.

Teacher's tip for 6B: you could create further multiple-choice questions. You can download the audio transcript from the Meet the Need web site for reading related activities.

Teacher's tip for 6C: this video is very amusing and should make the learners laugh. They can be encouraged to express what construction disasters they can see and how not to do things. The clip is about 5 minutes long. (There are many funny type video clips, but the one to click on is of the lorry halfway down a cliff.)

