

ESOL in the workplace



Resources

wca SCOTLAND



Resources for Organising Workplace ESOL Learning

Project team: Archie Campbell, Shirley Howitt and Jackie Gentles

Published by the Workers' Educational Association (WEA Scotland), Riddles Court, 322 Lawnmarket, Edinburgh EH1 2PG. The Workers' Educational Association is a charity registered in England and Wales (number 1112775) and in Scotland (number SC039239) and a company limited by guarantee registered in England and Wales (number 2806910). Registered address is WEA, 3rd Floor, 70 Clifton Street, London, EC2A 4HB

Email: info@weascotland.org.uk
www.weascotland.org.uk

Funded by the Lifelong Learning Directorate, Scottish Government

ISBN: 987 0 90230366 9

Copyright © Queen's Printer for Scotland 2008

Designed by The Round Room www.theroundroom.co.uk

You may re-use this publication (not including the Scottish Government's logo) free of charge in any format for research, private study or internal circulation within an organisation. You must re-use it accurately and not use it in a misleading context. The material must be acknowledged as Crown copyright and you must give the title of the source document/publication.

Where we have identified any third party copyright material you will need to obtain permission from the copyright holders concerned.

This publication is also available at: www.adultliteraciesonline.com

Contents: ESOL in the Workplace Resources Pack

Theme	Title	Level
The language of the workplace environment	1 Travelling to work	Access 2
The language of the workplace environment	2 Spelling things at work	Access 2 upwards
The language of the workplace environment	3 Late for work	Access 3 upwards
The language of the workplace environment	4 An all day ticket, please.	Access 3 upwards
The language of the workplace environment	5 What happens in the factory	Access 3 upwards
The language of the workplace environment	6 Making sentences about things at work	Access 3 upwards
The language of the workplace environment	7 In and around Forres	Access 3 upwards
The language of the workplace environment	8 Describing jobs	Access 3 upwards
The language of the workplace environment	9 Useful Care Home vocabulary 1	Intermediate 1 upwards
The language of the workplace environment	10 Useful Care Home vocabulary 2	Intermediate 1 upwards
The language of the workplace environment	11 Understanding Instructions	Intermediate 1 upwards
The language of the staff handbook	12 Work policies	Access 2 upwards
The language of the staff handbook	13 Asking for time of work	Access 3 upwards
The language of the staff handbook	14 Self-certified sickness form	Access 3 upwards
The language of the staff handbook	15 Understanding a payslip	Access 3 upwards
The language of the staff handbook	16 Company background	Access 3 upwards
The language of the staff handbook	17 Vandalism	Access 3 upwards
The language of Health and Safety	18 Reporting Accidents	Access 3 upwards
The language of Health and Safety	19 PPE and Hand-washing	Access 3 upwards
The language of Health and Safety	20 Hand-washing	Access 3 upwards
The language of Health and Safety	21 Rats in the kitchen	Access 3 upwards
The language of Health and Safety	22 Fire safety at work	Access 3 upwards
The language of Health and Safety	23 Bacteria and Food poisoning	Access 3 upwards
The language of Health and Safety	24 Fire!	Intermediate 1 upwards
The language of social interaction	25 Describing jobs	Access 2 upwards
The language of social interaction	26 Talking about where we live	Access 2 upwards
The language of social interaction	27 Saying Numbers	Access 3 upwards
The language of social interaction	28 Reading about Loch Ness	Access 3 upwards
The language of social interaction	29 Places of interest around Inverness	Access 3 upwards
The language of social interaction	30 Reading and writing about towns	Access 3 upwards

.....

.....

Introduction

The following resources were developed by WEA Scotland tutors participating in the National Workplace ESOL Pilot project.

The pack contains 30 complete lessons, each of which has enough material for a session of between 30 minutes and 2 hours. The lessons have been separated into four broad themes:

- The language of the workplace environment
- The language of the staff handbook
- The language of Health and Safety
- The language of social interaction

All four skills of speaking, listening, reading and writing are covered in each of the broad themes, which also include guidance on the level of learner for whom the material is suitable. All lessons were developed for Access 3 to Intermediate 1 level learners.

These resources are provided as examples of Workplace ESOL lessons and are designed to give practitioners ideas about how to adapt materials to make them relevant for each different industry sector and individual workplace class.

We hope you will find the resources useful and that your learners will benefit from the excellent work carried out by the WEA tutors during the project.

WEA Scotland

.....

.....

The language of the workplace environment

Title: Travelling to work

Topic: Talking about the time

Level: Access 2

Aim(s): To talk about the time and how long things take.
To practise the simple present, including third person.

Skill(s): Reading, speaking and reading.

Approximate timing: 90 minutes

Materials / preparation: Photocopy worksheet 1 and 3.
Photocopy worksheet 2 and fill in various times.
Bring in a clock (with numbers, not Roman numerals).
Prepare and copy a grammar reference sheet for each learner.

- Teacher's instructions:**
1. Ask the class what time it is. Ask what time is the break? What time do we finish? and other questions. With a clock, practise telling the time.
 2. Hand out worksheet 1 for weaker learners (2 for stronger learners). Have them work in pairs and fill in the worksheet. Feedback to the class. Extra worksheets can be given as homework.
 3. Brainstorm different ways of travelling to work. Hand out worksheet 3. Teacher reads a true or false exercise. Stress the 's' verb endings.

Example

- Pamela travels to work by bus.
 - She leaves home at quarter to eight.
 - She arrives at work at nine o'clock.
 - It takes forty minutes.
4. Learners do gap fill, check with their partner and feedback to the class.
 5. Board work. Explain how the simple present used for habits and how the simple present is formed. Hand out grammar reference sheet on the simple present.
 6. Learners choose one of the people and describe that person to their partner. The partner has to guess who they are describing. Then reverse the exercise.
 7. Learners fill in last line of the chart and then write about themselves. Feedback to the class.
 8. Listening exercise. Teacher reads out a typical day, such as the example enclosed. Learners note only the time. Feedback, recapping what happens at each time.

Key language used in this lesson: quarter to/past, half, o'clock, five to/past, ten to/past, twenty to/past, twenty five to/past, travel, arrive, take, travel

Worksheet 1

What time is it?

Draw in the correct times in the clocks.



a. It's ten o'clock



b. It's ten past eight



c. It's quarter to three



d. It's half past six



e. It's twenty five to one



f. It's ten to nine



g. It's quarter past four



h. It's five to seven



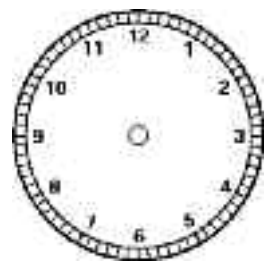
i. It's twenty to five



j. It's two o'clock



k. It's twenty past six



l. It's half past nine

Worksheet 2

What time is it?

Write the correct time below each clock.



a. It's twenty to four



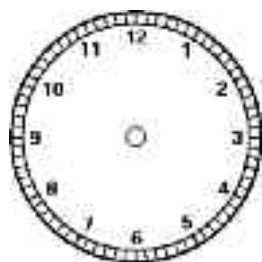
b.
.....



c.
.....



d.
.....



e.
.....



f.
.....



g.
.....



h.
.....



i.
.....



j.
.....



k.
.....



l.
.....

Worksheet 3

Travelling to work

NAME	TRANSPORT	LEAVE HOME	ARRIVE AT WORK
Pamela	bus	8.15	9.00
Alison	car	7.20	8.20
Bob	train	7.00	7.50
Tim	bicycle	8.15	8.45
Jackie	motorbike	8.10	8.20
Peter	train	5.50	6.10

Fill in the spaces

1. Pamela to work by bus.
2. Alison home at 7.20.
3. Bob at work at 7.50.
4. Tim half an hour to travel to work.
5. Bob and Peter to work by train.
6. Jackie and Alison at work at 8.20.

Choose one person from the chart above and tell a partner about that person
EXAMPLE: Alison leaves home at twenty past seven and arrives at work at quarter past eight. She travels to work by train. It takes fifty-five minutes.

Fill in the last line of the chart about yourself and write four sentences

.....

.....

.....

.....

.....

.....

.....

Listen to the following passage. How do Andrew and Emma travel to school?

Emma and Andrew leave home at **twenty past eight** in the morning. They walk to the bus and it arrives at **half past eight**. They travel **20 minutes** to school and arrive at school at **ten to nine**. School starts at **nine o'clock**. At **half past three**, school finishes and they arrive home at **four o'clock**.

Students write down the times only and feedback what happened at that time

8.20

8.30

20 minutes

8.50

9.00

3.30

4.00

Prompt cards

Some prompt cards to use for pairwork, revising saying hello and goodbye and practising asking 'what time do/does.....?'

bus stop

Say hello
Time / next bus / arrive?
Say goodbye

shopping

Say hello
Time / fish-shop / open?
Say goodbye

street

Say hello
Time / bank / open?
Say goodbye

park

Say hello
Time / park / close?
Say goodbye

work

Say hello
Time / canteen / close?
Say goodbye

school

Say hello
Time / school office / open?
Say goodbye

supermarket

Say hello
Time / supermarket / close?
Say goodbye

bar

Say hello
Time / the bar / close?
Say goodbye

The language of the workplace environment

Title: Spelling things at work

Topic: Letters of the alphabet

Level: Access 2 upwards

Aim(s): To familiarise learners with letters of the alphabet and learning to spell work vocabulary, practising sentence structure, 'it is a/they are.....' and 'can you spell.....'

Skill(s): Speaking, listening and writing.

Approximate timing: 45 minutes to 60 minutes.

Materials / preparation: Photocopy of the fish and the body for each learner.

Photocopy of the alphabet grid.

Make a list of about 20 work-related words to put in alphabetical order.

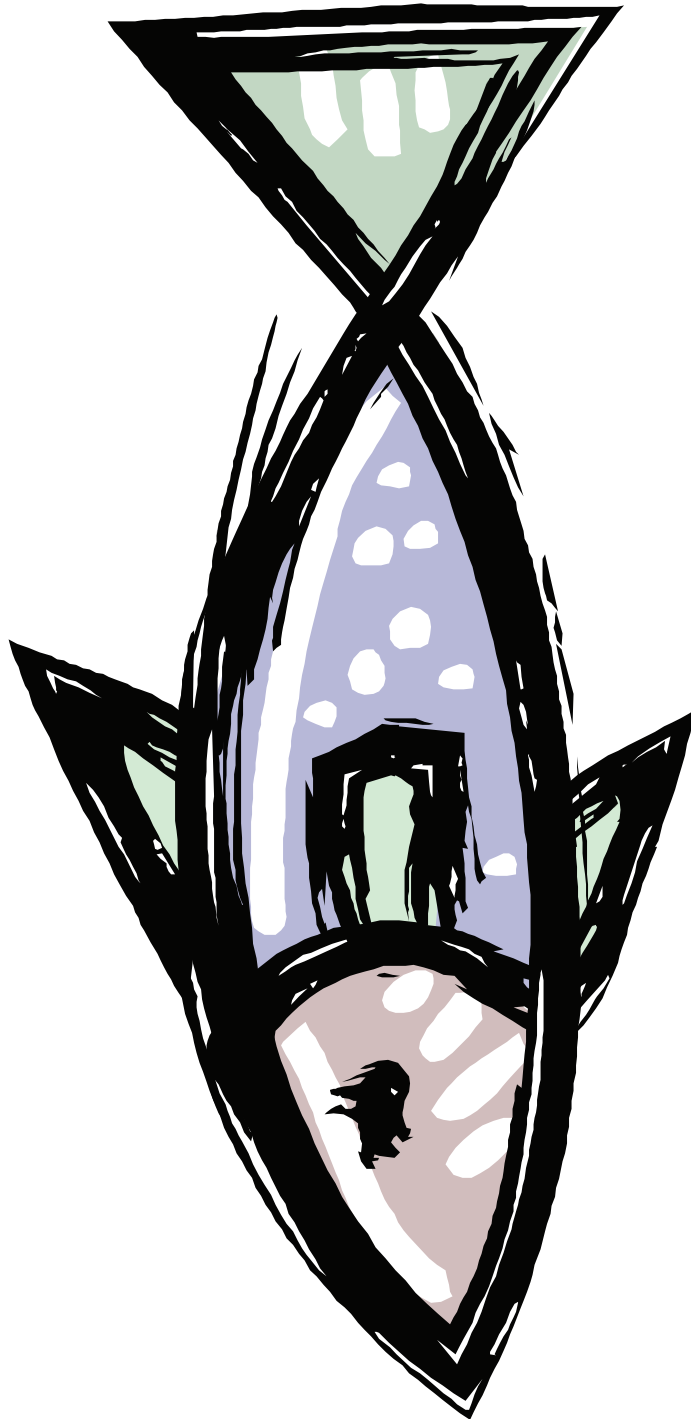
- Teacher's instructions:**
1. Hand out drawing of fish. Working in pairs, ask the learners to label as many parts of the fish as they know. Draw a fish on the board and label it as the vocabulary is given you by the learners. **Check any spelling** with 'Can you spell it?' Instruct them to turn over their pages, wipe out the vocabulary on the board and elicit the parts of the fish by pointing to parts of the body repeating 'what is this/are these?' Encourage learners to reply with 'It is a/they are ...' (You can flick a coin to choose heads and tails!)
 2. Hand out the alphabet grid and draw it on the board. Some learners will be familiar with the phonemic alphabet but it is not necessary to focus on these symbols if not. Without anyone writing, practise saying the alphabet (listen and repeat) from a to z, pointing to the one of the seven sounds each of the letters fall under. Next, listen and repeat the seven sounds, A, E, I, O, U, F, R. Start the alphabet again, eliciting where the next letter will be and writing them under the correct sound. Listen and repeat the letters from each column, noting the same sound. Point to each letter of the alphabet and ask the learners to read from a to z.
 3. Give each student a copy of the body handout and repeat the exercise naming the parts of the body, this time paying more attention to pronunciation of letters.
 4. (Taken from fish factory documents) hand out a list of words for learners to put into alphabetical order, practising spelling.

For a more advanced class, practise the sounds that are underlined on the alphabetical order worksheet, putting them into groups.

Key language used in this lesson: tail, head, eyes, scales, fins, gill, mouth, ear, hand, foot, nose, leg, arm, fingers, feet, hair

For more advanced students: thigh, shoulder, chin, cheek, belly, thumb

Write as many parts as you can on this fish.



Alphabet (names of letters)

A	E	I	O	U	F	R
a	b	i	o	q	f	r
h	c	y		u	l	
j	d			w	m	
k	e				n	
	g				s	
	p				x	
	t				z	
	v					

Write as many parts of the body as you know



head
hair
nose
mouth
ear
neck
shoulder

arm
hand
elbow
fingers
thumb
chest
tummy
(stomach)

hips
legs
knee
foot
ankle
toes

Others
eye brow
eye lash
cheek
chin
palm
nail

thigh
calf
sole

Put the following words into alphabetical order

tail foam smoke side glazing load
brine dry meat hose general parcel
head drain car table place weigh
slice freezer shoe tray electric frozen

1	brine	11	21
2		12	22
3		13	23
4		14	24 weigh
5		15	
6		16	
7		17	
8		18	
9		19	
10		20	

The language of the workplace environment

Title: Late for work

Topic: Weather

Level: Access 3 upwards

Aim(s): To enable learners to talk about different weather conditions and how they might affect their journey to work.
To practise using the past simple tense.

Skill(s): Reading, writing and speaking

Approximate timing: 1 hour 30 mins

Materials / preparation: Worksheet.

Weather forecasts in newspapers (preferably with pictures).
Before the session: collect weather forecasts, preferably with charts, from daily newspapers. Photocopy if necessary for follow-up activity.

- Teacher's instructions:**
1. Write "What is the weather like in Scotland?" and "Do you like the weather in Scotland?" on the whiteboard. Ask learners what the difference is:
 - the first asks for a description of the weather: 'like' is an adverb and is not used in the answer, for example "It's rainy/windy."
 - the second asks for their opinion about the weather: 'like' is a verb here.
 2. Activity 1: Learners match the weather types with the pictures. If time and interest allow, elicit more types of weather.
 3. Activity 2: Learners match up the reasons for Donald being late to work and discuss in pairs.
 4. Activity 3: Learners fill in their own ideas of what is needed in different weather conditions and complete the table using ticks. This can be done in pairs.
 5. Follow-up. Learners discuss different weather forecasts, both UK and worldwide. Depending on the information you give to the class it may be possible to have more specific activities such as tables for learners to fill in or a writing activity based on a number of models.
-

Activity 1

a. In Scotland the weather is very changeable. Here are the types of weather we had last spring. Match the types of weather with the pictures:

It was raining heavily



It was hot and sunny

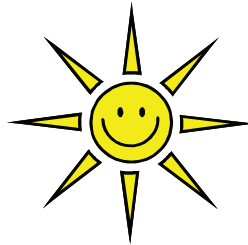


It was icy

It was very windy

It was foggy

It was snowing heavily



b. Answer these questions with a partner:
What was the weather like...

yesterday?

last weekend?

last summer?



Activity 2

- a. Have you ever been late for work? Why?
- b. Donald was late for work six times last year because of the bad weather. Luckily his supervisor was very understanding. Below are Donald's reasons. Match the first part of the reasons on the left with the second part on the right:

It was raining heavily and...	the bus skidded off the road
It was hot and sunny and...	the roads were blocked
The roads were icy and...	I got soaking wet and had to dry off
The wind was so strong that...	I went home to get my sunglasses
It was foggy and...	the bridge was closed
It was snowing heavily and...	I couldn't see where I was going

- c. Do you think these are good or bad reasons?
-
-
-

Activity 3

- a. Do you work inside or outside?
- b. What is the temperature in your place of work?
- c. If you are working outside, what do you need in these weather conditions:

	temperature	warm boots	thick jacket	sun-glasses	water proof jacket	sun cream	?	?
heavy rain	18°C							
hot and sunny	28°C							
snow	-4°C							
cloudy but warm	20°C							
hard frost	-15°C							
dry but windy	8°C							
light showers	15°C							

Follow up activities:

Discussion.

- What is the weather like in your country?
- How hot does it get?
- How cold?
- Has your place of work ever closed because of bad weather?

Look at the weather forecasts your teacher has brought:

- Check the weather forecast in different parts of the UK.
- Compare temperatures in different parts of the world.



The language of the workplace environment

Title: An all day ticket, please.

Topic: Selling bus tickets

Level: Access 3 upwards

Aim(s): Learn and practise common exchange between passengers and bus drivers when bus driver sells a ticket.

Skill(s): Reading, speaking and listening

Approximate timing: 45 minutes

Materials / preparation: Worksheets
Recording of dialogue

- Teacher's instructions:**
1. Lead in by asking learners to think of as many ticket types as possible. They can do this in groups of three. In feedback, see if learners know the prices of these tickets.
 2. Learners put the conversation in worksheet A in the correct order. If it looks difficult for learners, they can first say who says them, the driver or the passenger. It would be a good idea to use a recording of the dialogue and play it for learners to check their answers.

Key to answers:

Worksheet A

Answers: c, f, h, i, a, g, b, d, e

Learners practise by doing the role play as outlined on worksheet B.

Worksheet B How much is it to the city centre?

Passenger

Driver

a. Say hello. Ask how much to...
(one of these places)

- Great Western Road
- Anniesland Cross
- Buchanan Street
- St Enoch Centre

b. Tell them possible tickets:

- Single: £1.35
- Return: £2.00

c. Ask how much for an all-day ticket

d. £3.00

e. Choose a ticket.

f. Repeat price.

G. Say you only have a £5 note.

h. Say you don't give change.

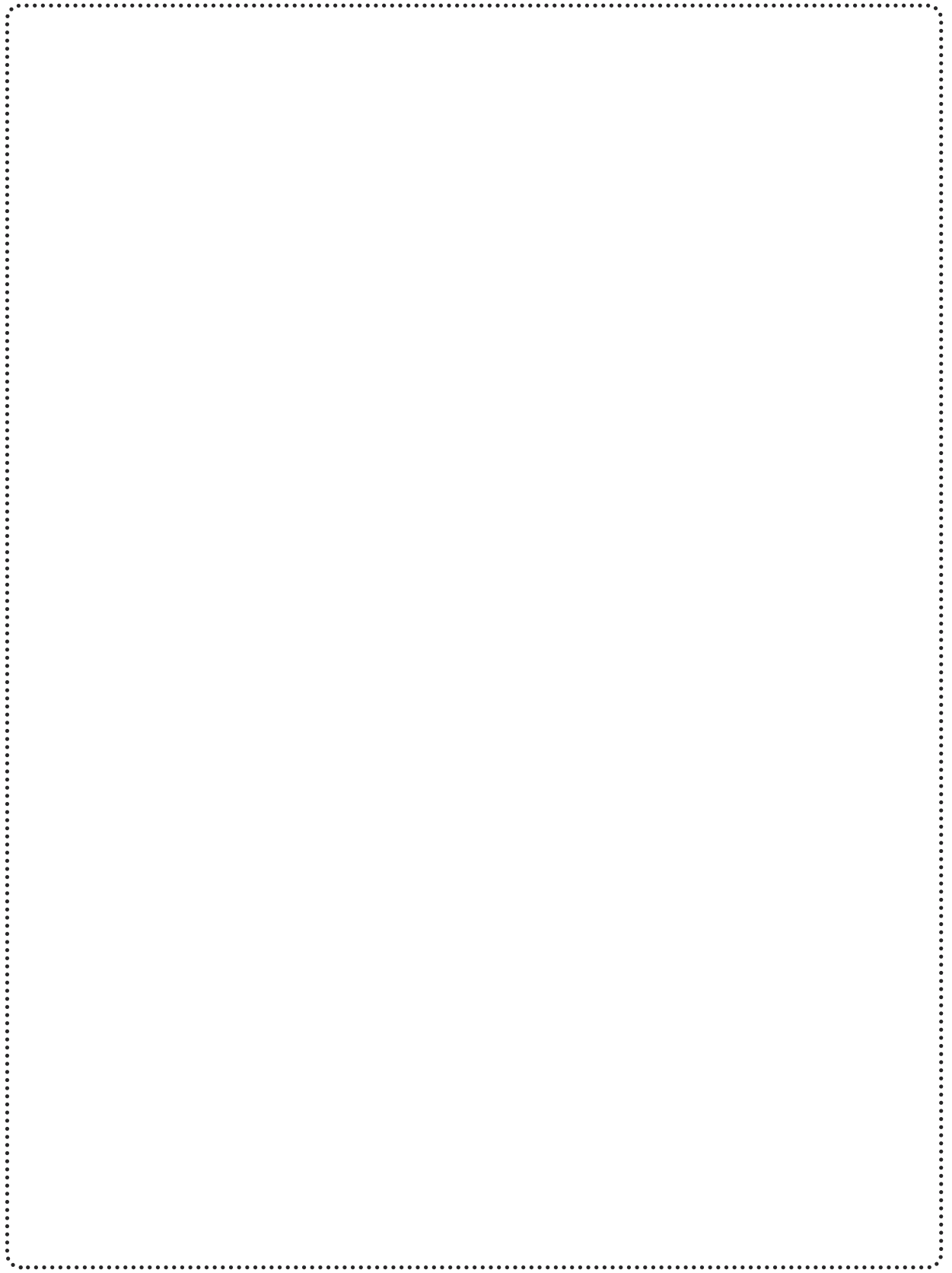
i. Give correct money.

j. Give ticket.

k. Say thank you.

l. Say thank you.

.....



.....

The language of the workplace environment

Title: What happens in the factory?

Topic: Work

Level: Access 3 upwards

Aim(s): To name the different tasks and jobs in a factory and describe the manufacturing process.

Skill(s): Speaking, listening, reading and writing.

Approximate timing: 1 hour and 30 minutes.

Materials / preparation: Photographs taken around the factory, flipchart.

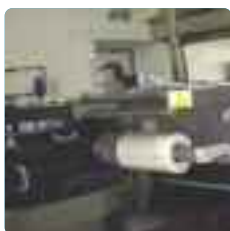
- Teacher's instructions:**
1. Tell the learners what you did to prepare for this lesson. For example, '**First** I took photographs around the factory, **then** I put the photos on my computer. **Next** I wrote a lesson plan**finally**, I...'
 2. Display photographs, one by one, on a screen. Ask learners (open class) to describe the different **jobs** people do in their factory. Write down any useful vocabulary.
 3. Put learners who do the same job together in pairs. Learners describe (orally) the sequence of the different **processes** involved in their work.

For example in a fish factory, the process may start with whole fish and end with packaged fillets, involving several processes along the way, including filleting, pin boning, weighing, slicing and packaging. Ask the learners to use simple sentences to describe it in the present simple tense, for example, 'First I fillet the fish, then I ...'

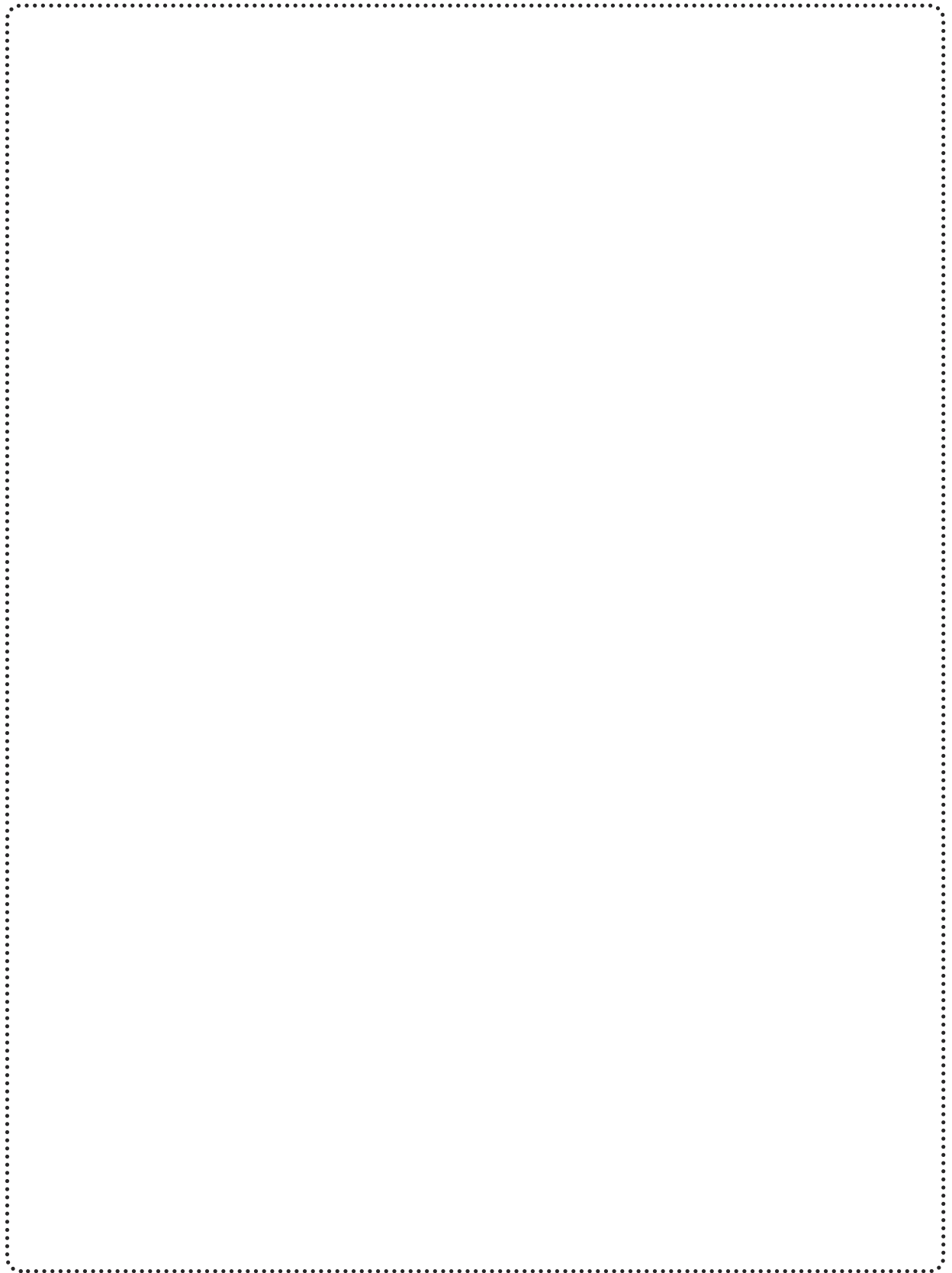
In addition, the names of different tools used in the factory could be noted. These might include knives, knife boards, tweezers, different coloured squeegees and so on.

4. This information could be used to create a diagram in pairs or small groups. Give out flipchart paper and pens and go round helping the learners with new vocabulary. There may be words they have heard in the factory, but do not know how to spell.
5. More confident learners could then describe the process to the whole group.
6. Follow up: students write out the process.

Key language used in this lesson: Sequencers: first, next, then, finally
Language related to specific factory jobs.



.....



.....

The language of the workplace environment

Title: Making sentences about things at work

Topic: Describing things at work

Level: Access 3 upwards

Aim(s): Recognising verbs and adding 's' for third person singular.
Recognising adjectives and teaching word order.
Recognising nouns and teaching singular and plurals.

Skill(s): Reading, writing and speaking

Approximate timing: 90 minutes.

Materials / preparation: Photocopy vocabulary onto cards and cut them out
Photocopy of worksheet 1 and 2 and homework sheet 3

- Teacher's instructions:**
1. Write VERB, NOUN and ADJECTIVE on the board. First ask learners to give you examples, miming words if necessary. When you have a few examples of each, have learners describe what each word is.
 2. Give each group a copy of worksheet 1 and have them do the first exercise. Feedback.
 3. Give each group 21 cards (seven of each category, shuffled!) and have them put them into the three groups. Moving around the room, have the learners look at the others' work. Teacher will also look at the work, just pointing to any mistakes, encouraging learners to correct themselves.
 4. Back at their seats, now give each learner worksheet 1, writing in the words they have in front of them. Instruct learners to write three more examples for each column. Feedback. This worksheet will act as a reference sheet for future use.
 5. Take away the cards. Put the verbs aside and, using the nouns and adjectives (re-shuffled), hand out the same number of each to every group and have the groups make pairs. Look out for incorrect pairs such as 'red man' or 'slow book'.
 6. Now, using only the adjectives and having taken out red, blue and green, have the class as a whole put the adjectives in pairs.
 7. Take in the cards and hand out the second worksheet. Learners can work on their own on exercise 1, then check with their partner. Feedback. For exercise 2, have learners work in pairs. Weaker learners may want to write numbers above each word rather than re-write the sentences). Feedback.

Key language used

in this lesson: sleeves, jacket, gloves, apron, hairnet, boots, box, factory, lorry, folder, book, pen, big, small, large, little, short, tall, soft, hard, slow, fast, thin, fat, white, black, wrong, right, old, young, dry, wet, light, heavy, red, blue, green

Worksheet 1

verbs

adjectives

nouns

- 1. describing word (blue, small, dry, big)
- 2. doing word (lift, bend, slice, pack)
- 3. name of a thing (fish, hairnet, job, factory)

examples: **A blue hairnet** **I slice fish** **A big job**

verbs

adjectives

nouns

--	--	--

hairnet

factory

gloves

boots

apron

cycle

finish

fillet

heavy

small

fast

wrong

carry

leave

woman

bicycle

young

sleeves

salmon

jacket

machine

job

box

fish

see

walk

slice

lift

hold

light

big

slow

tall

pen

car

red

blue

day

hard

black

green

dry

table

folder

lorry

book

pack

stand

bend

work

large

short

fat

soft

right

thin

man

white

old

wet

little

start

Teacher's reference

Nouns	Verbs	Adjectives	+ opposites
woman	stand	big	small
man	pack	large	little
lorry	bend	short	tall
factory	lift	soft	hard
table	slice	slow	fast
job	work	thin	fat
day	hold	wrong	right
box	fillet	old	young
folder	carry	wet	dry
book	start	light	heavy
gloves	leave	black	white
hairnet	cycle	red	
car	see	blue	
pen	walk	green	
apron	finish		
boots			
salmon			
sleeves			
machine			
bicycle			
jacket			
fish			

Worksheet 2

Find the opposites of these adjectives

- | | |
|-----------|-------|
| a. heavy | right |
| b. wet | thin |
| c. young | light |
| d. wrong | dry |
| e. fat | old |
| f. slow | fast |
| g. soft | short |
| h. tall | small |
| i. little | hard |
| j. big | large |

Put the following sentences into the correct order

Example: green wears at boots James work.

James wears green boots at work.

a. in factory. I work large a

b. wears factory. sleeves the blue Suzanna in

c. carry boxes at We heavy work.

d. has apron. green a white and a jacket Maria

e. this We and factory. slice salmon fillet in

f. hairnet and a a white black wears jacket Ann at work.

Homework sheet 3

Homework: making sentences

Example

They are black. They are boots. They are black boots.

a. She is a woman. She is old.

b. It is an apron. It is white.

c. It is large. It is a factory.

d. He is a man. He is young.

e. It is green. It is a bicycle.

f. We are fast. We are workers.

The language of the workplace environment

Title: In and around Forres

Topic: Giving information to hotel guests about local attractions

Level: Access 3 upwards (amount of vocabulary could be reduced for a lower level class)

Aim(s): Teaching and practising giving directions. Teaching adjectives to describe places of interest.

Skill(s): Speaking, reading and listening

Approximate timing: 90 to 120 minutes.

Materials / preparation: Photocopy worksheets 1 (preferably in colour) and 2. Highlighters. Learners' dictionaries. Bring in a map of the town centre and copy one for each learner.

- Teacher's instructions:**
1. Write 'Forres' on the board. Ask learners what famous places and places of interest there are in Forres and brainstorm the various attractions. Encourage them to add the school, library and leisure centres too.
 2. Handout the first worksheet and, in pairs, have the learners label the 12 pictures. (If learners were struggling with the first exercise, have some flashcards with the names of the places on so they can do a matching exercise). Feedback.
 3. Pre-teach syllables and stress using familiar words. Handout worksheet 2 (adjectives) to each learner and then read out the adjectives, stressing the stress. Ask the learners to mark where they think the stress of each word lies (see answers). Read the words again, with repetition. Check their answers.
 4. Hand out a highlighter to each learner and instruct them to highlight three words they don't know on the list that they would like to learn. Then write them on the board. Split the list into two and put learners into two groups. Dictionary work: have each group look up their words, write notes, then feedback the definitions to the other group. They may need a bit of teacher participation here!
 5. Refer the learners back to the first worksheet and use the adjectives to describe the places of interest in the town. Encourage the use of sentences.
 6. Handout a photocopy of the town map and in small groups, have the learners pinpoint various places of interest (from the first worksheet). If they are unfamiliar with the location of certain places, introduce giving directions, **without pointing to the locations**. Check answers by looking at the other groups' maps.
 7. Write the useful directions phrases on the board (see below). Ask learners 'where is the Mercat Cross?' eliciting, 'In the middle of the town'. Refer learners back to the first worksheet and, in pairs, have them asking each other 'Where is..?' encouraging the use of the phrases below when answering.
-

8. Role-play. In pairs, one learner takes the role of a tourist and the second, a hotel worker. Practise conversations using learnt adjectives and directions, advising guests where to go in town. You could re-use the flashcards here by giving each learner a different place each.

**Key language used
in this section:** 9. ADJECTIVES

magnificent
interesting
ugly
secluded
attractive
massive
fascinating
classical
modern
ancient
prosperous
sixties
delightful
colourful
famous
outstanding
medieval
sandstone

award-winning
carved
extensive
tall
Pictish
unique
refurbished
historic
excellent
well-known
local

on the outskirts of...
in the middle of...
not far from...
on the way to...
beyond the...
the other side of...

How much do you know about Forres?

What are these places in Forres called?

1



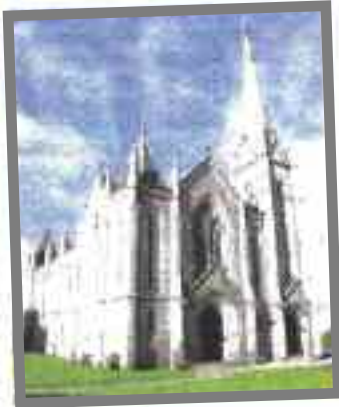
2



3



4



5



6



7



8



9



12



11



12



Describing the pictures of Forres

magnificent

interesting

ugly

secluded

attractive

massive

classical

fascinating

modern

ancient

prosperous

sixties

carved

colourful

delightful

extensive

award-winning

tall

romantic

Pictish

unique

refurbished

famous

historic

excellent

well-known

outstanding

medieval

sandstone

local

Which words describe which pictures of Forres?

Describing the pictures of Forres

mag ni fi cent

se clu ded

cla ssi cal

an cient

carved

ex ten sive

ro man tic

re fur bished

exc e llent

me di ev al

in ter es ting

a ttra ctive

fasc in at ing

pro sper ous

co lour ful

a ward-wi nning

Pic tish

fa mous

well-known

sand stone

ug ly

ma ssive

mo dern

six ties

de light ful

tall

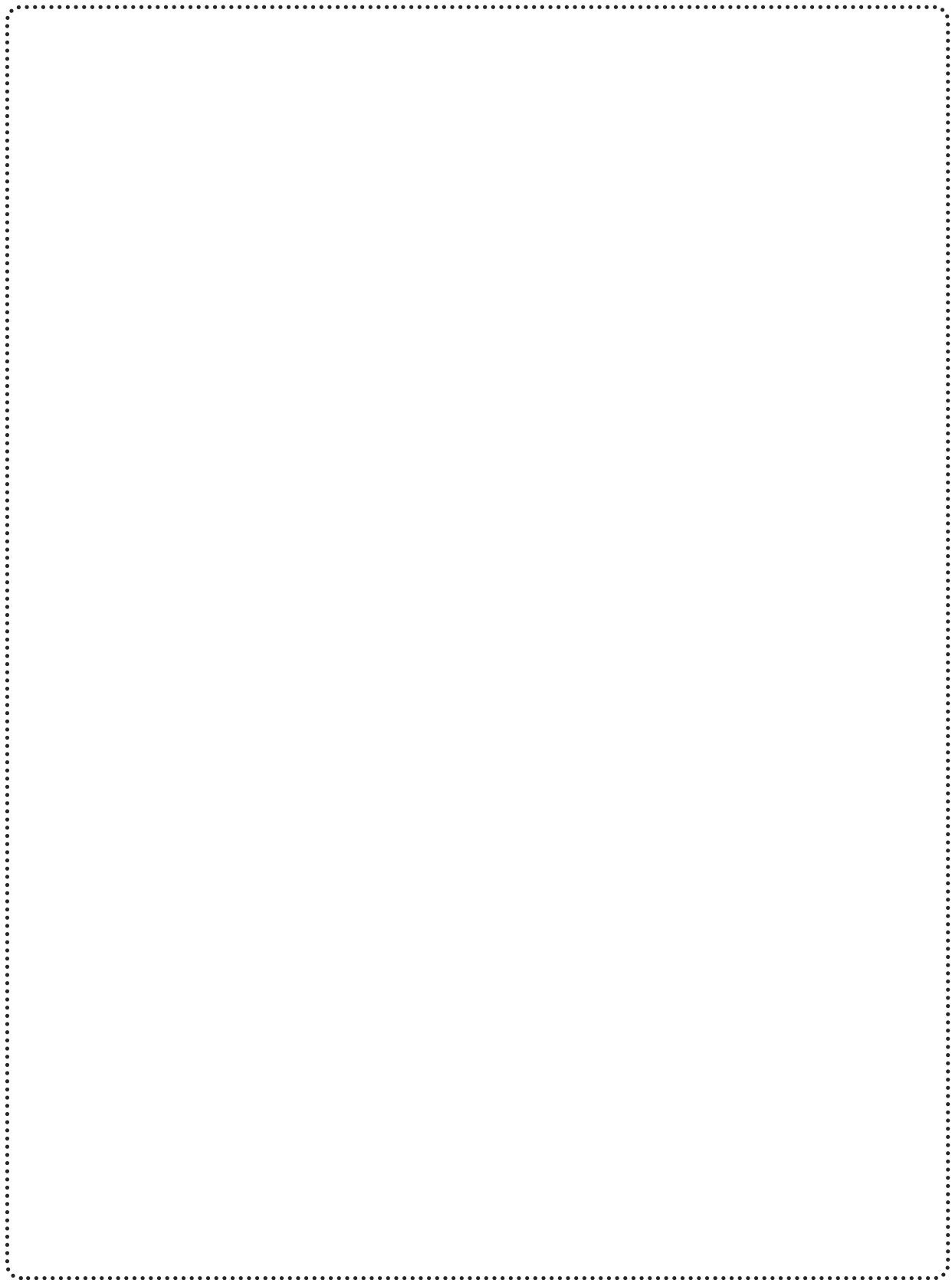
u nique

his to ric

out stan ding

lo cal

.....



.....

The language of the workplace environment

Title: Describing Jobs

Topic: Talking about jobs

Level: Access 3 upwards

Aim(s): Practise speaking about jobs using relevant vocabulary, teach the difference between 'do/does' and 'am/is/are'. Practise asking questions.

Skill(s): Reading, speaking writing and listening.

Approximate timing: 90 to 120 minutes.

Materials / preparation: Photocopy worksheets 1 and 2. Photocopy jobs and cut them out. Photocopy prompt words, cut them out and fold them. Bring in a bowl or bag to put prompt words in Highlighters

- Teacher's instructions:**
1. In pairs, have learners write down as many jobs as they can in two minutes. Treat this as a mini competition. Alternatively, instruct learners to write a job for every letter of the alphabet. Count up each pair's jobs. Feedback, writing the various jobs on the board. As you are writing the jobs, start eliciting what these people do.
 2. Hand out the first worksheet and read the first paragraph to the class, checking vocabulary. After completing the first paragraph, instruct the learners to work in pairs and answer the next three paragraphs. Feedback .
 3. Pass around highlighters to each group and ask them to highlight the verbs in the first paragraph. Ask, 'Why is there an 's' at the end of each verb?' and 'When do we use an 's'?'
 4. Instruct learners to do the same with paragraph 2. This time, ask learners how we make the negative. Do the same for paragraph 3 and then 4. Paragraph 3 introduces adverbs of frequency, paragraph 4 introduces plurals with no 's'.
bank manager, receptionist, mechanic, fire-fighters
 5. In board work, put examples of positive, negative and interrogative sentences on the board with both singular and plural. Introduce the 'simple present.' Ask, 'When do we use this tense?' Elicit: habits; things that stay the same for a long time; often used with 'sometimes', 'often', 'occasionally' and so on. Contrast all other verbs with the verb 'to be'. Give examples of the verb 'to be' on the board.
 6. Refer learners back to the first worksheet. Have them write the second exercise individually. Check their answers.
 7. Before giving out the next handout, encourage learners to describe the jobs of a waiter, a pilot, a doctor and a policeman. Eliciting positive and negative sentences. Hand out the next exercise and do the first description together. Have the learners write this activity in pairs. Exchange their exercises with other learners, checking each other's answers. Feedback.

8. Having photocopied and cut out the 14 jobs on card, give each learner a card, instructing them not to show it to the others. Cut out the prompt words/phrases and put them into a bowl or bag. Learner 1 picks out a job and will be questioned by the other learners to guess what it is. Demonstrate to the learners by taking a piece of paper and forming a question with either 'do' or 'is' (closed questions). Go around the class, with each learner taking a piece of paper and questioning learner 1, only using closed questions. Make notes on the board for classroom recapitulation. Depending on the size of the class, give learners about ten questions. Then they have to guess the job. Continue around the class, with each learner having a turn at being questioned about their job.
9. Take the cards in and redistribute them. Have learners, individually, describe their job in four sentences. The others have to guess what job they are describing.

Homework can be to write four or five sentences describing their own jobs.

**Key language used
in this lesson:**

do/does

(jobs) firefighter, waiter, pilot, actor, hairdresser, mechanic, receptionist, window cleaner

(verbs) wear, clock in/out, earn, serve, indoors/outdoors, uniform, qualifications, shifts

Describing jobs

1. Read the following descriptions and decide what each person's job is.

David works five days a week. He starts work at 9 o'clock and he finishes work at 5 pm. He wears a suit at work. He speaks to customers and works with money. His place of work is on the High Street. He organises mortgages for people. What is his job?

Pamela works in a hotel. She works long hours. She doesn't earn a lot of money. She speaks to people and gives them keys to their rooms. She answers the phone. What is her job?

Norman wears overalls at work. He often has dirty hands. He sometimes works at weekends. He has a pick up-truck. He repairs cars. What is his job?

Robert and Isabel wear a uniform at work. They have a good salary. They travel in a large red lorry for work. They help people. They sometimes come to your work and tell people how to be safer at home. What are their jobs?

2. Make more sentences with the following words.

Example: He / work / in an office.
He works in an office.

- a. She / earn / a lot of money.
 - b. He / wear / a hat.
 - c. They / work / with people.
 - d. He / have / a car.
 - e. She / work / outside.
 - f. He / wear / special clothes.
 - g. They / drive / people home.
 - h. She / travel / around the world.
-

3. Complete the following sentences with a **positive** or a **negative** and with the verb in the correct form.

1. A waiter (work) in a restaurant. He (take) peoples' orders. It (be) an easy job. He sometimes (work) in the evenings. He (earn) a lot of money.

2. A pilot (wear) a uniform. He (travel) all over the world. He (have) a lot of qualifications. He (work) from 9 to 5 every day. He (be) rich.

3. Doctors sometimes (work) in hospitals. They (look after) people who (be) ill. They (wear) a white coat at work. People (study) a long time before they (become) doctors.

4. A policewoman sometimes (carry) a gun. She (be) fit because she often (run) in her job. She (write) reports and often (drive) a police car. She (wear) a white coat for work.

4. Your teacher will give you a card with a job on it, in four sentences, describe your new job to the class **without saying the name of the job!**

firefighter

mechanic

waiter

bank manager

pilot

receptionist

police person

doctor

actor

footballer

taxi-driver

teacher

hairdresser

window cleaner

work outside

work inside

work in a team

start early

clock in and out

work overtime

work at weekends

write reports

work shifts

speak on the phone

speak to customers

speak to supervisors

drive a car

drive a forklift

drive a van

wear a uniform

wear special clothes

wear safety clothes

travel

work 9 to 5

like your job

work with people

earn a lot of money

work weekdays

work in an office

job important

interesting

work with your hands

boring

difficult

easy

exciting

inside

different every day

outside

lift things

need qualifications

get tips

manual

same every day

wear a white coat

use tools

work with money

work in a factory

serve people

The language of the workplace environment

Title: Useful Care Home vocabulary 1

Topic: Useful Care Home vocabulary

Level: Intermediate 1 upwards

Aim(s): Learn some Care Home vocabulary which will be useful in working with clients and when doing paperwork, for example, social assessment forms.

Skill(s): Reading and speaking

Approximate timing: 30 minutes

Materials / preparation: Vocabulary worksheets A and B

Teacher's instructions: **Worksheet A**

In pairs, learners match vocabulary items with gaps in sentences. Do the first as an example. Feedback, but there is no need to give detailed answers as learners will match to definitions later.

Worksheet B

Learners match the same vocabulary items to definitions. Check and answers and discuss the meanings of the words. To reinforce meanings, ask learners questions to personalise vocabulary: for example, 'Do you know any clients who tend to wander around much?'

Answers

Worksheet A

- | | | |
|----------------|---------------|--------------------------|
| 1. wander | 2. dentures | 3. incontinent, catheter |
| 4. hearing aid | 5. spectacles | 6. disorientated |
| 7. incoherent | | |

Worksheet B

- | | | |
|------------------|-------------|----------------|
| b. incoherent | c. wander | d. spectacles |
| e. disorientated | f. dentures | g. incontinent |
| h. hearing aid | | |

Worksheet A

Useful Care Home Vocabulary 1

Work with a partner. Write one item from the box on each line 1-7 below

catheter dentures disorientated hearing aid
incoherent incontinent spectacles wander

1. She tends to around quite a lot. I saw her walking around reception yesterday and she didn't know where she was going.
2. Her teeth fell out a long time ago and she's worn ever since.
3. 'He wet himself again the other day – I think he's completely now.'
'Well, maybe he should have a
4. He can't hear a word I say! I think we should get him a
5. As he can't see very well, he bought some
6. He was walking around looking very confused. He didn't know where he was. He was so
7. I couldn't understand what he was saying – at times he was completely

Worksheet B

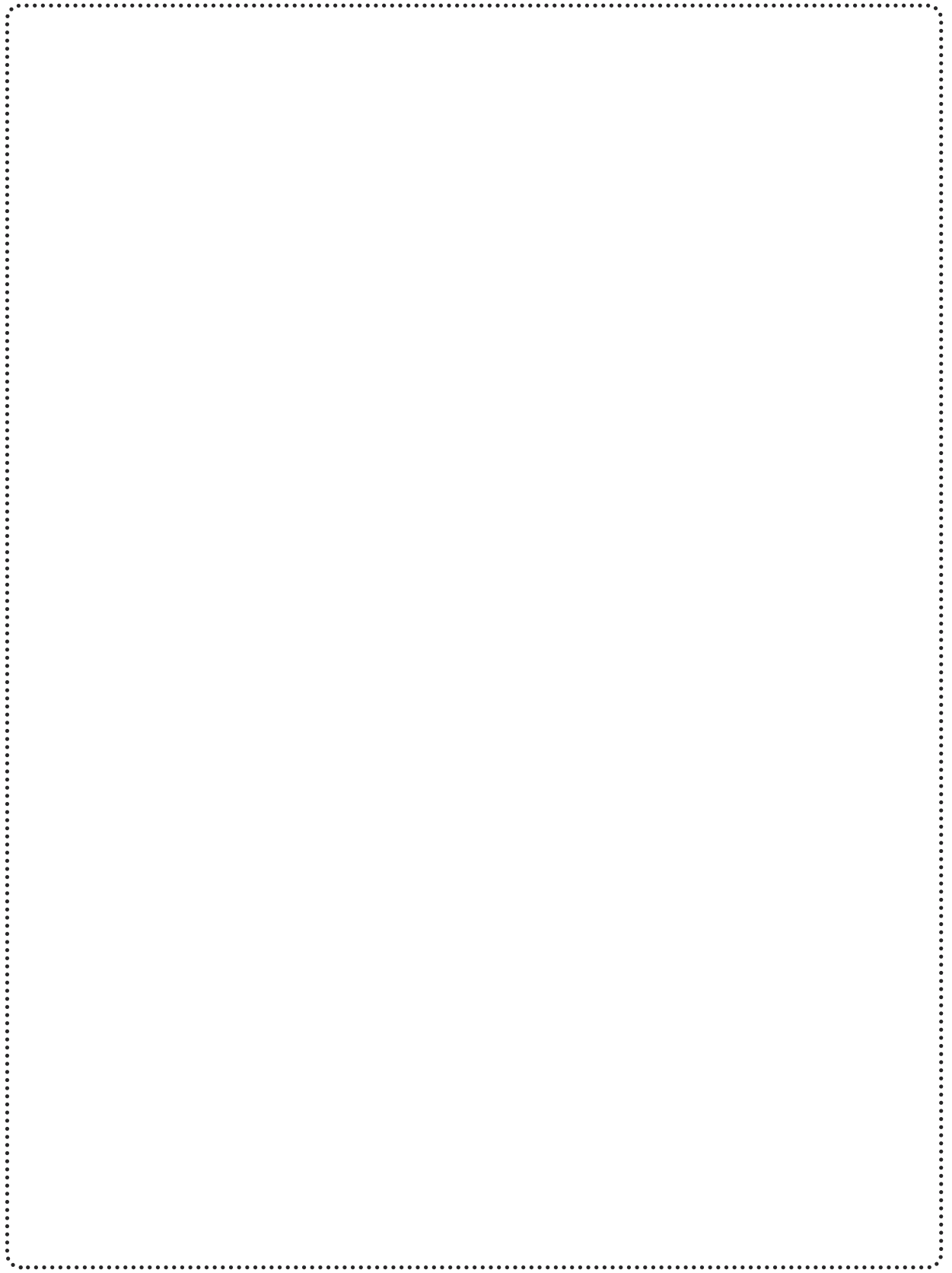
Useful Care Home Vocabulary 1

Now match each item from the box with its definition a-h below.
Write it on the line. The first one is done for you

~~catheter~~ dentures disorientated hearing aid
incoherent incontinent spectacles wander

- a. A tube for people who have problems going to the toilet: a catheter
 - b. Impossible to understand:
 - c. Walk slowly and with no purpose – you don't know where you're going or why:
 - d. A formal word for 'glasses' :
 - e. Lost and confused – you don't know where you are:
 - f. False teeth:
 - g. Not knowing when you need to go to the toilet:
 - h. Something that helps people with impaired (not so good) hearing:
.....
-

.....



.....

The language of the workplace environment

Title: Useful Care Home vocabulary 2

Topic: Useful Care Home vocabulary

Level: Intermediate 1 upwards

Aim(s): Learn some Care Home vocabulary which will be useful in working with clients and when doing paperwork, for example, social assessment forms.

Skill(s): Reading and speaking

Approximate timing: 30 minutes

Materials / preparation: Vocabulary worksheet

Teacher's instructions: **Exercise 1**

In pairs, learners match words to definitions.
Check meanings in feedback and help with pronunciation.

Exercise 2

Learners choose from the same words to fill gaps in sentences.
To reinforce meanings ask students questions to personalise vocabulary – for example, when did you last feel angry?

Answers

1. 1. e 2. f 3. i 4. c 5. h 6. d 7. b 8. a 9. g

2. a. cheerful
b. optician
c. memory
d. audiologist
e. self-medicate
f. anxious
g. content
h. angry
i. diet

Worksheet

Useful Care Home Vocabulary 2

1. Match the words on the left to the definitions on the right

- | | |
|------------------|------------------------------------|
| 1. optician | a. what and how you remember |
| 2. diet | b. you take your medicine yourself |
| 3. cheerful | c. worried/nervous |
| 4. anxious | d. very annoyed |
| 5. audiologist | e. eye doctor |
| 6. angry | f. what you eat |
| 7. self-medicate | g. happy and satisfied |
| 8. memory | h. ear doctor |
| 9. content (adj) | i. happy |

2. Now here are the words 1-9 again. Work with a partner and write one on each line a-i

angry anxious audiologist cheerful content
diet memory optician self-medicate

- a. He's very – he's always smiling and telling jokes.
- b. These glasses aren't so good now – I'll need to see my
- c. I can never remember people's names these day. I think my is going.
- d. I think Albert's losing his hearing. Can you make an appointment with the?
- e. You have to make sure she takes these pills every day. She's too old to
- f. Maria's got an exam on Monday. She's a bit
- g. I'm not at all with what I have. I want to make more money.
- h. Rude people really make me Sometimes I lose my temper completely.
- i. You need to eat fruit and vegetables as part of your

The language of the workplace environment

Title: Understanding instructions

Topic: Giving and receiving instructions in care homes.

Level: Intermediate 1 upwards.

Aim(s): Learn common instructions used in a care home.

Learn and practise listening strategies useful when you don't understand instructions.

Skill(s): Vocabulary, listening and speaking

Approximate timing: 1 hour .

Materials / preparation: Worksheet.

Questions on cards (optional practice).

Teacher's instructions: **1. Lead-in**

In pairs or groups, learners discuss the lead-in question.

2. Instructions

In pairs, learners write letters in the gaps.

3. Giving and receiving instructions

Carry out an analysis of the text in section 2, 'Instructions'.

In pairs, learners answer the questions. Monitor, help and give feedback afterwards.

4. Checking you understand

1. Lead in by asking students what they can say if they don't understand what someone says (for example, 'Sorry?', 'Could you repeat that please?') Then learners match the halves of sentences together. In feedback emphasise that these are useful strategies if you understand part of what somebody says but not everything. Also, by asking someone to speak more slowly, you increase the chance of being able to understand them.
2. Text analysis – learners answer questions about sentences in 4.1.

Further practice

- a. Prepare a role play suitable for the learners' workplace. For example, some students are supervisors and others care workers. Divide learners into two groups: supervisors and care workers. The supervisors prepare some instructions commonly given in their jobs. The care workers predict instructions commonly given. Put one supervisor with one care worker. They act out the role play.
- b. Prepare some cards with questions on, using difficult vocabulary - for example, 'Do you know when the chiropodist is coming to visit?' Give the learners a card each and a dictionary. Help them understand their questions. They then move around the room asking each other the questions and using the learning strategies if they don't understand the questions.
- c. In pairs, learners prepare a dialogue between a worker and supervisor and then act it out for the class.

Answers

2. Instructions

- 1 Take Mary for her **bath**.
- 2 Get the tea for the **clients**.
- 3 Could you get the clients up and **dressed**?
- 4 Can you go and get the **toileting** done?
- 5 Take the clients their **lunch / dinner / tea**.
- 6 Can you **put** the clients to bed?
- 7 Get everyone in the **dining room** for **breakfast**.
- 8 **Feed** the clients.
- 9 **John's** due for a bath – can you go and do that?

3. Giving and receiving instructions

- 1 **Can** and **could**. Sentences which begin in this way look like requests but they are really instructions.

- 2 3 4 6 9

- 3 a **Of course; certainly** (more formal)
No problem (informal)

b **I'm sorry, but ...** Then give a good reason, such as that the supervisor has already asked you to do something urgent, but you'll do it after that.

4. Checking you understand

- 1 1 e 2 c 3 b 4 g 5 a 6 d 7 h 8 f

- 2 a 1, 7 b 3

Worksheet

Understanding Instructions

1. Lead-in

Do you find it difficult to understand your colleagues? Why/why not? Can you think of any examples?

2. Instructions

Work with a partner. The sentences below are all possible instructions from your boss. Fill in the missing letters.

- 1 Ta_e Mary for her b__h.
- 2 Get the tea for the cl__ts.
- 3 Could you get the clients up and dr__ed?
- 4 Can you go and get the to__e_ing done?
- 5 Ta_e the clients their l__ch / di__r / t_a.
- 6 Can you p__ the clients to bed?
- 7 Get everyone in the d_n_ng r__m for b__a_fa_t.
- 8 F_e_ the clients.
- 9 John's du_ for a bath – can you go and do that?

3. Giving and receiving instructions

In the sentences above there are three different ways of giving instructions. Work with a partner. Write your answers on the lines below.

- 1 Which two words can often be used at the beginning of instructions /requests?

.....

- 2 Which sentences above are not really questions?
- 3 How can you answer these questions? How do you say 'yes'?

.....

How do you say 'no'?

.....

4. Checking you understand

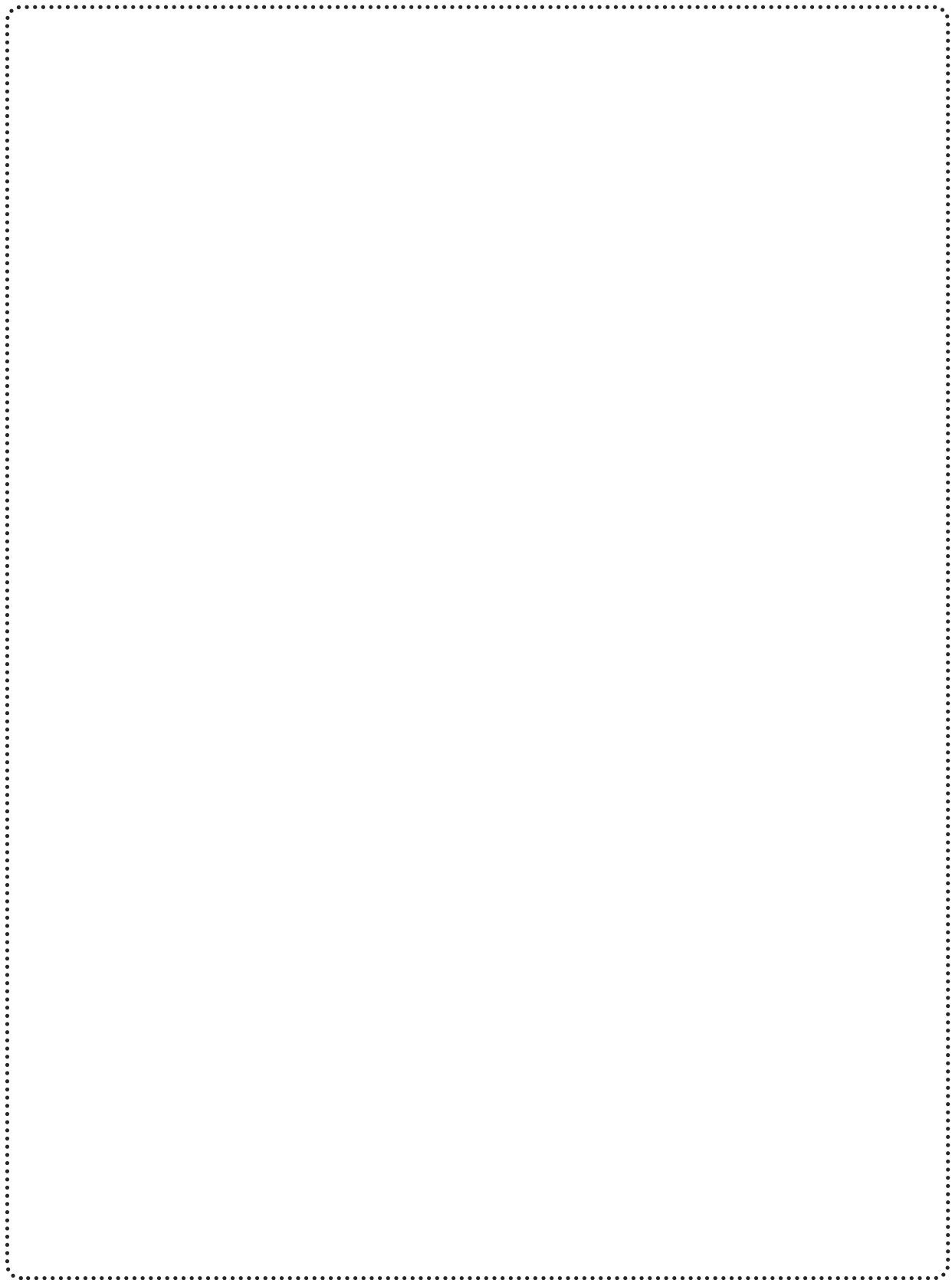
- 1 The sentences below are useful if you don't understand what somebody says to you. Match the first halves of the sentences (1–8) with the second ones (a–h).

- | | |
|------------------------------------|--|
| 1 Sorry, what are | a say that again? |
| 2 Sorry, what do you | b broke her hearing aid? |
| 3 Do you mean that she | c mean exactly? |
| 4 I'm sorry, I don't | d little more slowly please? |
| 5 Sorry, could you | e 'dentures'? |
| 6 Sorry, could you speak a | f just the last part of what you said. |
| 7 Sorry, what does the word | g understand. |
| 8 Sorry, I didn't understand/catch | h 'dentures' mean? |

- 2 Which sentences could you use if you didn't understand these instructions:

- a 'Can you help John with his dentures?' ____
- b 'Can you help Mary? She dropped her hearing aid and it smashed into pieces.' ____

.....



.....

The language of the staff handbook

Title: Work policies

Topic: Talking about smoking, parking and using the restroom at work

Level: Access 2 upwards

Aim(s): Familiarising learners with policies at work and the use of 'can' and 'can't'

Skill(s): Speaking, reading, writing and listening

Approximate timing: 60 to 90 minutes

Materials / preparation: Photocopy worksheets 1, 2 (Quiz) and 3 for each learner

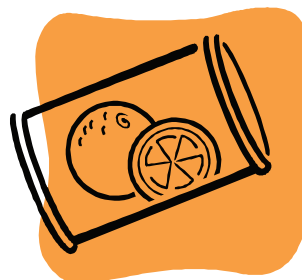
- Teacher's instructions:**
1. Tell the learners that you are going to be talking about rules at work. Brainstorm what you can and can't do in the rest room. Elicit the use of 'can' and 'can't' and pay particular attention to the pronunciation ('can't' as in 'car').
 2. With learners working in pairs, hand out the first worksheet and instruct them to put a number beside each picture. Feed back the answers to the class, again focusing on the pronunciation of 'can' and 'can't'. Check any unknown vocabulary.
 3. Write 'Quiz' on the board and elicit what a quiz is. Put the learners into two groups and tell them they are going to do a quiz, based on their works policies. Show them that question 1 has been done for them and they will put a tick or a cross for each sentence. Give a time limit.
 4. Exchange worksheets with the other group and the teacher reads out the correct answers, while each group corrects the others' quiz. Add up the scores and give them back to the original team.
 5. Around the class, have each individual learner make a sentence with 'I can...' or 'I can't...'.
 6. Instruct learners to turn over the other worksheets to avoid copying from them and hand out worksheet 3. In pairs, have them fill in the spaces. Learners then feed back their answers to the class.
 7. Referring to the three questions at the bottom of the page, use each one individually for grammar discussion.

Key language used in this lesson:	can	designated
	can't	obscure
	on site	vision
	smoke	vehicles
	permission	rest room
	cigarette ends	rubbish
	building	bin

Worksheet 1

Label the following pictures with these sentences

1. I can get cold drinks in the rest room.
2. I can't leave cigarette ends around the estate.
3. I can't smoke during work.
4. I can leave my rubbish in the bin.
5. I can get hot drinks in the rest room.
6. I can't park at the front of the building.



Worksheet 2

A Quiz

	I can	I can't
Smoking		
1. Smoke on site
2. Smoke during work
3. Leave the site with permission
4. Leave cigarette ends around the estate
5. Smoke in the English class
Car Parking		
6. Park at the front of the building
7. Park in designated spaces
8. Use any car park when ours is full
9. Obscure the vision of other vehicles
10. Park in front of the Community Centre
Rest Room		
11. Use the rest room during normal opening hours
12. Get hot and cold drinks in the rest room
13. Leave my rubbish on the table
14. Leave my rubbish in the bin
15. Leave my rubbish in the English class

Worksheet 3

Can and Can't – fill in the spaces

1. I smoke on site **but** I leave the site with permission.
2. I smoke in the class **and** I leave cigarette ends around.
3. I park in designated areas **but** I park in front of the building.
4. I park in our car park **but** I park in front of the Community Centre.
5. I use the rest room during opening times **and** I get hot and cold drinks in the rest room.
6. I leave rubbish on the table **but** I put rubbish in the bin.
7. I leave my rubbish in the English class!

When do we use 'can' and when do we use 'can't'?

When do we use 'and' and when do we use 'but'?

What is 'can't' shortened from?

The language of the staff handbook

Title: Asking for time off work

Topic: HR

Level: Access 3 upwards

Aim(s): To discuss when it is appropriate to take time off work; to practise asking for time off work

Skill(s): Listening, reading and speaking

Approximate timing: 1 hour and 30 minutes

Materials / preparation: Worksheet and recording.

Optional: make up your own short recordings of the dialogue or a similar dialogue.

- Teacher's instructions:**
1. Write 'time off' on the board and check learners understand. Tell the class an anecdote about when you had time off work.
 2. Learners discuss activity 1 in pairs. Elicit any other reasons to be off work, for example, paternity leave, when child is sick or for a dental appointment. Learners should identify in which situations you would phone in on the day and which you would ask for in advance.
 3. Activity 2: listen for gist. Kam has to leave a message for Marianne (see dialogue box below).
 4. Activity 3: listen again and ask learners to fill in the gaps.
 5. Activity 4: controlled practice exercise. Check the learners know how to pronounce the words correctly.
 6. Before doing the role play in activity 5, check the learners know how to say dates. The role plays could be recorded and feedback given on language used and intonation.

Ann: Hello, Ann speaking.

Kam: Hello, this is Kam.

Ann: Hello Kam. How can I help you?

Kam: Can I speak to Marianne please?

Ann: Oh sorry, Marianne's not here at the moment.

Can I take a message?

Kam: Can you tell Marianne I can't come to work today because I've got to go to the doctor.

Ann: OK Kam. I'll pass your message on to Marianne.

Kam: Thank you.

Ann: OK.

Kam: See you later.

Ann: See you later.

Note: the tutor could make up other short dialogues where the worker speaks directly with his/her supervisor.

Asking for time off work

Activity 1

Which are good reasons for taking time off work?

- I 'd like to go on holiday
- I feel tired
- It's my friend's 21st birthday
- The World Cup finals are on TV
- I've got a hairdresser appointment
- I've got an exam
- I feel sick/ill
- I've got a hospital appointment
- It's my sister's wedding
- I need maternity leave
- My grandfather has died

Activity 2

Listen to the recording: Kam is trying to phone her supervisor, Marianne.

- Does Kam speak to Marianne?
- Why does Kam want time off?

Activity 3

Listen again and fill in the gaps:

Ann: Hello, Ann speaking.

Kam: Hello, this is Kam.

Ann: Hello Kam. How can I help you?

Kam: Can I to Marianne please?

Ann: Oh sorry, Marianne's not here at the moment. Can I take a message?

Kam: Can you tell Marianne I to work today I've got to go to the doctor.

Ann: OK Kam. I'll pass your message on to Marianne.

Kam: Thank you.

Ann: OK.

Kam: See you later.

Ann: See you later.

Activity 4

Look at the pictures a – e and complete the sentences:

a. I can't come to work because...



b. Can I have time off to...?



c. I can't come to work because...



d. Can I have time off to...?



e. I can't come to work because...

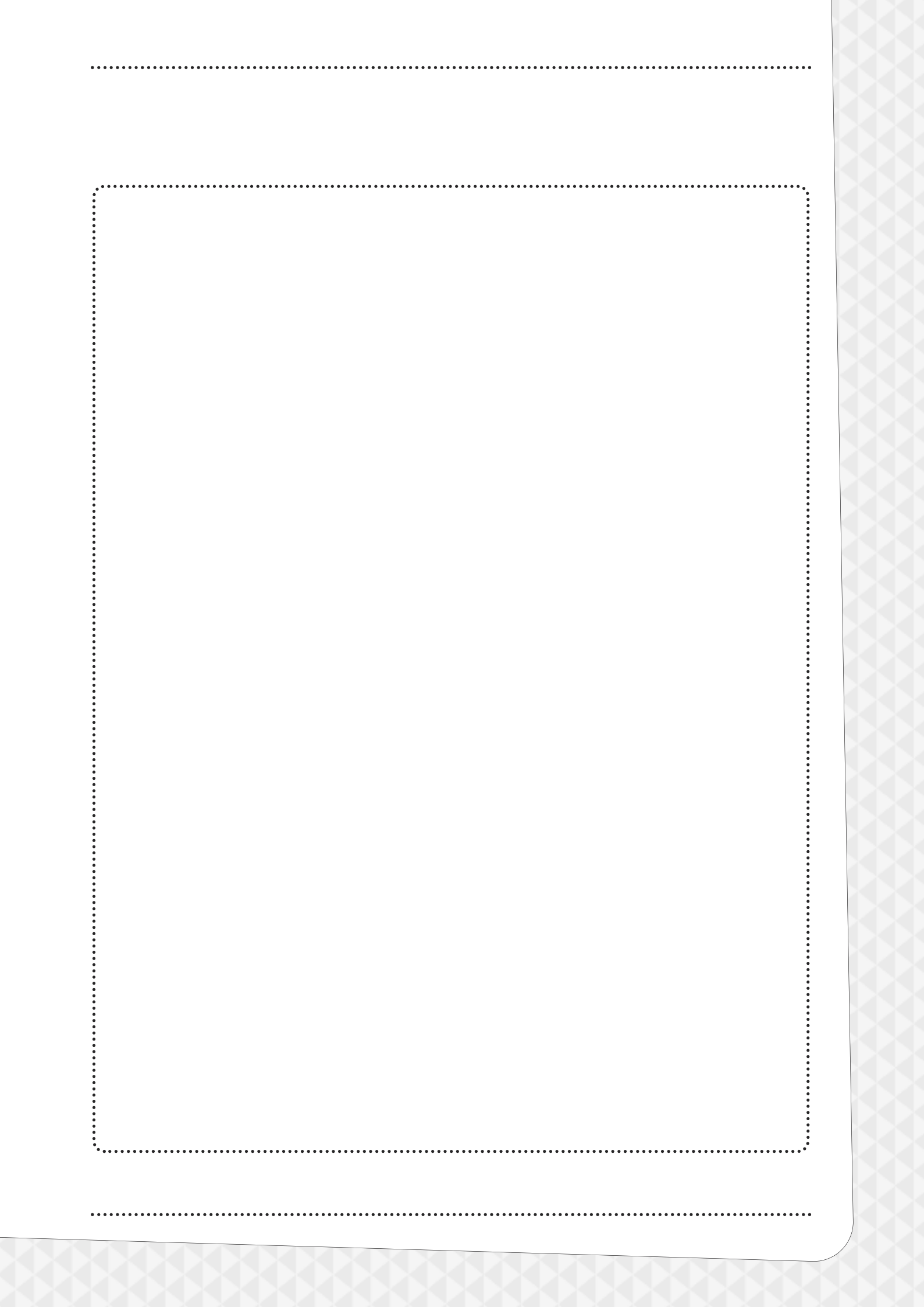
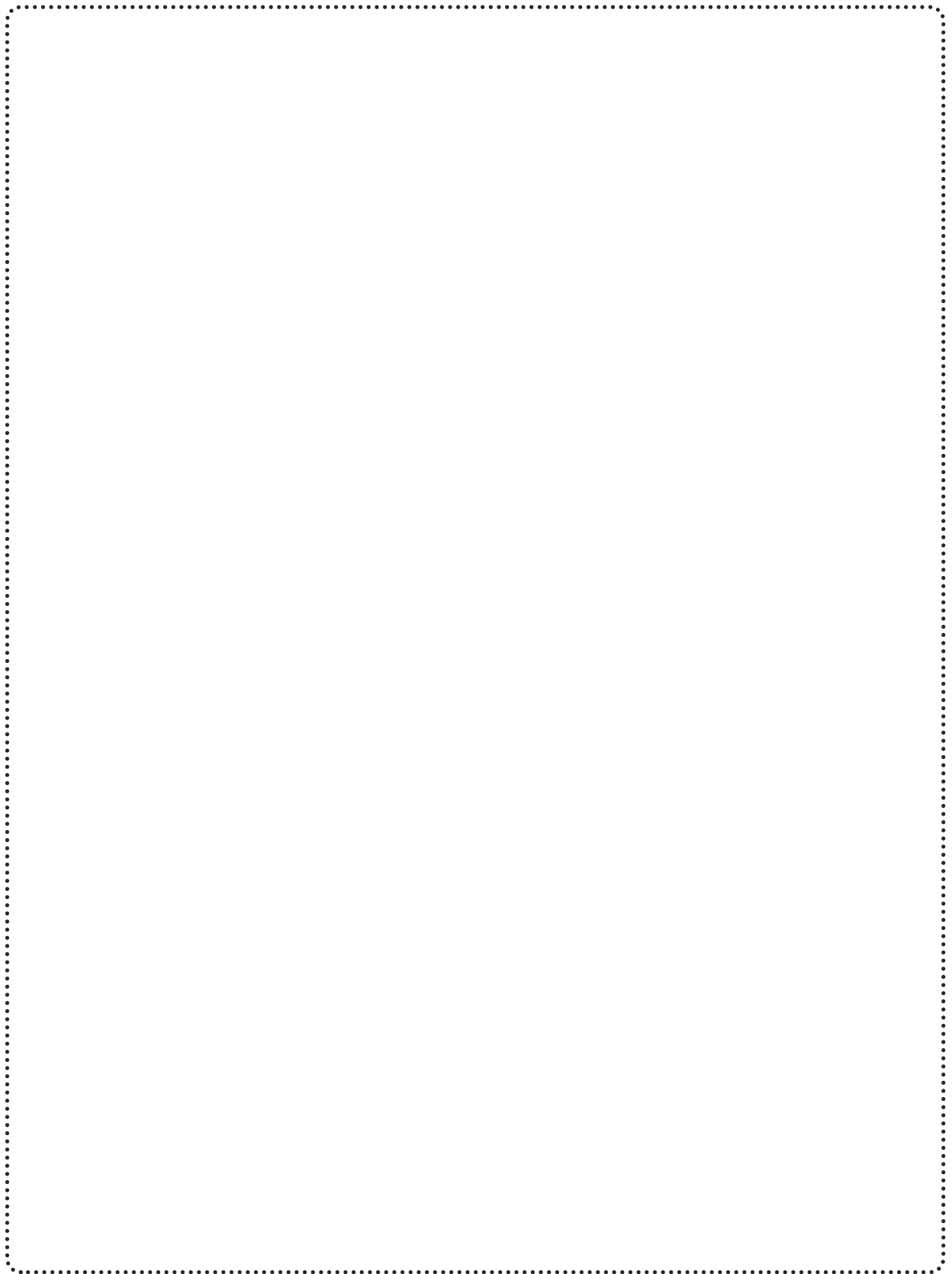


Activity 5

Asking for time off

In pairs, practise the conversation in activity 3.

- Give **different reasons** why you need time off work.
- Say **when** you need time off.



The language of the staff handbook

Title: Self-certified sickness form

Topic: Filling in a self-certified sickness form

Level: Access 3 upwards

Aim(s): Teach vocabulary associated with sickness and injury
Following instructions

Skill(s): Reading, speaking, writing and listening

Approximate timing: 90 to 120 minutes

Materials / preparation: Photocopy the two worksheets, one for each learner.
Photocopy the three sample forms, one for each learner.
Photocopy the blank form, one for each learner and one for pair work. Learners' dictionaries. Highlighters.

- Teacher's instructions:**
1. Brainstorm 'time off work.' Elicit vocabulary such as holidays, sickness and injury. Brainstorm types of injury and types of sickness. Ask learners what they do when they are not well and can't go into work. Ask them what they do when they come back to work after they have been off because of sickness or injury. At this point, many of the learners may not know what a 'self-certified sickness form' is. Ask learners what happens in the country that they come from.
 2. Hold up the blank form and inform learners that you are going to look at filling in this form, but do not hand it out at this stage. Hand out the first worksheet and put the learners into pairs. Instruct them to complete the first exercise. Check answers in the class, using a learner's dictionary where necessary.
 3. Refer back to the brainstorming exercise and the injury and sickness vocabulary. Refer learners to the vocabulary box, reading with class repetition, again, using a dictionary if necessary. In pairs, have the learners write exercise 2. Check answers around the class. Encourage them to fill in other words that they know.
 4. Put learners into pairs and give each pair one copy of the blank form. Instruct them to find the vocabulary from exercise 1 on the form and highlight it.
 5. Hand out the true / false exercise and have learners read out the sentences in the class. Clarify any uncertainty.
 6. Give the true / false exercise to learners to write individually. Check answers with partner then with the class. Have learners answer the question at the bottom of the page.
 7. Before giving out the three filled-in forms, sign them! Put learners into two groups and give each group the three examples of the filled-in form. Instruct them to discuss the forms in their groups and find the various mistakes that have been made on each form. They could refer back to the true sentences from the second worksheet if learners find this exercise difficult.

8. Now give each learner a copy of the blank worksheet and tell them they are now going to fill in a form, either describing the last time they were off work or making up the information. Have them swap forms with a partner, check their answers and feed back to the class. Take the worksheets in and underline any errors, then hand them back to the learners to self-correct.
9. For a possible discussion exercise, talk about the last time you were off sick: how long was it for? What was wrong? Did you see a doctor?

Answers

1. Not filled in in capitals, given to supervisor six days after returning to work.
2. Not filled in in capitals, not handed in on day of return, unclear reason for absence.

Key language used in this lesson:	illness	self-certified
	injury	complete
	sore throat	block letters
	broken	absence
	tonsillitis	calendar days
	earache	essential
	burn	accurate
	bruise	
	infection	
	fractured	
	sickness	
	a cold	
	back ache	
	measles	

SELF-CERTIFIED SICKNESS FORM

1 Match part A with part B.

A

- 1. complete
- 2. block letters
- 3. ink
- 4. sickness
- 5. absence
- 6. calendar days
- 7. essential
- 8. accurate

B

- a. pen
- b. fill in
- c. not at work
- d. CAPITALS
- e. very important
- f. exact, correct and precise
- g. flu / tonsillitis / fever
- h. one day after the other

2 Write these words into their correct box.

sore throat
burn
sickness

broken finger
bruise
a cold

tonsillitis
eye infection
back ache

earache
fractured arm
measles

Injury

Illness

SELF CERTIFIED SICKNESS FORM

This form must be completed for all sickness absence of seven calendar days or less duration and handed over to your supervisor on the first day back to work.

TO BE COMPLETED IN BLOCK LETTERS AND IN INK

NAME DESIGNATION

PAY CHECK NO GARAGE/SECTION

I certify that I was unable to attend work on the following date(s).

FROM TO

IN THE INTERESTS OF HEALTH AND SAFETY IT IS ESSENTIAL THAT A FULL AND ACCURATE DESCRIPTION OF REASONS FOR ABSENCE BE GIVEN.

NATURE OF ILLNESS/INJURY
.....
.....
.....

NAME & ADDRESS OF DOCTOR
.....
.....
.....

I confirm that this information is correct and I wish to claim sickness payment for the days indicated above.

SIGNATURE DATE

DATE RECEIVED
(signature of Supervisor)

SELF CERTIFIED SICKNESS FORM

This form must be completed for all sickness absence of seven calendar days or less duration and handed over to your supervisor on the first day back to work.

TO BE COMPLETED IN BLOCK LETTERS AND IN INK

NAME **Richard Grimsby**..... DESIGNATION **driver**.....

PAY CHECK NO **456 873 77**..... GARAGE/SECTION **Linlithgow**.....

I certify that I was unable to attend work on the following date(s).

FROM **24th March 2008**..... TO **29th March 2008**.....

IN THE INTERESTS OF HEALTH AND SAFETY IT IS ESSENTIAL THAT A FULL AND ACCURATE DESCRIPTION OF REASONS FOR ABSENCE BE GIVEN.

NATURE OF ILLNESS/INJURY

I was off work for the last five days as I had a sore throat and

I couldn't eat. I was quite weak and didn't feel I could come into work.

NAME & ADDRESS OF DOCTOR

Dr B Miller

16 Old Grant Street, Westside, Linlithgow

I confirm that this information is correct and I wish to claim sickness payment for the days indicated above.

SIGNATURE..... DATE **4th April 2008**.....

DATE RECEIVED **4th April 2008**.....

(signature of Supervisor)

SELF CERTIFIED SICKNESS FORM

This form must be completed for all sickness absence of seven calendar days or less duration and handed over to your supervisor on the first day back to work.

TO BE COMPLETED IN BLOCK LETTERS AND IN INK

NAME **Helen Ferguson** DESIGNATION **driver**

PAY CHECK NO **1134 7900 3629** GARAGE/SECTION **Musselburgh**

I certify that I was unable to attend work on the following date(s).

FROM **2nd November 2007** TO **12nd November 2007**

IN THE INTERESTS OF HEALTH AND SAFETY IT IS ESSENTIAL THAT A FULL AND ACCURATE DESCRIPTION OF REASONS FOR ABSENCE BE GIVEN.

NATURE OF ILLNESS/INJURY

I was absent from work because I was feeling well.

NAME & ADDRESS OF DOCTOR

Dr Pearson

Musselburgh Health Centre, High Street, Musselburgh

I confirm that this information is correct and I wish to claim sickness payment for the days indicated above.

SIGNATURE DATE **12nd November 2007**

DATE RECEIVED **12nd November 2007**

(signature of Supervisor)

SELF CERTIFIED SICKNESS FORM

This form must be completed for all sickness absence of seven calendar days or less duration and handed over to your supervisor on the first day back to work.

TO BE COMPLETED IN BLOCK LETTERS AND IN INK

NAME **Hamish Mcdonald**..... DESIGNATION **driver**.....

PAY CHECK NO **556 432 601**..... GARAGE/SECTION **Dalkeith**.....

I certify that I was unable to attend work on the following date(s).

FROM **8th January 2008**..... TO **9th January 2008**.....

IN THE INTERESTS OF HEALTH AND SAFETY IT IS ESSENTIAL THAT A FULL AND ACCURATE DESCRIPTION OF REASONS FOR ABSENCE BE GIVEN.

NATURE OF ILLNESS/INJURY

I didn't come to work yesterday or the day before because I had a cold

NAME & ADDRESS OF DOCTOR

Dr K Hutton

Beaufort Health Clinic, Green Acre, Dalkeith

I confirm that this information is correct and I wish to claim sickness payment for the days indicated above.

SIGNATURE..... DATE **13th January 2008**.....

DATE RECEIVED **12th January 2008**.....

(signature of Supervisor)

SELF-CERTIFIED SICKNESS FORM

Are these sentences **true** or **false**?

1. You must complete this form if you are off work for seven days or less.
2. Give this form to your supervisor within three days of being back at work.
3. You don't have to write exactly why you were absent.
4. Fill in the form in pencil.
5. Your supervisor must sign the form.
6. You don't need the name and address of your doctor.
7. You can be off work for two weeks and still use this form.
8. You don't have to sign the form.
9. You must complete the form in capitals.
10. Write accurately why you were absent.

Does this man have an **injury** or is he **sick**? What about the two other pictures?



The language of the staff handbook

Title: Understanding a payslip

Topic: Pay

Level: Access 3 upwards

Aim(s): To understand the information provided on a payslip

Skill(s): Reading

Approximate timing: 90 minutes

Materials / preparation: Payslips. Worksheets.

- Teacher's instructions:**
1. Introduce the topic of pay and elicit when learners are paid. Explain that you are going to find out what information is on a payslip. Show them an A3 enlargement of one of the payslips.
 2. Read out definitions/explanations of each of the terms in the task, numbering each so that the students can number them on the worksheet 1. For example, number 1: money taken off your wages/salary such as tax. Use the definitions provided for the teacher.

Ask the students to compare their answers in pairs and then check with the whole class discussing issues as they arise.

3. Hand out the payslips and ask which is weekly and which is monthly. Check that all learners have understood. Students work in pairs to answer the comprehension questions and then check their answers with another pair.
4. Again, learners can work in pairs to do the task on definitions and check them with another pair.
5. Introduce add, subtract, multiply and divide one at a time, doing some simple examples on the board/flipchart. Ask students what the words are in their language and ask them to write the translations beside each word on the worksheet.

Students now look at each and fill in the words.

6. Conclude with a discussion about whether payslips in this country are similar to what they would receive in the country that they have come from.

Key language used in this lesson: salary, wages, tax, national insurance, gross pay, deductions, pension, bank account, minimum wage, tax rebate, add, subtract, multiply, divide

Looking at a payslip

Listen to your teacher describe these words decide which one she is talking about. Put a number beside each word.

- a. salary
- b. wages
- c. tax
- d. national insurance
- e. gross pay
- f. deductions
- g. pension
- h. bank account
- i. minimum wage
- j. tax rebate

Look at the following two pay slips and decide which one is a **weekly** pay slip and which one is a **monthly** pay slip.

Look at A.

1. What is Helene's national insurance number?
2. How is Helene paid?
3. How much tax did Helene pay this week?
4. How much is she paid per hour?
5. What did she earn this week?
6. How much N.I. has Helene paid to date (TD)?

Look at B.

1. What is Abdulla's tax code?
2. How many hours overtime did he work?
3. What is his rate for double time?
4. What is his tax paid to date (TD)?
5. What was his pay before any deductions?
6. Does he contribute to a pension scheme?

Look at the following **abbreviations**, what do you think they stand for?

- BACS
- G.B.
- IV17 OXP.....
- TD
- N.I.
- PAYE
- Ltd
- No.
- Mr.

Checking your payslip

Put the following words into the correct spaces

add

subtract

multiply

divide

The yearly salary is £16,000. What is the monthly pay?

..... £16,000 by 12.

You pay £155 tax, £88 national insurance and £35 pension.

What are your total deductions?

..... £155, £88 and £35.

Your hourly rate is £6.25 and you have worked 25 hours this week.

What is your pay this week?

..... £6.25 by 25.

Your gross monthly pay is £1,080 and your deductions are £245.

What is your net pay?

..... £245 from £1,080.

Teacher's reference

minimum wage	an amount set by the Government that an employer can not pay less than to their staff
tax	money the Government deducts from your wages/salary to pay for roads, education, police, armed forces and so on
national insurance	money deducted from your wages/salary to help pay for the National Health Service and state pensions
wages	money you work for and receive every week
pension	money you receive, when you are over 60 for a woman and 65 for a man, when you retire
gross pay	the money you earn before any deductions are taken
bank account	where you keep your money: wages are often paid directly into one
salary	money you work for and receive every month
tax rebate	money you get back from HM Revenues and Customs when you have paid too much tax
deductions	money taken off your wages/salary such as N.I. and tax

Balmoral Salmon Ltd

Department 6 - Processing		Payment Method - BACS			Payment Period - Monthly		
SALARY	1.00	1146.66	1146.66	PAYE Tax	741.00	Total Gross Pay TD	5228.52
OVERTIME	1.00	6.80	69.45	National Insurance	88.88	Gross for Tax TD	5228.52
DOUBLE TIME	1.50	13.18	40.12	Arrears	35.78	Emp pay TD	677.94
						Earnings for NI TD	5770.00
						National Insurance TD	583.61
						Pension TD (incl. AVC)	143.12
						Earnings for NI	1241.00
						Gross for Tax	1242.20
						Total Gross Pay	1242.24
						Nat. Insurance No.	NI502355A
18	22/11/2017	2221M	9938	Mr. Abdulh Saad		19627	

Balmoral Salmon Ltd

Department 4 - Delivery		Payment Method - cash			Payment Period - Weekly		
BASIC ECTS	1.00	8,320	185.25	PAYE Tax	7.91	Total Gross Pay TD	6588.28
SHOP PAY	1.33	8,300	2.58	National Insurance	11.05	Gross for Tax TD	1548.28
						Tax paid TD	7.30
						Earnings for NI TD	15,530
						National Insurance TD	50.00
						Earnings for NI	200.00
						Gross for Tax	200.81
						Total Gross Pay	200.83
						Nat. Insurance No.	NI2254M
18	25/07/2017	2221M	9268	Ms. Helen Arnold		81.88	

The language of the staff handbook

Title: Company background

Topic: Reading about the company and punctuation.

Level: Access 3 upwards.

Aim(s): Learning about the company and using punctuation.

Skill(s): Reading and writing.

Approximate timing: 45 minutes to 60 minutes.

Materials / preparation: Photocopy worksheet 1.

- Teacher's instructions:**
1. Board work. Write capitals, question mark, full stops and commas on the board. Discuss when these forms of punctuation are used and note beside each.
 2. Hand out the work sheet and read the first paragraph to the class, hesitating at full stops. Learners work together to punctuate the first paragraph with the information on the board as reference.
 3. Feedback to the class. Do the same for the next paragraph. Learners practise reading out loud the paragraphs. Encourage hesitation at the end of a sentence.
 4. Pre-teach true and false. Learners work in pairs to read and answer the true and false statements. Encourage the stronger learners to correct the false statements.

Key language

used in this lesson: full stop, capital letter, comma, question mark, true, false

Strathaird Salmon

A Young's Seafood company

Company background

Strathaird Salmon in Inverness is part of the Young's Seafood group of companies and is a leading supplier of premium quality Scottish salmon products to most UK multiple retailers and prestige independent store groups such as Harrods, Jenners, Caviar House and Harvey Nichols. Strathaird Salmon also exports to North America and Europe. The company is a major employer with around 350 employees rising to around 500 during peak times.

Why do we need English at Work language classes?

In recent years the company has actively recruited migrant worker employees to overcome difficulties in local recruitment. The number of workers from Latvia, Lithuania, Poland, Portugal and Iraq employed with Strathaird Salmon has risen rapidly and accounts for 75% of the workforce.

Worksheet 1

Put CAPITAL LETTERS, full stops(.) and commas(,) in the following text:

**strathaird salmon
a young's seafood company**

company background

strathaird salmon in inverness is part of the young's seafood group of companies and is a leading supplier of premium quality scottish salmon products to most uk multiple retailers and prestige independent store groups such as harrods jenners caviar house and harvey nichols strathaird salmon also exports to north america and europe the company is a major employer with around 350 employees rising to around 500 during peak times

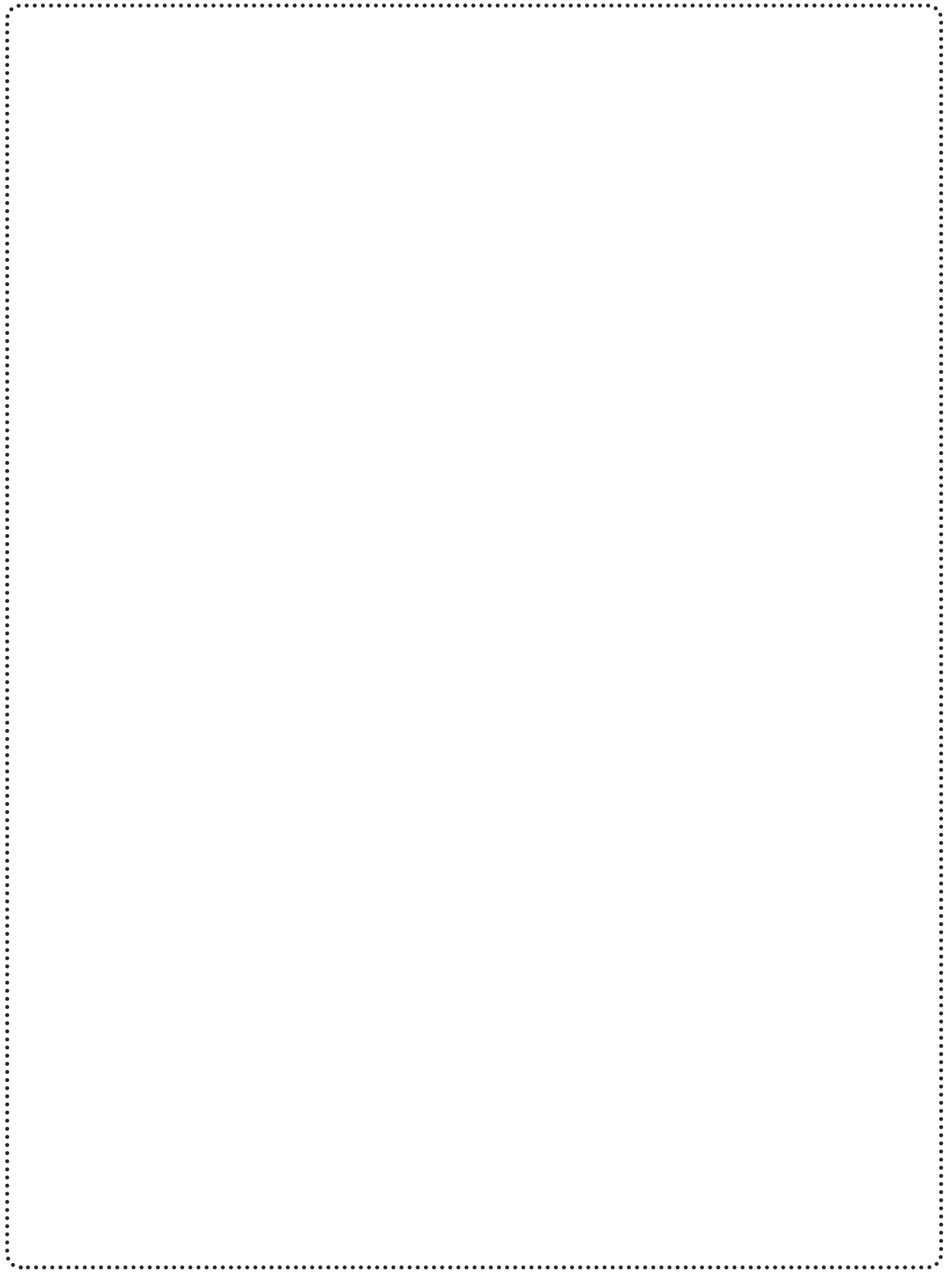
why the need for english at work language classes

in recent years the company has actively recruited migrant worker employees to overcome difficulties in local recruitment the number of workers from latvia lithuania poland portugal and iraq employed with strathaird salmon has risen rapidly and accounts for 75% of the workforce

True or false?

1. Strathaird is in Alness.
 2. Strathaird is part of Young's.
 3. Strathaird supplies to Harrod's.
 4. Srathaird exports to South America.
 5. About 750 people work at Strathaird.
 6. Peak time is at Christmas.
 7. People from Latvia work at Strathaird.
 8. 95% of the people at Strathaird are from foreign countries.
-

.....



.....

The language of the staff handbook

Title: Vandalism

Topic: Reporting damage and vandalism on a bus

Level: Access 3 upwards

Aim(s): To make learners aware of the implications of vandalism and damage. Teach associated vocabulary and report writing

Skill(s): Writing, reading, speaking and listening

Approximate timing: 2 x 120 minute lessons

Materials / preparation: Copies of worksheets 1, 2, 3 and 4 for each learner. Copy the driver's statement forms and cut it up: one for each learner. Copy the blank information form and cut it up: two for each learner. Dictionaries, preferably learners dictionaries. Oxford Elementary Learner's Dictionary of English is great.

- Teacher's instructions:**
1. Attach the photos of vandalism to the board or lay them on a desk and have the learners discuss what has happened. Elicit 'vandalised' and any other verbs relating to vandalism and write them on the board. Ask learners what they have to do when a bus they are driving has been vandalised. Encourage class discussion.
 2. Before giving out the first worksheet, have the learners guess how much they think vandalism costs First Bus per week / per year. Check pronunciation of numbers and costs. Write some of the costs on the board to compare.
 3. Handout worksheet 1 and instruct learners to fill in the answers then compare with their partners. Have learners read out the paragraph, checking answers. Compare the statistics with the guesses which are written on the board. Again encourage class discussion.
 4. Now have learners label the parts of the bus with the vocabulary from the bottom of the page. For stronger learners, have them cover up the vocabulary and label the different parts of the bus without referring to the vocabulary. Encourage learners to label other parts they know too.
 5. Hand out worksheet 2 and have learners working in pairs to fill in the first exercise. If they are unsure of the verbs' definitions or the past form, encourage the use of a dictionary. Check answers around the class with class repetition for pronunciation. Which two verbs are the two pictures describing?
 6. Now give out the second exercise to complete individually. Learners should then check work with a partner before feeding back to the class. Write 'someone' on the board. Have the learners re-write the second exercise using 'someone' and in the past. *Example: Someone **threw** a stone at the window.* (This is to avoid using the passive voice, which is for advanced learners)
-

7. Use the question at the bottom of the worksheet to encourage classroom discussion. For further discussion, refer back to the illustration at the top of worksheet 2 and elicit 'graffiti.' You can then ask, 'Where do you see it?', 'Do you have it in your country?', 'Do you think it is art?' and so on.

Here would be a good place to stop and continue with the second part of the lesson in the following class.

1. Recap on the previous lesson before giving each learner a copy of the blank form and tell them that you are going to read out a pre-written vandalism report. Instruct them to fill in the relevant details on the form. Teacher reads out the first report. Feedback the answers to the class.
2. Give each learner a copy of worksheets 3 and 4 and have them match the written report with the information in the grid. Check their answers.
3. Put learners into three groups and give each group a highlighter. Direct each group to one of the reports and instruct them to highlight the verbs. Feedback the answers to the class, discussing when to use the past and when to use the present. Now have learners do the gap-fill at the bottom of worksheet 4. Check answers and go over the use of verbs again.
4. Give each learner a blank grid and have them fill it in, making up relevant information. Re-distribute these around the class and give everyone a blank driver's statement form. Instruct learners to produce a written statement using this information. (Make sure the previous worksheets are not copied! They can be taken in or turned over).
5. As this is quite a lengthy exercise, go round the class, checking for any help required and correcting only where the meaning is not clear.

Key language used in this lesson:	throw	vandalised
	smash	vandalism
	spit	average
	damage	replacing
	write	incident
	litter	route
	slash	location
	cut	witness
	spill	passer-by
		windscreen

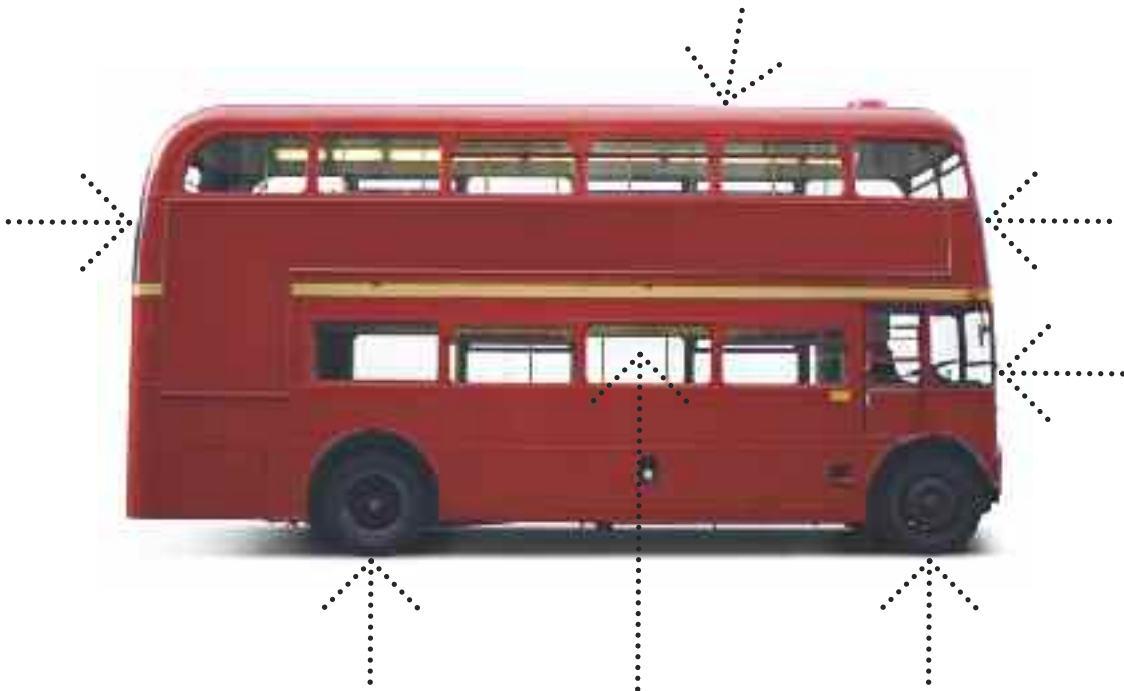
Worksheet 1

Here is some information on **vandalism** on First Bus. Can you put the numbers into the correct spaces?

Approximately windows a year are smashed at a total cost of On average, vandalism costs First Bus in Aberdeen between to a year. a week is spent replacing damaged and vandalised seats.

200 £75 000 £700 £100 000 £72 000

Can you label the parts of the bus below?



window
windscreen
back
front
top
wheels
seat



Worksheet 2

What is the simple past tense of these words?
Use a dictionary if you are not sure. Four are regular
and five are irregular.

throw smash

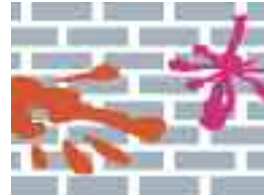
spit damage write

litter

cut

spill

slash



Now match the two parts of the sentences

- | | |
|--------|-----------------------------------|
| Throw | a window. |
| Spill | some cola on the seat of a bus. |
| Spit | your hair. |
| Smash | a stone at a window. |
| Cut | at the bus driver. |
| Write | the floor of the bus. |
| Litter | interior and exterior panels. |
| Damage | their name on the back of a seat. |
| Slash | through the seat cover. |

How many of the above sentences do you think are forms of vandalism?

Worksheet 3

Match the information below with the three written reports on the following page

1.

Damage smashed rear window
Date Friday 20th November 2007
Time 5.15pm
Route Main Street to Station Park
Location of incident Calder Street, outside Asda
Passenger witness —
Witness (1) address —
Witness (1) tel. No. —
Passer-by witness Miss D. McDonald
Witness (2) address —
Witness (2) tel. No. 07754 753 879
Reported to Police? yes

2.

Damage smashed window at the centre of the bus
Date Tuesday 4th March 2008
Time 19.30
Route Woodburn Drive to Blantyre Health Centre
Location of incident Winton Crescent
Passenger witness Mrs. Jones
Witness (1) address The Firs, Logan Street
Witness (1) tel. No. 01698 339477
Passer-by witness Graeme White
Witness (2) address —
Witness (2) tel. No. 07831 299 453
Reported to Police? yes

3.

Damage 3 slashed seats
Date Saturday 21st January 2008
Time 11.45pm
Route Fernslea Avenue to Broompark Road
Location of incident ? ? ?
Passenger witness Mr. David Kelso
Witness (1) address 97 Moorfield Road
Witness (1) tel. No. 01698 324512
Passer-by witness —
Witness (2) address —
Witness (2) tel. No. —
Reported to Police? no

Worksheet 4

A.

At a quarter to twelve on Saturday the 21st January 2008 I found three seats slashed on my bus. The route was from Fernslea Avenue to Broompark Road. It don't know when it happened but there was one witness. Mr. David Kelso was on the bus and he saw someone slash the seats of the bus with a knife. His telephone number is 01698 324512. I didn't report it to the Police.

B.

At a quarter past five on Friday the 20th November 2007 someone smashed a rear window of the bus. It happened on Calder Street, outside Asda on the route between Main Street and Station Park. There was one witness. Miss D MacDonald was outside Asda and she saw someone throw a stone at the bus. Her telephone number is 07754 753 879. I reported it to the Police and they took a statement from Miss MacDonald.

C.

At half past seven in the evening on Tuesday the 4th March 2008 someone smashed a window on my bus. The route was from Woodburn Drive to Blantyre Health Centre. It happened when I was driving along Winton Crescent. There were two witnesses. Mrs. Jones was on the bus and she saw someone throw something at the window. Her telephone number is 01698 339477. The other witness was Graeme White. His telephone number is 07831 299 453. I reported it to the Police.

Fill in the gaps in the report below

At nine o'clock on Monday the 19th December 2007 I
someone a snowball at the window of my bus and it
..... the window. The route from Ansdell Avenue
to Victoria Street. It outside the cinema. There
..... two witnesses. Mr. and Mrs. Redpath on
the bus and they someone the snowball.
Their telephone number 01698 321180. I it
to the Police.

.....
Damage
Date
Time
Route
Location of incident
Passenger witness
Witness (1) address
Witness (1) tel. No.
Passer-by witness
Witness (2) address
Witness (2) tel. No.
Reported to Police?
.....

Damage
Date
Time
Route
Location of incident
Passenger witness
Witness (1) address
Witness (1) tel. No.
Passer-by witness
Witness (2) address
Witness (2) tel. No.
Reported to Police?
.....

Damage
Date
Time
Route
Location of incident
Passenger witness
Witness (1) address
Witness (1) tel. No.
Passer-by witness
Witness (2) address
Witness (2) tel. No.
Reported to Police?
.....

Answers

Approximately 200 windows a year are smashed at a total cost of £72 000. On average, vandalism costs First Bus in Aberdeen between £75 000 to £100 000 a year. £700 a week is spent replacing damaged and vandalised seats.

throw a stone at a window

spill some cola on the seat of a bus

spit at the bus driver

smash a window

cut your hair (not vandalism)

write their name on the back of a seat

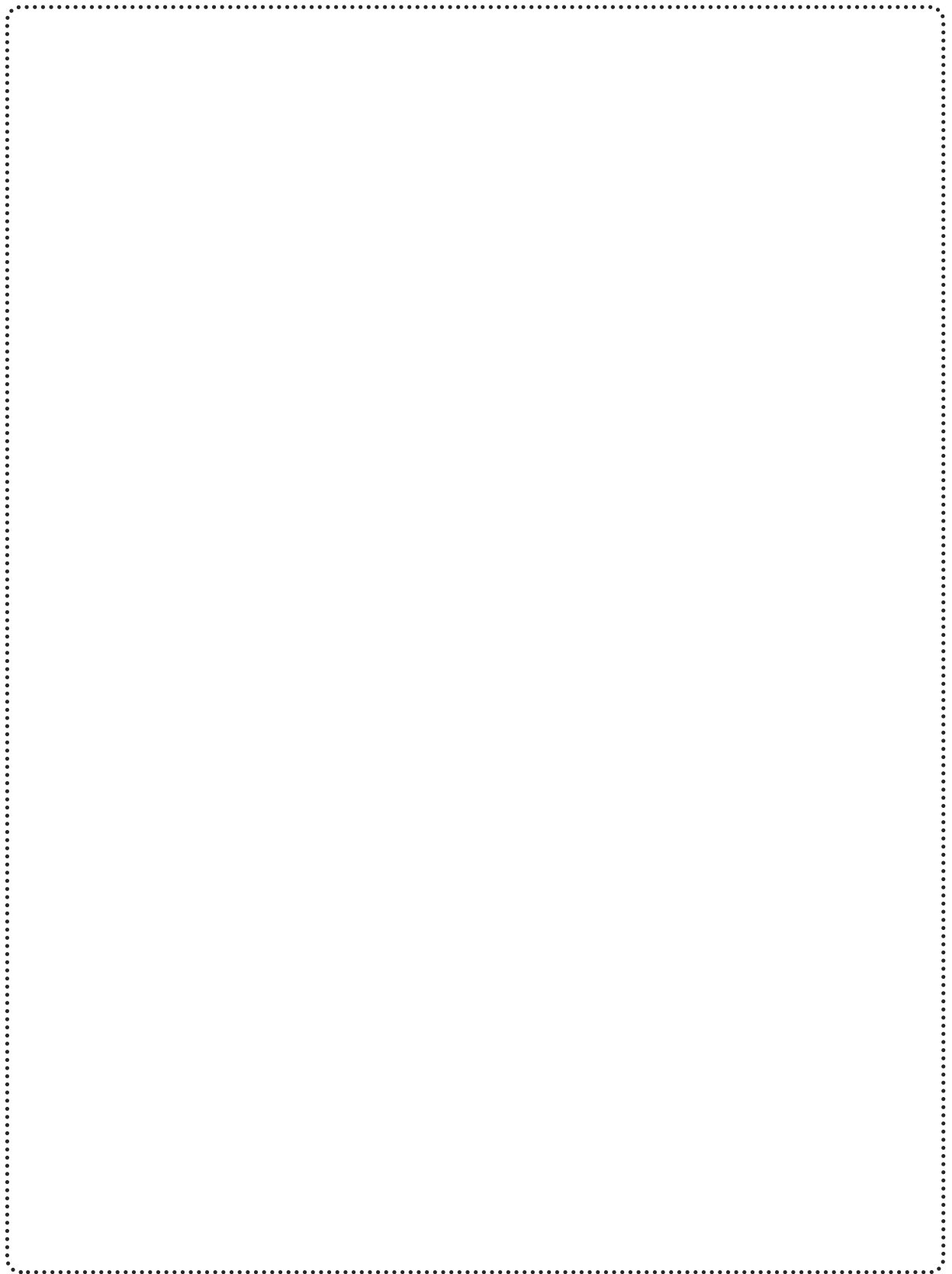
litter the floor of the bus

damage interior and exterior panels

slash through the seat cover

Someone	threw a stone at the window
	spilt some cola on a seat
	spat at the bus driver
	smashed a window
	cut your hair
	wrote their name on the back of the seat
	littered the floor of the bus
	damaged interior and exterior panels
	slashed through the seat cover

.....



.....

The language of Health and Safety

Title: Reporting Accidents

Topic: Reporting accidents

Level: Access 3 upwards

Learn vocabulary to describe accidents

Aim(s): Learn how to fill in an accident report form

Skill(s): Reading and writing

Approximate timing: 1 hour 30 minutes

Materials / preparation: Worksheets A – E

For Worksheet A, source and copy pictures relevant to the type of accident possible at learners workplace.

Cut out cards (Worksheet D)

- Teacher's instructions:**
1. Lead in: pre-teach 'have an accident'. Ask learners if they can think of any common accidents on site.
 2. Learners match the descriptions to the pictures provided (Worksheet A). Make descriptions relevant to the workplace.
 3. To reinforce the vocabulary, learners put them in order from most to least serious (Worksheet B).
 4. To revise the vocabulary the next week, learners could be given worksheet A and put in pairs. One student could point at a picture for the other to describe.
 5. Focus on accident report forms by asking learners if they know if one exists in their workplace. Do they know anything about it? Show learners the (generic) form.
 6. Learners are given sections of the form cut out on bits of card (see worksheet D) to put into the form. This could be done as a class (enlarge form to A3, stick on board and give learners cards with blue tack on) if it is a small class or in groups of three (each group will need form and bits of card) if a bigger class.
 7. To practise, learners fill in a form using information given on worksheet E. Assign different students a letter from A to F and they write about their particular situation on worksheet C.
-

Worksheet A: What happened?

Accidents and emergencies

John has had some bad accidents. Now he is telling the nurse what happened. Write what he says under the correct picture.



I dropped something on my foot.

I was run over.

I got an electric shock.

I slipped and fell over.

I was trapped!

I fell off a ladder.

Something fell on my head.

I fell off some scaffolding.

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

Worksheet B: What happened?

Accidents and emergencies

Write these accidents in order from the most serious (the worst) to the least serious.

I was run over.

I got an electric shock.

I fell off a ladder.

I fell off some scaffolding.

I was trapped!

I slipped and fell over.

I dropped something on my foot.

Most serious

1

2

3

4

5

6

7

Least serious

8

Worksheet C Reporting Accidents

ACCIDENT REPORT FORM

1. Name and details of the person who had the accident:

Name:
Address:
.....
..... Post code:
Job title:

2. Name and details of person filling in this form (if not the person who had the accident):

Name:
Address:
.....
..... Post code:
Job title:

3. Details of the accident:

Date: Time:
Place of accident (for example, room, area):

Details of accident (describe what happened, giving the causes if you can):

.....
.....
.....

Details of any injuries sustained to the person who had the accident:

.....
.....
.....

4. Your signature:

Signature: Date:

5. For the employer only:

How was the accident reported?

Date reported: Signature:

Worksheet D

Stanislaw Myszka

2/2, 26 Woodlands Road, Glasgow

Labourer

09/03/08

2.15 pm

Area 3

I hurt my leg.

G3 7YZ

10/03/07

I was cleaning a window when I slipped and fell off the ladder.

Cards to cut out

Worksheet E

Fill in the form

Fill in the form with your name, address and so on and the information below (your teacher will tell you which situation to write about).

- A. You fell off a ladder because it was not secured. You hurt your knee.
- B. You fell down a hole because it wasn't protected or marked. You hurt your neck and arm.
- C. You fell through a roof because it was fragile. You broke your leg.
- D. You saw your friend fall off some scaffolding. There was no edge protection on the scaffolding. He hurt his leg quite badly.
- E. You saw your friend fall off a ladder. He broke his leg. He fell off because he slipped.
- F. You saw a friend have an accident with a saw. He cut his hand quite badly.

Fill in the form

Fill in the form with your name, address and so on and the information below (your teacher will tell you which situation to write about).

- A. You fell off a ladder because it was not secured. You hurt your knee.
 - B. You fell down a hole because it wasn't protected or marked. You hurt your neck and arm.
 - C. You fell through a roof because it was fragile. You broke your leg.
 - D. You saw your friend fall off some scaffolding. There was no edge protection on the scaffolding. He hurt his leg quite badly.
 - E. You saw your friend fall off a ladder. He broke his leg. He fell off because he slipped.
 - F. You saw a friend have an accident with a saw. He cut his hand quite badly.
-

The language of Health and Safety

Title: PPE and Hand-washing

Topic: Food Processing - Hygiene

Level: Access 3 upwards

Aim(s): Identify personal protective equipment.
Understand hand washing process.

Skill(s): Listening, reading and speaking

Approximate timing: 2 hours

Materials / preparation: Examples of work instructions
Photographs of people working in the factory

- Teacher's instructions:**
1. Learners match the pictures of PPE (Personal Protective Equipment) with the words in exercise 1.
 2. Learners identify, from a selection of photographs, the names for the different types of PPE worn in the factory. Perhaps there are different colours for different jobs.
 3. Draw and label the equipment on a flipchart.
 4. Identify with learners the **sequence** in which PPE is put on (exercise 2), for example, 'First you put on your hairnet.'
 5. Reinforce the idea of sequence with a paper folding activity, for example, making a paper cup. There may be templates on your computer software.
 6. Obtain the company's hygiene rules and instructions, in particular those relating to hand washing. Learners label the different parts of the hands (exercise 3).
 7. Learners do exercise 4, pre-reading tasks in pairs.
 8. Learners mime how they would wash their hands at work, then re-order the steps. Key:
 1. Wet hands
 2. Apply soap – RUB SOAP IN thoroughly ensuring that no area of the palms, fingers, thumbs and backs of hands are missed
 3. RINSE hands THOROUGHLY
 4. Use paper towels to DRY hands
 5. Apply SANITISER to hands and rub in thoroughly. If you wear gloves, put gloves on and apply sanitiser to you gloves
 9. Again, look at the sequence of hand washing and explain any new vocabulary, recognising the use of imperatives ('must', 'must not', 'should', 'shouldn't') in work.



10. Ask, 'What must you wear at work?', 'What must you not wear at work?' This may introduce new vocabulary involving jewellery, watches, glasses, perfumes and so on.

11. The wordsearch could be done immediately or at a later date for revision.

Key language used in this lesson: apron, boiler suit, hairnet, boots (white wellies), gloves, ear defenders, hygiene, palms, nails, fingers, thumbs, towel, soap, sanitiser, gloves, wet, dry, rinse

PPE (Personal Protective Equipment)

Remember each factory will have its own instructions!

Exercise 1

gloves

hairnet

ear
defenders

apron

boots
(white wellies)

boiler
suit



a. Match the words with the pictures:

b. What must you wear at work?

Exercise 2

Think of the order you put on PPE at work and tell your partner.

Use these words:

first

then

next

finally

Example: First I put on my hairnet, ...

Exercise 3

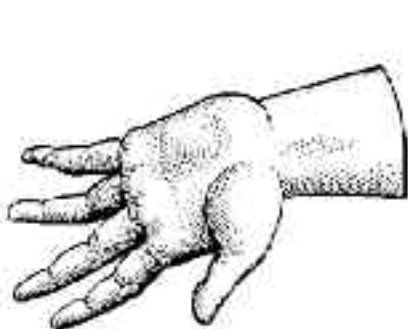
Label these parts of the hands:

palm

nails

finger

thumb



Exercise 4

- a. What does 'hygiene' mean?
- b. Tell your partner when you must wash your hands at work.
- c. Now read the text and check your ideas.

Hygiene Rules No. 1

Wash hands regularly, particularly after the toilet, handling waste and when entering a different area

Hand washing:

Hands must be washed each time you enter the factory.

It is also good practice to wash your hands on exit.

Hands must be washed before you clock in.

Regularly wash your hands during the shift as debris can accumulate quickly.

You must wash your hands after blowing your nose or touching your face.

Exercise 5

- a. Mime to your partner how you wash your hands at work!
- b. Now put these steps in the correct order, use numbers from 1 to 5:

To wash hands:

- Wet hands
- Use paper towels to DRY hands
- Apply SANITISER to hands and rub in thoroughly. If you wear gloves, put gloves on and apply sanitiser to you gloves
- Apply soap – RUB SOAP IN thoroughly ensuring that no area of the palms, fingers, thumbs and backs of hands are missed
- RINSE hands THOROUGHLY



Exercise 6

What must you **wear** at work?
 What must you **not wear** at work?

must wear

must not wear

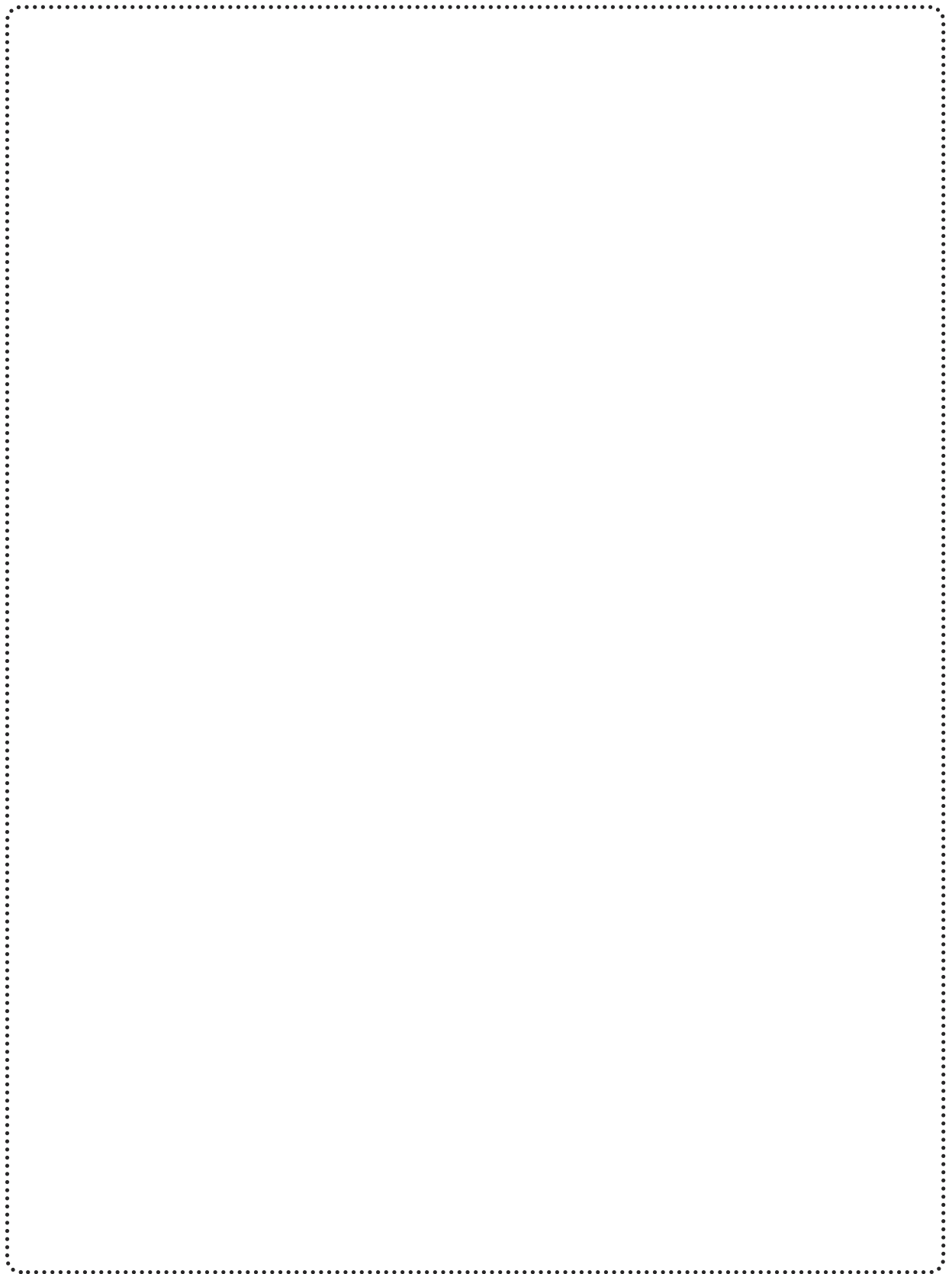


Exercise 7

Wordsearch: hygiene, palms, nails, fingers, thumbs, towel, soap, sanitiser, gloves, wet, dry, rinse

x	p	f	u	g	l	o	v	e	s	h
n	a	i	l	s	z	a	b	c	d	y
z	l	n	c	t	h	u	m	b	s	g
v	m	g	z	w	w	h	h	a	o	i
b	s	e	x	w	d	r	y	c	a	e
b	c	r	c	w	y	y	l	k	p	n
y	c	s	z	e	x	r	i	n	s	e
p	a	p	e	r	t	o	w	e	l	b
y	s	a	n	i	t	i	s	e	r	x

.....



.....

The language of Health and safety

Title: Hand-washing

Topic: Sequence of hand-washing instructions.

Level: Access 3 upwards.

Aim(s): Encourage discussion and focusing on when hand washing is required (revision of must).

Skill(s): Speaking and reading.

Approximate timing: 45 to 60 minutes.

Materials / preparation: Photocopy of the hand washing worksheet.
2 or 3 dictionaries.

- Teacher's instructions:**
1. Brainstorm hand-washing instructions to elicit the necessary vocabulary for the first exercise: For example, bacteria, soap, alcohol, hands, rinse, wash. Mime helps!
 2. Hand out the worksheet and have learners working in pairs. Give feedback, focussing on spelling.
 3. In groups, have the learners number the hand-washing procedures in the correct order. Feedback.
 4. Before tackling the next exercise, use the dictionaries to look up unfamiliar words in groups.
 5. Individually, learners tick each situation for which they think hands must be washed first. Check answers in pairs and then in groups.
 6. Feedback to the class (all 12 situations require hand washing first) and encourage classroom discussion.

For a more advanced class, turn over the page and go over the 12 situations again.

Key language used in this lesson: completely (ad), thoroughly (ad), handle (v), put on (v), use (v), cough (v), sneeze (v), blow (v), lather (v), bacteria, soap, alcohol, wash (v), rinse (v), rub (v), touch (v), pick (v)

Hand washing

Find the words!

teribaac sapo

hloalco dashn

nseri shwa

Put the instructions for hand washing in the correct order

- Add alcohol to hands
- Rinse well
- Dry completely
- Wet hands
- Rub alcohol into hands until dry
- Lather thoroughly
- Add soap

When must you wash your hands?

- Before handling any food.
- Before putting on overalls.
- After using the toilet.
- After handling raw food.
- After coughing, sneezing or blowing your nose.
- After eating, drinking, smoking (break time in the canteen).
- After handling waste or refuse.
- After handling chemicals.
- After any break.
- Changing food products (in some areas).
- After touching hair or face.
- After picking anything up off the floor.

Hand washing

Find the words!

teribaac **bacteria** sapo **soap**

hloalco **alcohol** dashn **hands**

nseri **rinse** shwa **wash**

Put the instructions for hand washing in the correct order

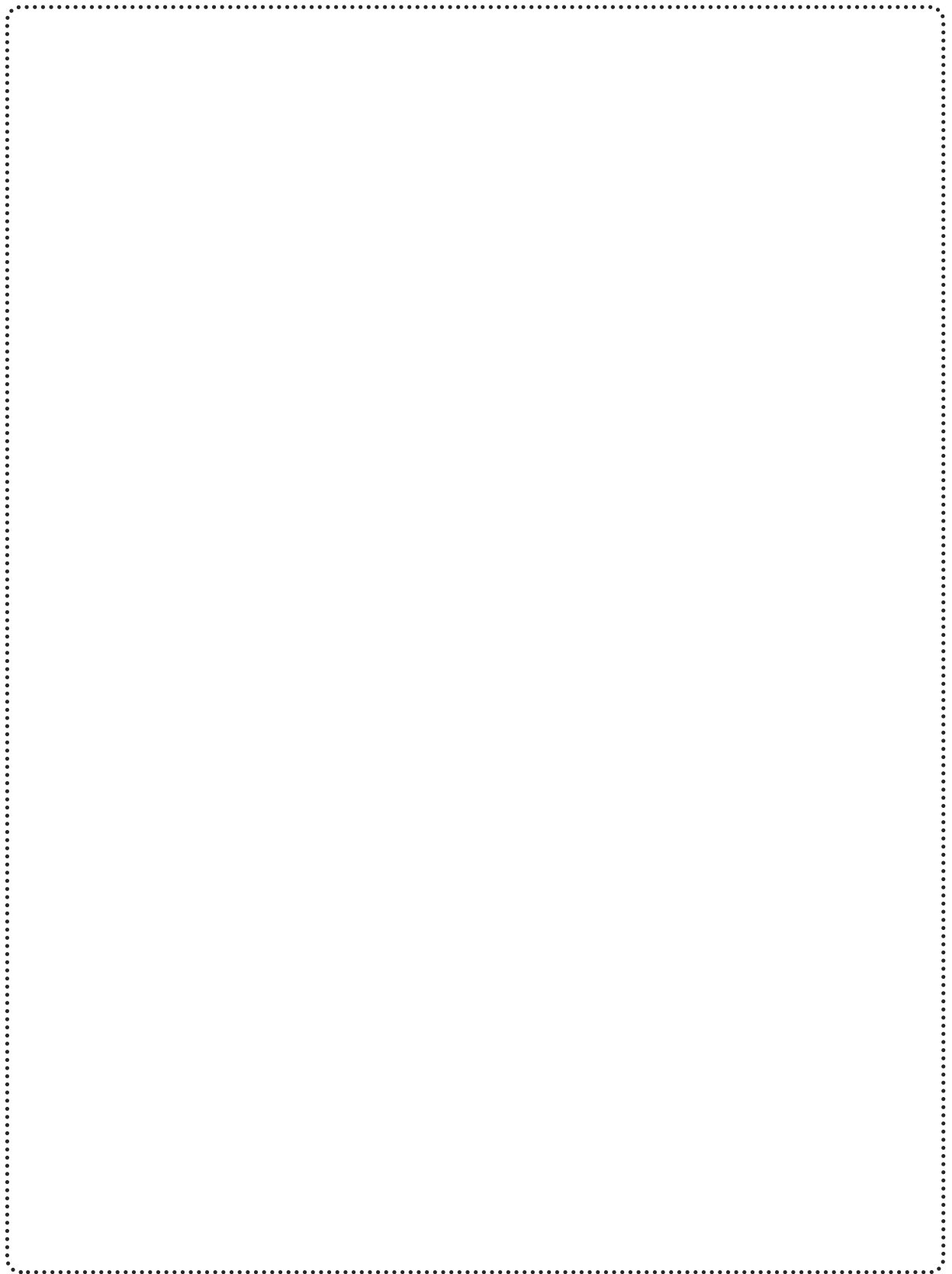
- 6 Add alcohol to hands
- 4 Rinse well
- 5 Dry completely
- 1 Wet hands
- 7 Rub alcohol into hands until dry
- 3 Lather thoroughly
- 2 Add soap

When must you wash your hands?

- Before handling any food.
- Before putting on overalls.
- After using the toilet.
- After handling raw food.
- After coughing, sneezing or blowing your nose.
- After eating, drinking, smoking (break time in the canteen).
- After handling waste or refuse.
- After handling chemicals.
- After any break.
- Changing food products (in some areas).
- After touching hair or face.
- After picking anything up off the floor.

(Yes to all, use to elicit 'I must wash my hands before handling any food' etc)

.....



.....

The language of Health and Safety

Title: Rats in the kitchen

Topic: Restaurant closure due to health and safety issues

Level: Access 3 upwards

Aim(s): To highlight the seriousness of health and safety issues to kitchen workers

Skill(s): Listening, reading, writing and speaking

Approximate timing: 90 to 120 minutes

Materials / preparation: Photocopy worksheets 1 and 2
Photocopy the text

Teacher's instructions: 1. This activity can be used as a reading or a listening exercise. Introduce the activity by writing 'Environmental Health Officer' on the board. Firstly, check comprehension, then ask learners what an EHO would not like to find in a kitchen.

As a listening exercise 2. Write '10 days', 'a month' and '15 years' on the board and instruct learners to listen to the text and tell you what the three time phrases refer to.
3. If you have access to recording facilities, pre-record the text to give learners the chance of hearing other native speakers' voices.
4. Read or play the text, then refer back to the three time phrases. Discuss the answers.
5. Hand out the worksheet with the true and false sentences instructing the learners to read the questions to themselves. Tell them that they are going to hear the text again and they should listen and complete the exercise as you are reading (or playing) it. Give learners one minute to check their answers with their partner and then check answers together.
6. Put learners into pairs and give each pair a copy of the second worksheet. Give them a time limit to fill in the blanks in the exercise. Play the recording again or have one of the learners read it to the class to check their answers. Go over any vocabulary questions.
7. Refer learners to the two questions at the end of the text. Discuss.

As a reading exercise 1. Write '10 days', 'a month' and '15 years' on the board and instruct learners to read the text, turn over the text and tell you what the three time phrases refer to.
2. Hand out the worksheet with the true and false sentences instructing the learners to read the questions to themselves. Tell them that they are going to read the text again, turn over their page, then complete the true / false exercise. Give learners one minute to check their answers with their partner and then turn over the page again and check answers.

Topic: 3. Put learners into pairs and give each pair a copy of the second worksheet. Give them a time limit to fill in the blanks in the exercise, making sure they do not refer back to the original text. Have one of the learners read it to the class to check their answers. Go over any vocabulary questions.

4. Refer learners to the two questions at the end of the text. Discuss.

Key language used in this lesson: popular, storage, droppings, residents

VERBS (in various forms)
fined, taken over, existed, putting down, discovered, closed down, stay in business, shocked

NUMERO UNO Restaurant,
North Road, Glasgow



The Numero Uno Restaurant has been closed down for ten days and the owner fined £2,000 after it was discovered that rats had taken over the kitchen!

The problem had existed for about a month and the restaurant owner had tried to deal with the situation herself by putting down poison but this failed to work.

The Environmental Health Officers visited the restaurant and were shocked to find signs of rat droppings in the food preparation, storage and serving areas.

The restaurant has been running for 15 years and is a popular eating place for local residents.

The owner hopes to stay in business but will her regular customers want to eat there again? Would you?

NUMERO UNO Restaurant,
North Road, Glasgow

true or false:

Circle 'T' if the statement is TRUE and 'F' if the statement is FALSE

- | | | |
|---|---|---|
| 1. The restaurant has been closed down for 14 days. | T | F |
| 2. The owner has been fined £2,500. | T | F |
| 3. The owner put down poison. | T | F |
| 4. The kitchen was taken over by mice. | T | F |
| 5. The problem existed for six weeks. | T | F |
| 6. The restaurant has been running for 25 years. | T | F |
| 7. The restaurant was popular with local people. | T | F |
| 8. The owner hopes to stay in business. | T | F |

Fill in the missing words and phrases:

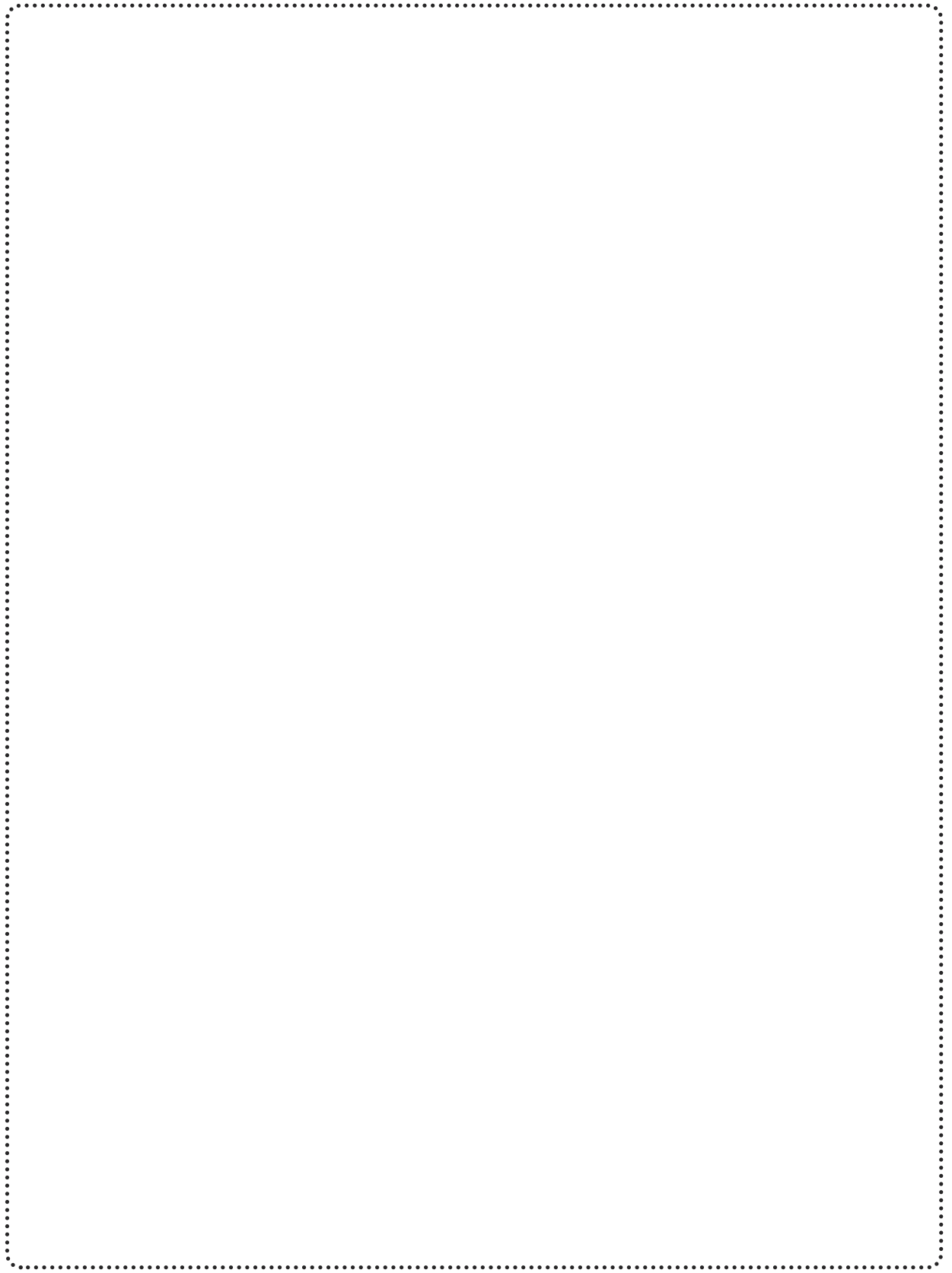
taken over
shocked
popular

putting down
stay in business
discovered

storage
closed down
fined existed

The Numero Uno Restaurant has been for ten days and the owner £2,000 after it was that rats had the kitchen! The problem had for about a month and the restaurant owner had tried to deal with the situation herself by poison but this failed to work. The environmental Health Officers visited the restaurant and were to find signs of rat droppings in the food preparation, and serving areas. The restaurant has been running for 15 years and is a eating place for local residents. The owner hopes to but will her regular customers want to eat there again? Would you?

.....



.....

The language of Health and Safety

Title: Fire safety at work

Topic: Fire procedures at work

Level: Access 3 upwards

Aim(s): Teach fire safety vocabulary and practise reading comprehension

Skill(s): Reading and speaking

Approximate timing: 60 to 90 minutes

Materials / preparation: Photocopy worksheets 1 and 2

Photocopy information sheet from the Highlands and Islands Fire and Rescue Service

- Teacher's instructions:**
1. Attach the fire exit sign to the board to elicit what it stands for. Ask, 'Where is the fire exit nearest to the classroom?' Before showing the learners the next sign, encourage descriptions of what the assembly point sign is. Have the learners draw what they think it looks like, what colour it is and so on. Attach the picture.
 2. Hand out the worksheet, read the words in the left column and have learners repeat. With stronger learners, you may ask them to cover the right hand column and encourage them to paraphrase what the words may mean. In pairs, link the definitions with the vocabulary. Feedback and correct their work.
 3. In pairs or groups of three, have learners read the six discussion questions, instructing them to make notes. Encourage class discussion using the pre-learnt vocabulary.
 4. Hand out a copy of worksheet 1 'Fire Safety'. Learners insert words in the boxes and check answers with a partner. Feedback to the class, correct and discuss. Now hand out worksheet 2, Fire Safety: actions to follow if you hear the fire alarm, and ask learners to read through and number instructions in the correct order.
 5. Write 'Safety in the home' on the board. Ask learners where there may be specific dangers in the house: for example, gas cooker fixings, sockets, electric blankets or heaters in the bathroom. Brainstorm. Discuss differences in regulations in Britain compared with the learners' home countries. Inform learners of the service that the Fire and Rescue Service provides. Include that they will also replace electric blankets, heaters and deep fat fryers if they are faulty. Hand out photocopies of the information sheet from the Fire and Rescue Service to anyone who is interested.

Key language used in this lesson: evacuate, assembly area, immediately, building, discover, instructed, fire exit, route, fire alarm

Worksheet 1

Fire Safety

Put the following four words into the correct spaces

immediately report evacuate actions



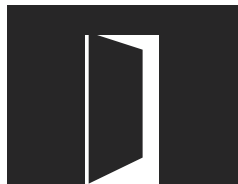
..... to follow if you **DISCOVER A FIRE**

1. press

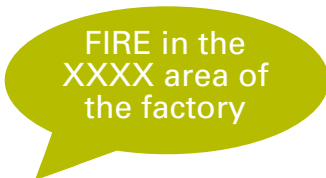


ANY alarm box on wall

2. the building by the **safest route** possible



3. immediately to the person in charge of assembly area



Worksheet 2

Fire Safety

Number the instructions in the correct order.



ACTIONS to follow if you **HEAR THE FIRE ALARM**



DO NOT re-enter the building until instructed to do so by the person in charge of the assembly area.



IMMEDIATELY stop work and **EVACUATE** the building by the **safest route** possible.



REPORT to the person in charge of assembly area when called.



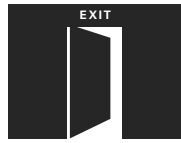
STAY at assembly area and await further instructions.

Fire Safety



ACTIONS to follow if you DISCOVER A FIRE

1. IMMEDIATELY press  ANY alarm box on wall.
2. EVACUATE the building by the **safest route** possible.



3. REPORT Immediately to the person in charge of assembly area.

FIRE in the
XXXX area of
the factory



ACTIONS to follow if you HEAR THE FIRE ALARM

1. IMMEDIATELY stop work and EVACUATE the building by the **safest route** possible.



2. REPORT to the person in charge of assembly area when called.

FIRE in the
XXXX area of
the factory

3. STAY at assembly area and await further instructions.



4. **DO NOT** re-enter the building until instructed to do so by the person in charge of the assembly area.



Fire Safety

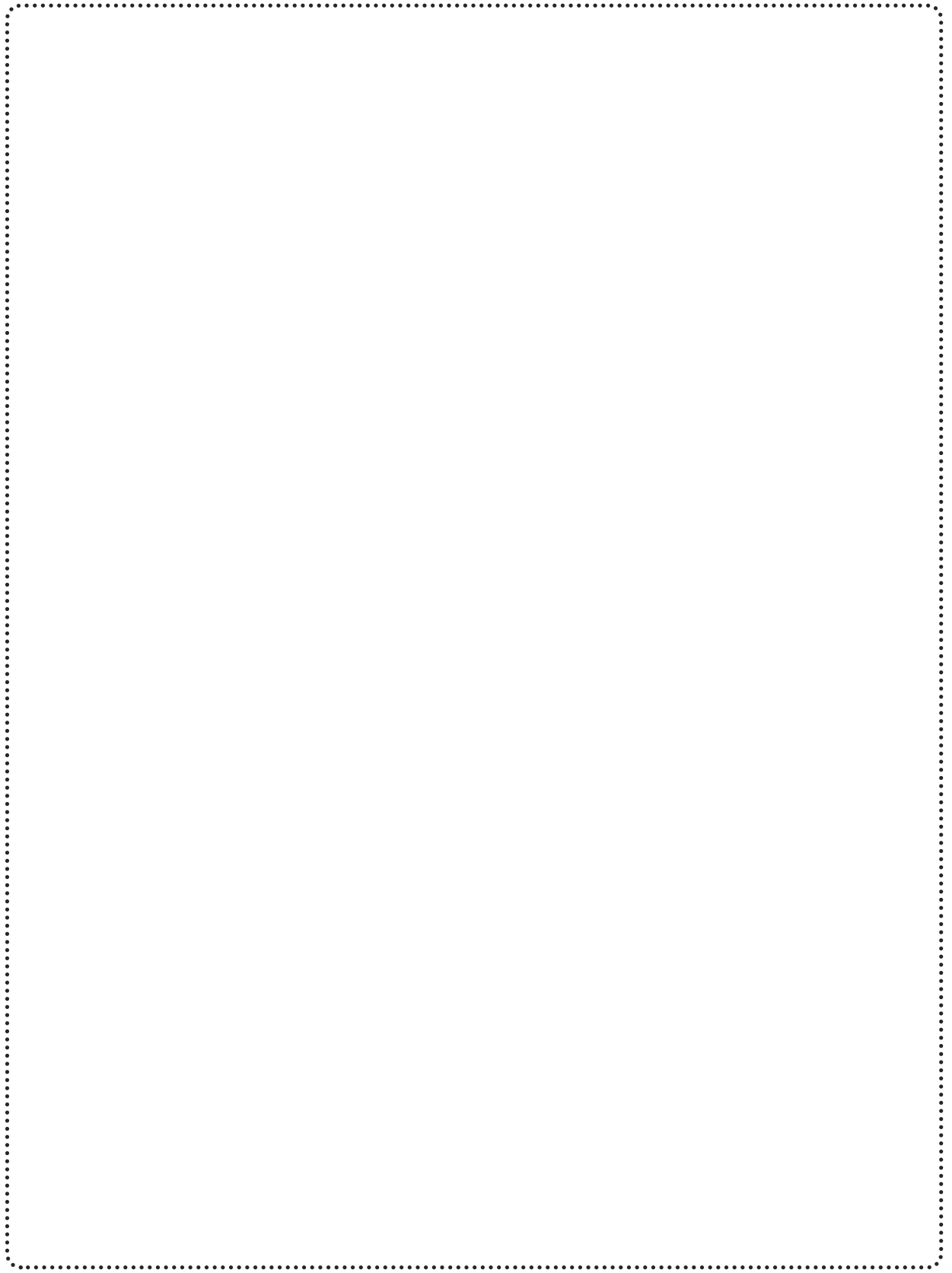
Find the meaning of the following words. They are all linked to fire safety.

evacuate	straight away
assembly area	leave
immediately	see or find something
building	a loud noise to warn you there is a fire
discover	a place where people stand together
fire alarm	way out of a building when there is a fire
route	a factory, a house or a shop
fire exit	the way / road

With a partner, look at the following questions and discuss possible answers.

- a. What is a fire drill?
 - b. How often do you have a fire drill at work?
 - c. Where is the nearest assembly area to your workplace?
 - d. Where is the nearest assembly area now?
 - e. What do you do if you hear the fire alarm?
 - f. What do you do if you discover a fire?
-

.....



.....

The language of Health and Safety

Title: Bacteria and Food Poisoning

Topic: Recognising the symptoms of food poisoning

Level: Access 3 upwards

Aim(s): Recognising the importance of hygiene at work, teach much and many

Skill(s): Reading and speaking

Approximate timing: 90 to 120 minutes

Materials / preparation: Photocopy handouts on bacteria and food poisoning. Photocopy vocabulary exercise. Photocopy true/false worksheet. Photocopy gap-fill worksheet.

- Teacher's instructions:**
1. Give each learner a copy of the vocabulary exercise. Read through the words, checking pronunciation. Working in pairs, have the learners fill in the spaces. Check the answers together in the class.
 2. Hand out the true/false exercise and instruct the learners to answer the ten statements in pairs. Now give each pair a copy of the handouts and have them correct their answers.
 3. Check answers with the class and encourage classroom discussion.
 4. Refer learners back to the true/false exercise and ask them to read out the words in capitals. Look at the chart at the bottom of the page and instruct learners to work in pairs and fill in the chart with the words in capitals. Swap worksheets with other learners and check each other's answers.
 5. Look at the **first** column and instruct learners to write the singular or plural of the words. Check their answers and spelling.

germ	germs	symptom	symptoms
illness	illnesses	form	forms
hour	hours	pain	pains
person	people		

Look at **second** column and ask if it is possible to have plurals of these words.

food	bacteria	equipment
------	----------	-----------

Elicit 'no'.

6. In board work, explain 'some/any' and 'much/many' in the positive, negative and interrogation.
7. Hand out the last worksheet and have learners work in pairs to fill in the first exercise. Correct it together in the class. Refer back to the board if necessary.
8. The second exercise can either be given as homework or to write individually in class.

Key language used in this lesson: microscopic, bacteria, helpful, harmful, spoilage, (to) go off (v), food poisoning, diarrhoea, unpleasant, illness, contaminated, symptoms, suffer, combination, vomiting, abdominal

Bacteria and food poisoning vocabulary

Put each of the following words into a sentence.

germs food ~~bacteria~~ illness hours
people pain symptom form equipment

Example

..... Bacteria can be seen under a microscope.

There are about five million in Scotland.

Measles is an

Bananas, burger and potatoes are all types of

A of food poisoning is vomiting.

Please fill in this with your name and address.'

It takes three and a half to drive to Edinburgh.

I have a in my leg and will see the doctor tomorrow.

Disinfectant kills

The to repair the wheel is in the car.

Bacteria

Microscopic organisms (commonly called germs)

Bacteria is found everywhere

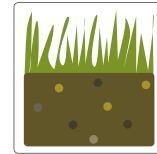
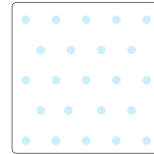
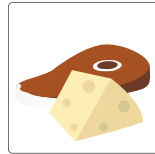
People

Food

Water

Air

Soil



Bacteria

Can be very **helpful**



Can be very **harmful**



Harmful bacteria causes:

Food spoilage

Causes food to go off

Affects smell, taste, colour, texture and look of food

Food poisoning

Causes **food poisoning** in people

The food affected by food poisoning bacteria looks, smells and tastes normal

Food poisoning is a very unpleasant illness and can affect all people



ACTIONS See Food Poisoning sheet

Food Poisoning

Defined as

“A very unpleasant illness caused by bacteria”

Occurs

- Usually occurs within one to 36 hours of eating bacteria contaminated or poisonous food or drink products
- Many people experience the effects of the illness between four to 12 hours



Symptoms

- Can last from one to seven days
- Many people's symptoms last from 12 hours to two days
- You can suffer from any combination of vomiting, abdominal pain or diarrhoea



ACTIONS to follow if you are ILL at work

1. Inform your employer right away: this is the law.
2. Do NOT handle food, packaging or equipment.



ACTIONS to follow if you are ILL at home

1. Inform you employer as soon as possible.
2. You may have to visit your GP or doctor.
3. Complete Return to Work form when you come back to work.

Bacteria and food poisoning true or false

1. Bacteria are also called GERMS.
2. You can find bacteria only in FOOD.
3. BACTERIA are always harmful.
4. When food is affected by food spoilage, the food smells, tastes and looks different.
5. Food poisoning is an ILLNESS.
6. Food poisoning happens between four and 12 HOURS after eating the food.
7. PEOPLE become ill for between four and 12 hours
8. SYMPTOMS can include vomiting, diarrhoea or abdominal PAIN.
9. You can handle food and EQUIPMENT if you are ill at work.
10. When you come back to work you must fill in a Return to Work FORM.

Look at the words in CAPITALS in the sentences above, can you put them in the two columns below?

Things you can count

Things you can't count

GERMS

FOOD

Can you add some more words to the two columns?

Fill in the following spaces with some/any or much/many

1. There are cups of coffee on the table.
2. There isn't tea.
3. How tea bags are there?
4. How sugar would you like in your coffee?
5. Is there equipment in the cupboard?
6. There is diesel in my car but not
7. There are exercises to do for homework.
8. There are motorbikes in the car park but not

Fill in the following paragraph using the following words

some / any much/many is /isn't are / aren't

Stathaird a smoked salmon factory in Inverness. There
..... lots of people who work there. How ?

There are about 350. There are Scottish, Polish and Latvian
people who work there but there aren't Japanese people.

During Christmas, there much free time and there
..... many days off! How time do you get off
per year? About six weeks.

The language of Health and safety

Title: Fire!

Topic: Fire drills and evacuations vocabulary

Level: Intermediate 1 upwards

Aim(s): Learn vocabulary for fire drills and evacuations

Skill(s): vocabulary, reading and speaking

Approximate timing: 45 minutes

Materials / preparation: Worksheet A: vocabulary

Worksheet B: reading and speaking

Teacher's instructions: Lead-in

Elicit who has taken part in fire drills and evacuations and discuss any differences that arise in different workplaces.

Worksheet A: vocabulary

Worksheet B: reading and speaking

Learners work in pairs to complete the exercises.

Afterwards, review the exercises and clarify any remaining vocabulary elements.

Answers

Worksheet A

- | | |
|--------------------------|------------------------|
| 1. a. fire alarm | 2. a. carry out |
| b. able-bodied residents | b. goes off |
| c. fire alarm | c. assemble |
| d. fire alarm panel | d. protect |
| e. the management | e. evacuate |
| | f. rely |

Worksheet B

1. Find the location of their nearest alarm.
2. Use lifts.
3. Because of emergency vehicles.
4. Tell staff or firefighters.
5. When staff give permission.
6. Panic

Worksheet A

Fire!

Vocabulary

Work with a partner.

1. Write one set of words from the box on each line a-e

able-bodied residents fire alarm fire alarm panel fire drill the management

- a. This is a practice for a real fire
- b. These should be evacuated first
- c. When it goes off, you leave the building
- d. It helps you identify the location (zone/area) of the fire
- e. They are responsible for ensuring that a record of all staff, visitors and residents is kept up-to-date

2. Now write one verb from the box on each line a-f

assemble carry out evacuate goes off protect rely

- a. You a horizontal evacuation first.
- b. When the fire alarm, leave the building.
- c. If there is a fire, outside in the car park.
- d. Room doors residents for at least half an hour.
- e. If there is a fire, the building and get the residents to safety.
- f. Even if your fire panel automatically calls the fire service, you should still call 999 – never on the fire panel only.

Worksheet B

Fire!

Reading

Read the text below and answer the questions which follow

Roswell Residence Fire Evacuation Procedures

If you see a fire, whether in the buildings or on the grounds, raise the alarm verbally and set off the nearest fire alarm. You should find the location of your nearest alarm.

Stop what you are doing and evacuate the building immediately via the nearest safe exit. Do not use lifts.

Help staff to assist any disabled persons to safely evacuate the building.

Once clear of the building, proceed to the assembly area. You can see this on the map below. Keep off roadways as emergency vehicles will be using them.

Look around you. If there is anyone that you think is remaining inside the building, tell staff or firefighters. Do not go back inside the building until staff give permission.

Remember, many injuries occur when people panic. Be prepared, remain calm, and think before moving.

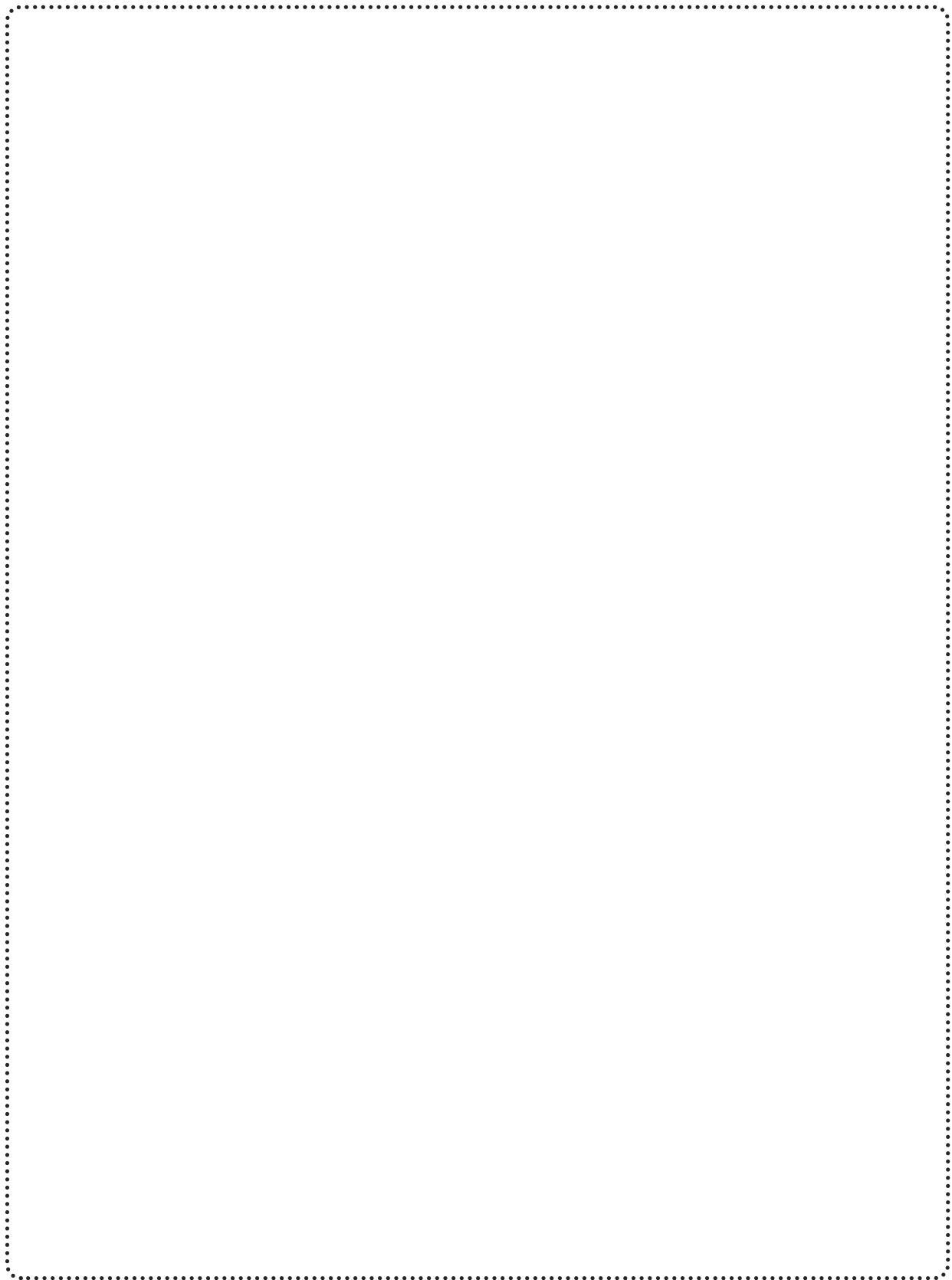
1. Before a fire happens, what should residents do?
2. If there is a fire, what should they not do?
3. Why should they keep off roadways?
4. If they think there is anyone still inside the building, what should they do?
5. When can they go back inside the building?
6. In general, what should they not do?

Speaking

Ask each other these questions.

1. What do you have to do in your workplace when the fire alarm goes off?
2. Where is the fire alarm panel in this building?
3. What are you responsible for in your fire drills?
4. What should people do when there is a fire?

.....



.....

The language of social interaction

Audio track available - see CD

Title: Describing jobs

Topic: Jobs and Skills

Level: Access 2 upwards

Aim(s): To practise listening to people talking about their jobs

Skill(s): Listening, reading, speaking and writing

Approximate timing: 2 hours

Materials / preparation: Worksheet, recordings

- Teacher's instructions:**
1. Activity 1: Learners match the jobs with the pictures. Drill the words for pronunciation practice.
 2. Activity 2: Look at the barman example and ask learners to answer the questions. They may need help with 'what does he/she do?'
 3. Activity 3A: Listen to the recording twice so that learners can answer the questions. Learners can check their answers in pairs.
 4. Activity 3B: Before listening to the recording again, ask learners to try to complete the gaps. Then check the answers on a final playing.
 5. Follow steps 3 and 4 above for activity 4.
 6. Activity 5: Learners write about their own jobs, using the texts and the teacher to help them.
 7. Then put students into pairs or small groups to ask and answer questions about their jobs. They should try not to read.
 8. Activity 6: Follow-up spelling practice. This could be used in a future lesson or as consolidation.

Activity 1

Match the jobs with the pictures (a – f):

barman, office receptionist, hotel receptionist, head waiter, chef/cook, businessman



Activity 2
Describing jobs



A barman works in a bar or restaurant. He serves drinks.

Where does he work?
.....

What does he do?
.....

What's his job?
.....



1. Where does he work?
.....

What does he do? (catches / he/ criminals)
.....

What's his job?
.....



2. Where does he work?
.....

What does he do?
.....

What's his job?
.....



3. Where does she work?
.....

What does she do?
.....

What's her job?
.....

Activity 3
Jobs and skills

A. Listen to Maria talking about her job and answer the questions
Circle the correct answers.

1. Maria is from:
a. Germany b. Spain c. France
2. Maria works as a:
a. teacher b. doctor c. receptionist



Answer the questions:

3. Where does Maria work?
4. How long has she lived in Scotland?
5. How many languages does she speak?



B. Listen to Maria again and fill in the gaps:

Hello, my name is Maria and I come from I have lived in Scotland for four years now. I live in Glasgow near the city centre. I have a small in Charing Cross.

I work in the Holiday Inn as a My job is full-time and I work shifts. There are three shifts – 7am till 3pm, 10am till 6pm and 3pm till pm. It's not a problem for me to work shifts.

I speak three languages; which is my first language, French and English, of course. Speaking different languages is very useful in my

Activity 4

A. Listen to Tanya talking about her job and answer the questions

Circle the correct answers.

1. Tanya is from:

a. France

b. Poland

c. Spain

2. Tanya works as a:

a. receptionist

b. waitress

c. hairdresser



3. How many languages does Tanya speak?

4. How long has she lived in Glasgow?



B. Listen to Tanya again and fill in the gaps:

Hello, my name is Tanya and I come from I live in Glasgow.
I've lived in Glasgow for two years.

At the moment I work in a It's called the Bothey and it's in
Ruthven Lane, just off Byres Road. I'm a I like my job very
much because I enjoy meeting new

I speak four languages;, which is my first language, French,
Spanish and English, of course. Speaking different languages is very useful in
my and I have made a lot of new friends from all over the world.

Activity 5

A. Now write sentences about your job

At the moment I work (where do you work?)

I'm a (what's your job?)

In my job I (what do you do?)

I like my job because 

B. Ask your partner about their job and tell her/him about your job

.....

.....

.....

.....

.....

Activity 6 Jobs and skills

Learn to spell these jobs:

LOOK

COVER

WRITE

CHECK

barman

barmaid

cook

chef

doctor

electrician

fire fighter

hairdresser

manager

policeman

receptionist

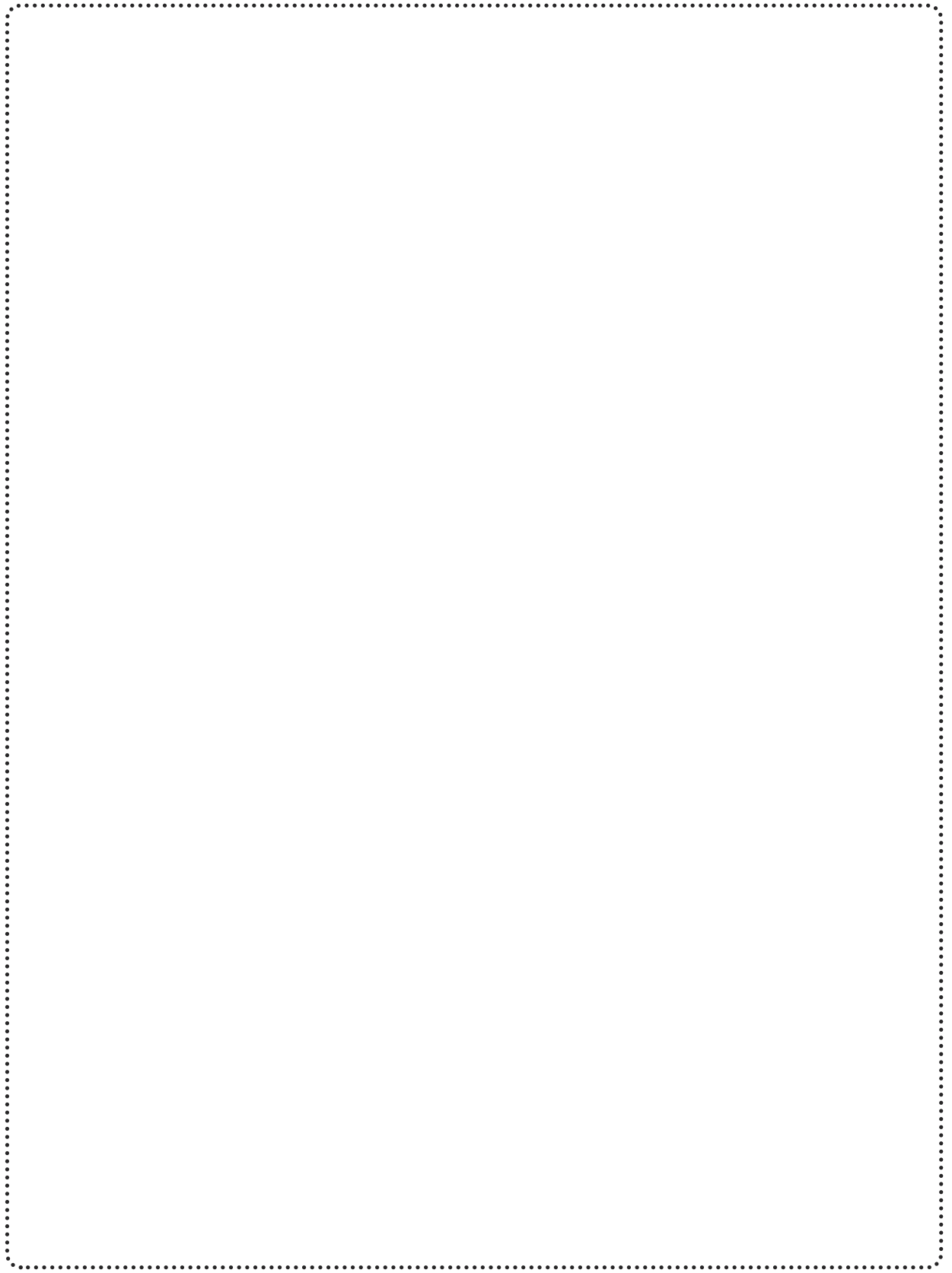
secretary

taxi driver

waiter

waitress

.....



.....

The language of social interaction

Title: Talking about where we live

Topic: Describing where we live

Level: Access 2 upwards

Aim(s): Practise using there is/there are, encouraging learners to listen for specific information

Skill(s): Listening and writing

Approximate timing: 60 to 90 minutes

Materials / preparation: Photocopy worksheets 1 and 2

- Teacher's instructions:**
1. Show the learners where you live on a map. Discuss things such as distance from Inverness, facilities in the country.
 2. Give learners worksheet 1 and read through it together, checking any vocabulary that is not familiar. Encourage learners to guess how many people, shops and so on there are.
 3. Instruct learners to write numbers only in the spaces. Read the whole description. Give learners a minute and then read again.
 4. Ask learners to feedback the numbers. Don't focus too much on 'there is/are' until all the information is corrected.
 5. Ask, when is the post office open? Check pronunciation.
 6. Learners now give you sentences. Focus on the correct use of there is/there are.
 7. Give out the second work sheet. Instruct learners to write one word in each gap and read the passage again. Check answers with partner and feedback.
 8. Give out the writing exercise. Correct it as they finish, underlining mistakes to encourage learners to correct themselves. If the learners are waiting for the teacher to correct their writing, they could read each others' and discuss/check for errors.
 9. Give 'write all the other days of the week' for homework.

Key language used

in this lesson: there is, there are, village, village hall, secretary, sofa, cushion, coffee table, fire, living room, kitchen, dining room, bedroom, bathroom, post office

There is / there are



In my village there are 400 people but there aren't any shops! There is a post office: it is open on Tuesday and Thursday mornings. There is a village hall and a primary school. There are 40 children in the school and there are two teachers and a secretary.

In my house there is a living room, a kitchen and a dining room. There are three bedrooms and two bathrooms.

In the living room there are two sofas, six cushions and a coffee table. There is also a fire. On the coffee table there are three magazines and four books.

Worksheet 1

Listen and fill in the spaces with the numbers you hear

1. In the village

- people
- shops
- post office
- village hall
- primary school

2. In the school

- children
- teachers
- secretary

3. My house

- living room
- kitchen
- dining room
- bedrooms
- bathrooms

4. In the living room

- sofas
- cushions
- coffee table
- fire
- magazines
- books

When is the post office open?

.....

Write all the other days of the week

.....

.....

.....

.....

.....

Worksheet 2

Listen again and fill in the spaces

In my village are 400 people but aren't any shops! There a post office, it is open on Tuesday and Thursday mornings. There a village hall and a primary school. There 40 children in the school and are two teachers and a secretary.

In my house there a living room, a kitchen and a dining room. are three bedrooms and two bathrooms. In the living room there two sofas, six cushions and a coffee table there also a fire. On the coffee table are three magazines and four books.

Describe where you live

.....

.....

.....

.....

.....

The language of social interaction

Title: Saying numbers

Topic: Introductions.

Level: Access 3 upwards.

Aim(s): Familiarising learners with pronunciation of numbers and talking about themselves.

Skill(s): Listening and speaking.

Approximate timing: 45 minutes to 60 minutes.

Materials / preparation: Photocopy a bingo sheet for each learner, Photocopy of numbers worksheet for each learner, Introduction prepared by the teacher about themselves, following the model attached (also giving information about the time and day of classes).

Teacher's instructions: Make sure learners know the concept of bingo and to shout 'bingo' when they have five numbers in a line.

1. Give each learner a different bingo card. Read aloud the information about yourself, highlighting each number. Check the answers by trying to elicit what each number stands for, for example: 'You are our teacher for 10 weeks'. Have learners read out the numbers round the class, listening for and highlighting pronunciation.
2. Introduce syllables by writing your name on the board (if it has more than one syllable!) and go through the class counting the syllables in learners' names.
3. Hand out the numbers worksheet and do the first example with the class. Learners do first exercise together. Check answers.
4. Introduce stress on the board, again, with your name. Pronounce your name, each time with the stress on a different syllable to highlight the importance of stress. Go round the class choosing the stress for each learner's name. Learners then highlight the stress on the numbers in exercise 1.
5. Teacher then reads one number in each set of two (making a note of which one they read); learners will tick the correct answer. Learners then can check their answers with a partner and give feedback practising pronunciation and highlighting stress.

For a more advanced class, freer practise is possible by re-reading the teacher introduction to the class and recapping. You could also make some notes on the board: for example, address, age or number of children, and have learners prepare three or four sentences about themselves.

Key language used in this lesson: syllable (n)
stress (n)
numbers up to 100
days of the week
miles

Number bingo

Good afternoon. My name is Melanie and I am your teacher for the next weeks. I work for the WEA, whose offices are on Church Street, Inverness. The postcode is IV DR. The telephone number is

I am years old and have children who are both They go to Alness Academy and have been there for years. Andrew, my son, is metre and Emma, my daughter, is metre but when they were born Emma was mm longer than Andrew. We live in Ardrross and have lived there for the last years with our cat, Sassy who is years old.

My parents live in Smithton at number It is miles from my house and they have lived there for years. I have brothers: the first is Andrew, he is and the second is Robert, he is

I shall come to Strathaird times a week and will teach this group times a week, on a Monday and a Wednesday, from o'clock to o'clock.

I come to work by car on the A and it takes me minutes. My house is miles from Inverness. My car is an old Volvo and is about years old but can do up to miles per gallon when I don't drive at more than miles an hour!

Number bingo

Good afternoon. My name is Melanie and I am your teacher for the next 10 weeks. I work for the WEA, whose offices are on 57 Church Street, Inverness. The postcode is IV 1 1 DR. The telephone number is 01463 710573.

I am 42 years old and have 2 children who are both 14. They go to Alness Academy and have been there for 5 years. Andrew, my son, is 1 metre 68 and Emma, my daughter, is 1 metre 62 but when they were born Emma was 12 mm longer than Andrew. We live in Ardross and have lived there for the last 11 years with our 1 cat, Sassy who is 4 years old.

My parents live in Smithton at number 43. It is 26 miles from my house and they have lived there for 35 years. I have 2 brothers: the first is Andrew, he is 40 and the second is Robert, he is 33.

I shall come to Strathaird 4 times a week and will teach this group 2 times a week, on a Monday and a Wednesday, from 3 o'clock to 5 o'clock.

I come to work by car on the A 9 and it takes me 40 minutes. My house is 24 miles from Inverness. My car is an old Volvo 85 and is about 13 years old but can do up to 50 miles per gallon when I don't drive at more than 55 miles an hour.

Number bingo

10	26	57	33	6
3	62	7	2	40
4	5	24	1	14
85	9	13	68	11
43	50	42	12	55

12	40	1	43	7
3	42	13	50	10
55	57	6	11	24
4	5	2	26	85
33	9	14	68	62

26	5	50	43	14
57	10	12	7	11
6	68	55	4	2
1	3	42	33	85
40	9	24	62	13

55	9	10	3	4
13	1	26	40	68
33	24	12	50	7
11	5	43	2	14
85	42	6	62	57

Number bingo

2	24	6	50	7
62	9	42	13	3
14	57	1	12	43
4	40	5	68	33
11	26	85	55	10

3	4	43	9	14
12	42	10	68	7
85	2	13	50	62
11	40	33	1	24
55	57	5	26	6

50	5	6	85	55
4	14	57	43	13
10	33	7	9	62
68	26	11	42	1
3	40	2	12	24

9	2	12	26	6
40	13	33	4	42
10	1	68	43	11
57	14	85	24	55
3	50	5	62	7

Look at these numbers, how many syllables do they have?

fourteen seventy forty eighteen

thirteen seventeen thirty eighty

Where is the stress?

Example: fif teen fif ty

Tick the correct number that you hear

- | | |
|-------|-------|
| a) 1 | h) 30 |
| 90 | 13 |
| b) 15 | i) 14 |
| 50 | 40 |
| c) 40 | j) 15 |
| 14 | 50 |
| d) 60 | k) 60 |
| 16 | 16 |
| e) 13 | l) 17 |
| 30 | 70 |
| f) 17 | n) 18 |
| 70 | 80 |
| g) 18 | o) 90 |
| 80 | 19 |

The language of social interaction

Title: Reading about Loch Ness

Topic: Visiting local tourist attractions

Level: Access 3 upwards

Aim(s): Encouraging learners to read authentic material and talk about interesting places to visit

Skill(s): Reading, speaking and writing

Approximate timing: 90 minutes

Materials / preparation: Photocopy worksheets 1 and 2

Tourist maps of the Highlands

Guide books with Scottish wildlife and fauna

- Teacher's instructions:**
1. Draw 'Nessie' on the board. Pre-teach 'believe in' and encourage learners to discuss what it is, where it can be seen and if they believe in it.
 2. Set the map out and pinpoint the Loch. Encourage discussion about visiting Loch Ness, what route they took and so on. Discussion may deviate to other places of interest on the map too. Elicit vocabulary – for example, seasons and compass points.
 3. Hand out the reading exercise and have learners read the questions to themselves. Point out that it is not a writing exercise but a reading one and three words maximum are all that are required for each answer.
 4. Learners read the exercise and write the answers. Have a look at them during the break.
 5. Correct the answers together and use the guide books (with pictures) to look up the flowers. Ask learners how they say primrose in their language.
 6. Brainstorm information learnt about Loch Ness on the board and instruct learners to write a short paragraph using the vocabulary on the board as guidelines.

Key language used in this lesson: inhabitant, believe in (something), spring, summer, autumn, winter, north, south, east, west, shore, bluebell(s), gorse, primrose(s)

Visit Loch Ness



You have almost certainly heard of Loch Ness and its famous inhabitant – Nessie, the Loch Ness Monster. Whether you believe in Nessie or not, no-one can deny that Loch Ness is beautiful and many people insist that the quieter south side of the loch is the more spectacular side. In spring the woods and grass verges on this side are a mass of yellow primroses, then later there are bluebells to admire followed by the brilliant yellow of gorse bushes.

To do the complete circular tour around the loch makes an excellent drive with more opportunities to wander along the water's edge and take photographs on the south shore. However, the much photographed Urquhart Castle is on the other side, so why not do the drive right round and decide for yourself which you prefer?

Circle the correct answer.

1. This article is from
- a) a bus tour guide
 - b) a tourist information brochure
 - c) an advertisement for Urquhart Castle
 - d) a car hire company

Answer the questions with no more than three words

2. Which side of Loch Ness is the quieter?

.....

3. What time of year is Loch Ness-side covered in primroses?

.....

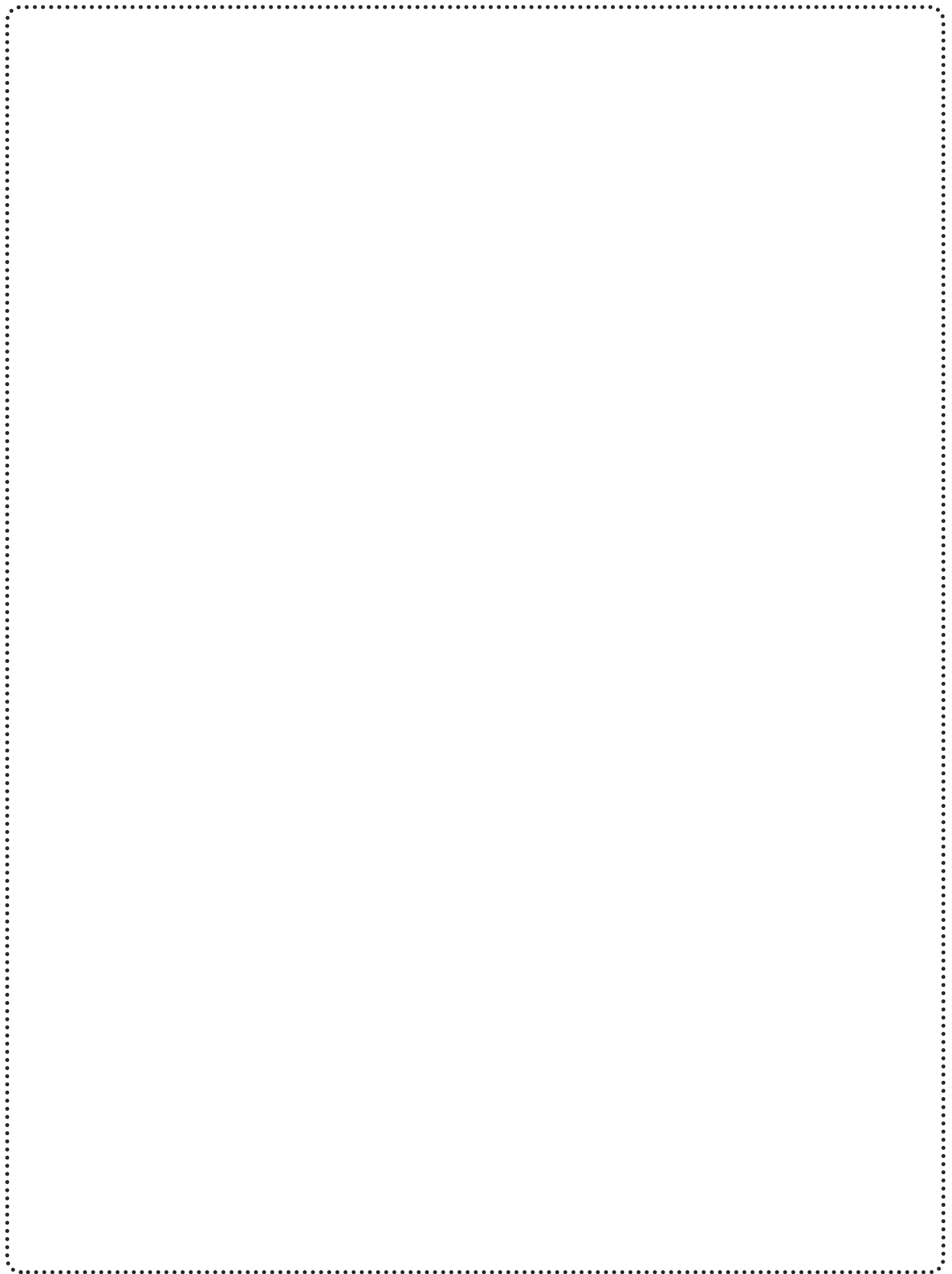
4. What sort of flowers can you see on the side of Loch Ness?

.....

5. Which tourist attraction is popular for photographers?

.....

.....



.....

The language of social interaction

Title: Places of interest around Inverness

Topic: Visiting local tourist attractions

Level: Access 3 upwards

Aim(s): Encouraging learners to read authentic material and talk about interesting places to visit

Skill(s): Reading and speaking

Approximate timing: 60 minutes

Materials / preparation: Photocopy worksheets 1 and 2

Tourist maps of Inverness-Shire

Photocopy of the three visitor attractions without the text

Dictionaries and highlighters

- Teacher's instructions:**
1. Write 'visit Inverness' on the board and ask learners about places in and around Inverness that they have visited. Brainstorm in sub-categories such as outdoor, historic, educational, castles and so on.
 2. Show learners the pictures of the three visitor attractions and try and elicit where they might be. Set the map out and pinpoint Culloden Battlefield, Cawdor Castle and the Moray Firth. Encourage discussion about these three places and any knowledge they already have.
 3. Hand out the reading exercise and have learners read the questions for the first exercise to themselves. Point out that it is not a writing exercise but a reading one and two words maximum are all that are required for each answer.
 4. Learners read about Culloden Battlefield and then write the answers. Then do the same for the next two reading exercises.
 5. Correct the answers together. Instruct learners to highlight two words from each paragraph that they want to learn.
 6. Learners then look up the words in the dictionaries and make a note of the definitions. They can now read out the definitions to each other and try and guess the word that is being described.
 7. Teacher can then give learners a quick spelling test. Possible vocabulary is listed below.

Key language used in this lesson: uprising, defeat (v), command (v), cousin, interactive (adjective), romantic (adjective), magical (adjective), drawbridge, eclectic (adjective), encounter (v), spectacular (adjective)

Visit Inverness The City in the Highlands

Culloden Battlefield. The final Jacobite uprising ended here in 1746 when the army of Bonnie Prince Charlie was defeated by Government forces commanded by his cousin, the Duke of Cumberland. The new visitor centre which opened in 2007, with interactive exhibition, tells the full story of this important moment in Scotland's history. Shop, visitor-centre and restaurant. Open: 1 February to 30 March daily 10 - 4pm, 31 March to 31 October daily 9 - 6pm, 1 November to 31 December daily 10 - 4pm. Closed: 24 - 26 December and January. Site open: all year daily. Tel. 01463 790607



Cawdor Castle, the most romantic castle in the Highlands, has a magical name linked with Macbeth by Shakespeare. The medieval tower and drawbridge are intact. Generations of art lovers are responsible for the eclectic collection of paintings, tapestries, furniture and books in the castle. Beautiful gardens, nature trails, nine hole golf course and putting green, restaurant, snack bar and three shops. Open: 1 May to 14 October 10 - 5.30pm (last entry 5pm) Tel. 01667 404401



Inverness wildlife cruises. Cruise the waters of the Moray Firth, home to the most northerly resident group of dolphins in Europe. You may also encounter ospreys, red kites and seals. Enjoy the spectacular scenery, wildlife and history of the area with an on-board accredited guide. Tel. 01463 717900



Read about Culloden Battlefield and answer the following questions.

1. The Duke of Cumberland was Prince Charlie's
2. A new visitor centre with an opened in 2007.

Read about Cawdor Castle and circle the correct answer.

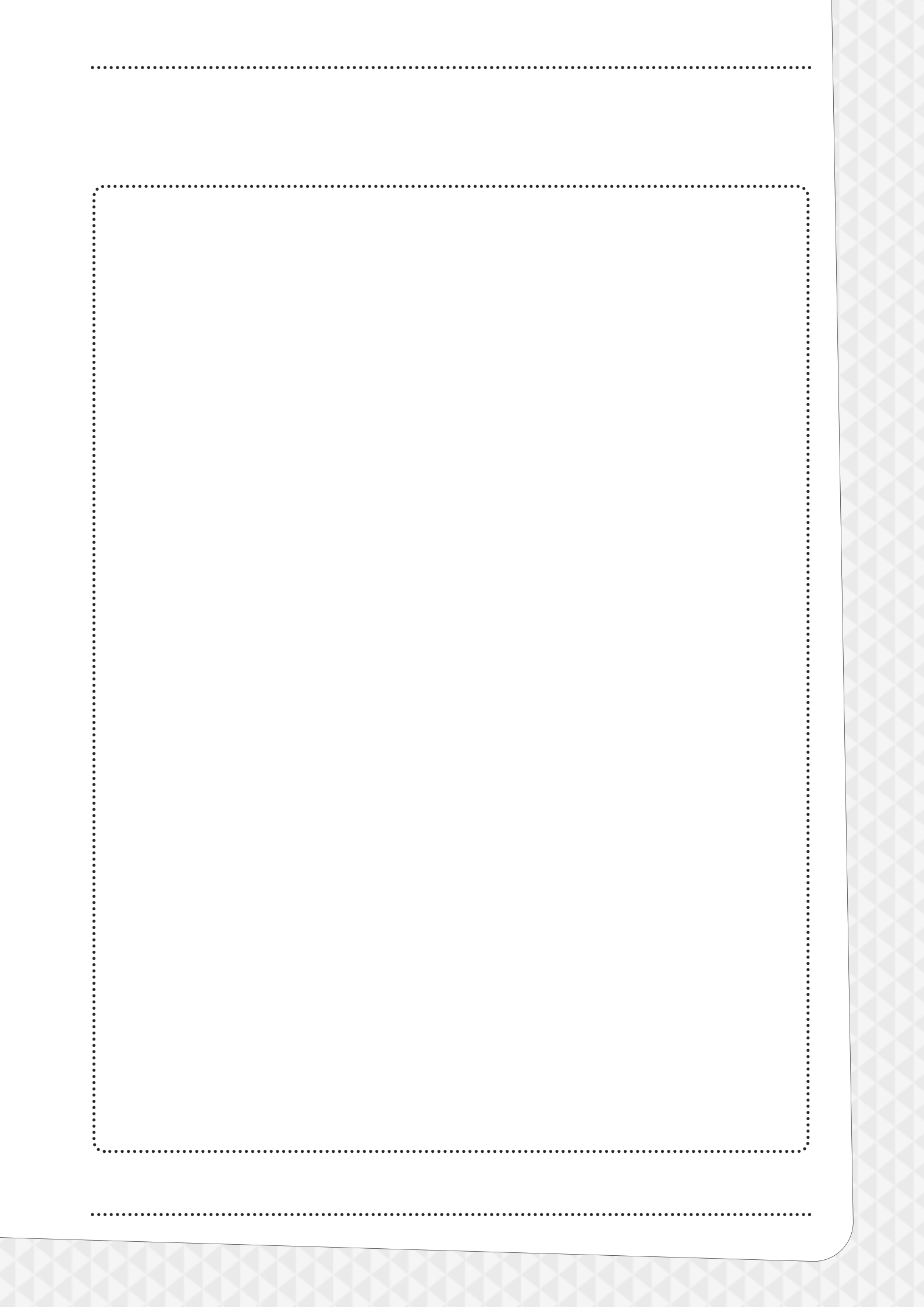
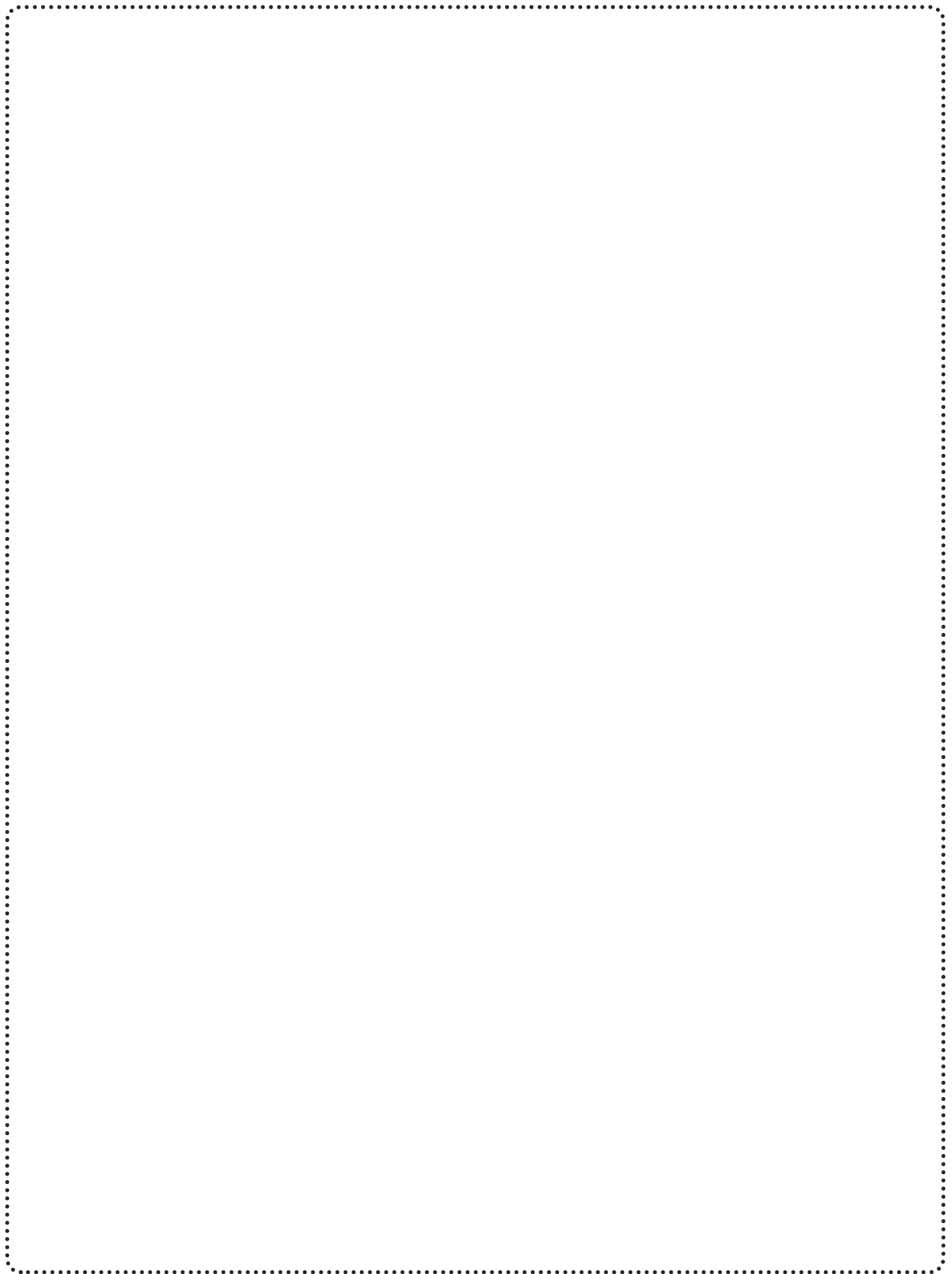
3. Cawdor Castle
 - a) is where Shakespeare wrote Macbeth.
 - b) has a varied collection of art.
 - c) is open all year.
 - d) has nine golf courses.

Read about Inverness wildlife cruises and answer the following questions.

4. You can see the dolphins when you travel by
5. The dolphins live in the
6. You may see other wild too.

Answers

1. cousin
 2. exhibition (or interactive exhibition)
 3. has a varied collection of art.
 4. boat / ship
 5. Moray Firth
 6. animals (or wildlife or birds)
-



The language of social interaction

Title: Reading and writing about towns

Topic: Facts about the city of Inverness

Level: Access 3 upwards

Aim(s): Help learners to plan a writing exercise (access 3, outcome 2)

Skill(s): Listening, reading and writing

Approximate timing: 90 minutes

Materials / preparation: Photocopy worksheets 1 and 2

- Teacher's instructions:**
1. Write 'Inverness' on the board. Brainstorm facts about Inverness.
 2. Prepare learners for the information that shall be read out later.
Is Inverness a city?
What do you think is the population of Inverness?
Pre-teach 'twinned' and 'latitude'.
 3. Hand out one copy of the multiple choice to each pair or group of learners. Encourage them to work together. Choose one answer for each sentence.
 4. Teacher reads out the fact sheet and learners correct their answers. Feedback.
 5. In their pairs or groups, learners answer the question at the bottom of the page, then feed back to the class, trying to remember all seven local sites.
 6. Using only the first worksheet, learners can now prepare a description of Inverness, using 80 words. They could do this in individually or in pairs or small groups.
 7. Collect in and correct. Underline where there is a mistake and encourage learners to self-correct. This could be set as homework. If this is done during the lesson, learners could check the meanings of words in a dictionary and write in their vocabulary notebook while the teacher is correcting and discussing work with others.

Key language used in this lesson: award (v), jubilee, recognise (v), headquarters, originally (adverb), haunt (v), form (v), frequently (adjective), twin (v), latitude, longitude

THE CITY OF INVERNESS



In December 2000 Inverness was awarded Scotland's newest city status, a year which also marked the Queen's golden jubilee. The new title recognises the role of Inverness in modern Scotland and its place in the country's long and colourful history.

Inverness facts

1. The population of Inverness is approximately 65,000.
2. Inverness can be found at latitude 57 29 north and longitude 4 14 west.
3. Distance to Glasgow - 109 miles; Edinburgh - 113 miles.
4. The headquarters of the University of the Highlands and Islands is in Inverness.
5. The main football team, Inverness Caledonian Thistle, was formed in 1994 with the amalgamation of Highland league sides Inverness Caledonian and Inverness Thistle.
6. Local sites of interest include Inverness Castle, Abertarff House, St Andrews Cathedral, Old High Church, The Caledonian Canal, Flora MacDonald Statue and the Town House.
7. Inverness is well known for its floral displays and is frequently a winner of Britain in Bloom competitions.
8. The theatre of Inverness, Eden Court, was originally built in the 1970s. It incorporates part of the old Bishop's Palace and is said to be haunted by the 'Green Lady' ghost of a wife of one of the bishop's, who hanged herself there.
9. Inverness is twinned with St Valery-en-Caux and La Baule in France and Augsburg in Germany.

The City of Inverness

In groups, choose the correct answer from the three choices.

1. Inverness became a city in
 - a) 1999
 - b) 2001
 - c) 2000

2. The population of Inverness is
 - a) 65 000 people
 - b) 56 000 people
 - c) 75 000 people

3. The latitude of Inverness is
 - a) 57 degrees 29 minutes north
 - b) 75 degrees 29 minutes north
 - c) 55 degrees 29 minutes north

4. The distance to Edinburgh is
 - a) 113 miles
 - b) 130 miles
 - c) 103 miles

5. The Headquarters of which university is in Inverness?
 - a) the University of St Andrews
 - b) the University of the Islands
 - c) the University of the Highlands and Islands

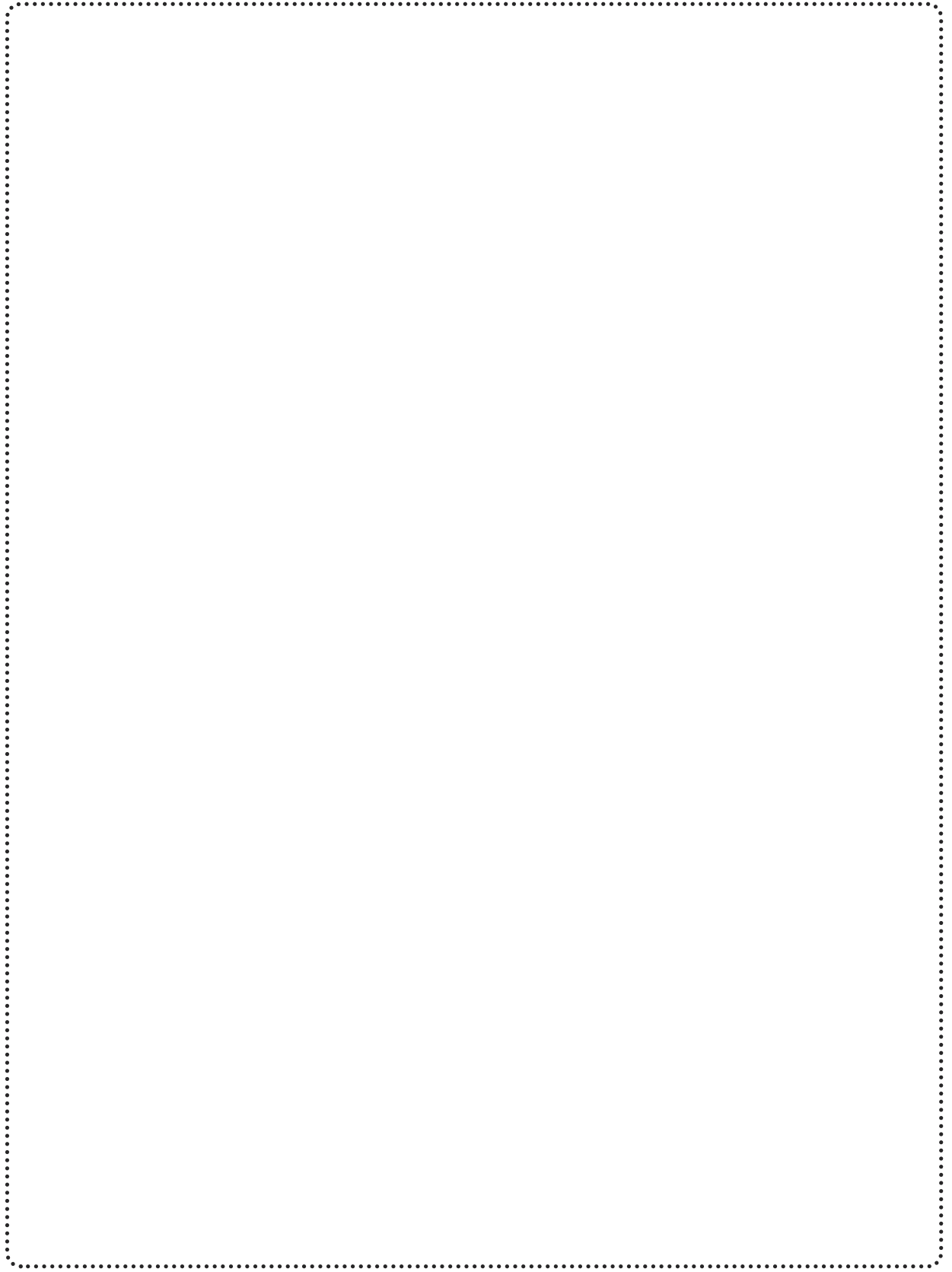
6. The main football team in Inverness is
 - a) Inverness Caledonian Thistle
 - b) Inverness Caledonian
 - c) Inverness Thistle

7. The theatre, Eden Court, was built in
 - a) about 1963
 - b) about 1973
 - c) about 1983

8. Inverness is twinned with
 - a) one town in France and two in Germany
 - b) one town in Germany and one town in France
 - c) two towns in France and one town in Germany

How many local sites of Inverness can you remember? There are seven in the text.

.....



.....