

Working with others

Introduction to Module 5

Communicating with people on site can mean working together as a team but can also be about liaising with others who work there or with customers. This is an extremely important aspect of the work environment that is often overlooked, but which impacts on the overall impression of the individual or the company they represent.

In this module, learners will practise a range of speaking and listening activities relating to general aspects of the work environment:

- listening to others
- speaking to others
- dealing with telephone calls.

The skills in this module will have applications in many work settings and learners should be encouraged to think about their own workplace and to share their own experiences in the context of this work.

Skills for construction – Module 5: Working with others					
Theme	Page reference	NOS/NVQ	Literacy	Numeracy	Key Skills
Listening to others	Co 5:1–5:4	MR03	SLlr/E3.1; SLlr/E3.2; SLlr/E3.3; SLlr/E3.4; SLc/E3.4		
Speaking to others	Co 5:5–5:8	MR03	SLc/E3.1; SLc/E3.2; SLc/E3.3; SLc/E3.4; SLlr/E3.4		
Telephone calls	Co 5:9–5:12	MR03	SLlr/E3.1; SLlr/E3.2; SLlr/E3.4; SLc/E3.1; SLc/E3.2; SLc/E3.4; Wt/E3.1; Ws/E3.1		

Skills checklist

Communication skills are probably the most important skills you have. We communicate with each other all the time, so most of us have plenty of practice. At work you will be communicating with a wide range of people and become part of a working team. It is important to know each person's role and responsibilities within the team so that communication is made as easy as possible.

When you first start work, listening to and following instructions will be the most important part of working with others, but you will also be expected to keep people informed about your work and may have to deal with calls on site.

Communication skills can be practised and improved. Using the list below, tick the skills you feel confident about now. Complete the activities in this module to help you improve on the skills you have not ticked. Return to the list later to check any areas where you still need some practice.



Skills for working with others	Now	Later
Listening to others		
Speaking to others		
Using the phone at work		

PAGES 5:1–5:4

Listening to others

Operatives will need to listen to spoken information and instructions daily in the workplace. This requires good listening skills and practice in remembering key details. This theme develops these listening skills.

Materials

Audio equipment

Instructions A–D (1) and (2) from the Source material (0:34, 0:35)

Learning outcomes

- 1 To identify the gist or overall message of information (focus pages, Task 1)
- 2 To listen for detail in instructions (focus pages, Task 2)
- 3 To recognise and pick out words and phrases in instructions that show sequence (focus page 2, Task 3)
- 4 To ask questions to confirm understanding and ask for more information (focus pages, Task 4)

Introduction

- Ask learners to sit back to back and to tell each other a short joke or story. The other person has to repeat the gist of the joke or story.
- Ask learners to do this again with a different joke or story but this time facing each other.
- As a group, discuss if learners felt there was any difference in the way the information was given and received when sitting face to face.
- Now ask learners to pass on a piece of information in 'Chinese whispers' style. The last person says the information aloud to compare it with the original.
- Discuss the problems that occurred in both exercises. What hindered the communication? This might include things like only being able to hear things once, not remembering things, not hearing things properly, etc.
- Discuss any strategies for helping communication, such as speaking more slowly, emphasising key words, asking for confirmation, etc. Write these ideas on the board.
- As a group, discuss what is meant by an instruction. Who gives instructions? How are they given (e.g. verbally, written)? How can you tell when something is an instruction (as opposed to advice, a comment on progress, etc.)? Instructions can often be identified by tone of voice and the use of instruction words or imperatives. Give learners some examples, for example, '**Open** the door, now **turn** the light on and then **sit** down.' Emphasise and highlight the imperatives (instruction words) to learners. Ask learners for more examples. Point out that people may introduce an instruction with phrases like 'You should ...', 'I need you to ...', or 'You'd better ...'.
- Explore learners' experiences of receiving instructions in the workplace. Do they find them easy to follow? Are the instructions sometimes given in a hurry? What else can go wrong? (e.g. not hearing properly because of background noise, not paying attention)
- What is the impact if instructions are not followed in the right sequence? What might happen if you forget an instruction? Elicit examples.
- This might be a good opportunity to practise listening to instructions in poor conditions (i.e. not in the ideal conditions of a training room). This acknowledges the reality of work on building sites, where noise and disturbance are inevitable.

Focus page 1

- Discuss the reason for looking and listening to people when they are talking. How does it help the speaker? How does it help the listener?
- Go through the rest of the points in the acronym 'Listen', discussing each stage using the examples on the page.

- Emphasise the importance of checking information or asking questions for more information, even though it may mean interrupting. Give learners ideas for phrases for checking/confirming. For example:
 - Do you mean ...?
 - Can you tell me what you meant by ...?
 - Have I got this right ...?
 - So, you want me to ...?
 - Please could you repeat that last instruction.
 - Can you tell me what you meant by ...?

Focus page 2 16–18

- Explain that this is a practice page. Learners are going to listen to instructions and answer questions about them as a whole group.
- Work through the activities one at a time. Play the audio clips as many times as required. Discuss each answer as you go along. Give learners as much guidance as possible about what they are listening for in each exercise. (See the teacher notes for the task pages for suggestions on guiding learners with the similar tasks on this page.)
- Ensure learners have the Instructions A–D (1) from the Source material for Activity 3.
- ESOL learners may need help with some vocabulary before starting the task (e.g. sills, rust, steel, brass, screws, strip, soak). Discuss the answers in detail to prepare learners for the task pages. In question 3 in Activity 3, ESOL learners will benefit from some practice in giving instructions and asking questions.
- Finish with a summary activity.
 - What is difficult about listening to others?
 - What affects communication?
 - What can be done to help?

Curric. refs	NOS/NVQ	Key Skills
SLlr/E3.1	MR03	N/A
SLlr/E3.2		
SLlr/E3.3		
SLlr/E3.4		
SLc/E3.4		

Task 1 19

Listen for the gist or general message
SLlr/E3.1

- Explain to learners that they will be listening to a supervisor speaking to a worker. Explain that they need to listen for the general or overall message.
- Play the audio clip through once to help learners get used to the supervisor's voice.
- Make sure learners know that they are to choose only one answer.
- Read the alternatives aloud and discuss any unfamiliar words.
- Play the audio clip again or as many times as required.

If the learner has difficulty

- Some learners may have problems retaining enough information to get the overall idea or message. These learners may need to hear the audio several times or in short bursts, with directed questions after each chunk to aid memory. You could take notes for the learner.
- Learners may find it difficult to decide on the overall message because of the other information they hear in the speech. These learners may need further practice in listening and selecting key words or phrases.
- Listening tasks require a lot of practice. Learners will benefit from practising with sets of straightforward spoken instructions to match to summaries.
- More advanced listeners would also benefit from extra speaking practice by giving simple instructions for other learners to summarise.

Extension

- Ask learners to listen to the audio clip again and this time to pick out the detail of how many coats of water are required to soak the wallpaper.
- They should relay this information to the rest of the group.

Task 2 20

Listen for detail
SLlr/E3.2

Question 1

- Point out that this is another listening exercise. Make sure learners are aware of their purpose for listening.
- Play the audio clip through once for gist.

- Discuss the general message as a whole group.
- Point out the tip and remind learners to concentrate on listening for the particular information they need.
- Play the audio clip again.

Question 2

- Point out the tip and then play the audio clip again, asking learners to listen for the part that relates to the doors.
- When they have identified this part, make sure learners are aware that the pronoun 'them' used in the third instruction sentence refers back to the doors (plural).
- Play the audio clip again.

If the learner has difficulty

Question 1

- Go through the tip and point out the key words to listen for.
- Play the audio clip as many times as necessary. Ask learners to identify the part they need by stopping the audio clip at the key place. Alternatively, read the script aloud.
- Ask direct questions to elicit learners' ideas.

Question 2

- If possible, give learners pictures or diagrams (not labelled) to illustrate the instructions being given for the door.
- Learners can identify the illustrations first by using clues in the description of the jobs. Ask direct questions to support this (e.g. *What is the person using the cloth for?*).
- Relate their answers to what they hear on the audio clip.
- Play the audio clip as many times as learners require.

Extension

Ask learners to repeat back what they understand the team doing the windows has to do. They should put this into their own words as if checking the information. For example, by starting, 'So, if we're doing the windows ...'.

Task 3 21

Identify the correct order for instructions from order words
SLlr/E3.2

- Make sure learners are aware of the three parts to this task.

- Play the audio clip through for gist and discuss what the instructions are generally about.
- Go through any words or phrases that learners might misinterpret because of the spoken idiom (e.g. you'll have to fetch the truck over). Ask learners to put this into their own words.
- Play the audio clip as many times as required during the three parts of the question.
- For question 3 learners will need Instructions A–D (2) from the Source material cut into four separate pictures.

If the learner has difficulty

- Point out the tips for each question.
- Allow learners to listen to the audio clip several times and at their own speed (you could read the script aloud).
- **Question 1:** Play the audio clip one section at a time and ask learners direct questions about what they heard.
- If necessary, let learners work in groups so that they do not need to listen and write at the same time.
- **Question 3:** Ask questions about Instructions A–D (2) from the Source material first to make sure learners can interpret what they see.
- Working in pairs, practise giving instructions using the words or phrases from question 1.
- Encourage learners to move the four pictures around while listening to the audio/speech until they are satisfied with the order.

Extension

- Ask learners to give instructions to each other, using sequence words such as 'first', 'next' and 'before' and putting the instructions in a sensible order where possible. The instructions must be spoken, not read.
- Ask learners to discuss any difficulties with giving instructions in order spontaneously and any tactics for getting round this (e.g. planning what you are going to say first).

Task 4 22

Ask questions for more information
SLc/E3.4

- Make sure learners are aware that this task requires them to listen to a short set of instructions.
- Play the audio clip through once for gist.

- Go through the three questions to make sure learners are clear about what they are to do.
- Assure learners that there are no right or wrong answers as this is about what they personally would need to find out before carrying out the instructions.
- Point out the Remember box and emphasise that asking questions is vital if you are going to do a job properly.
- Play the audio clip as many times as learners require.

If the learner has difficulty

- Some learners may find it difficult to identify exactly what they need to know. Break the instructions down into the three main instructions (jobs) and ask direct questions about each one. For example, *You have been asked to run the capping strip across the fence. What would you do? What do you need to know in order to carry out this instruction?*
- Some learners will need practice in forming the actual questions. Discuss examples of phrases they could use such as 'What does ... mean?' 'Where will I find ...?'

Extension

- Ask learners to look up or find out the meaning of any technical words, then write their own notes for the instructions.
- They can then explain the instructions to others in a way that everyone can understand (this might include demonstration).

Theme assessment

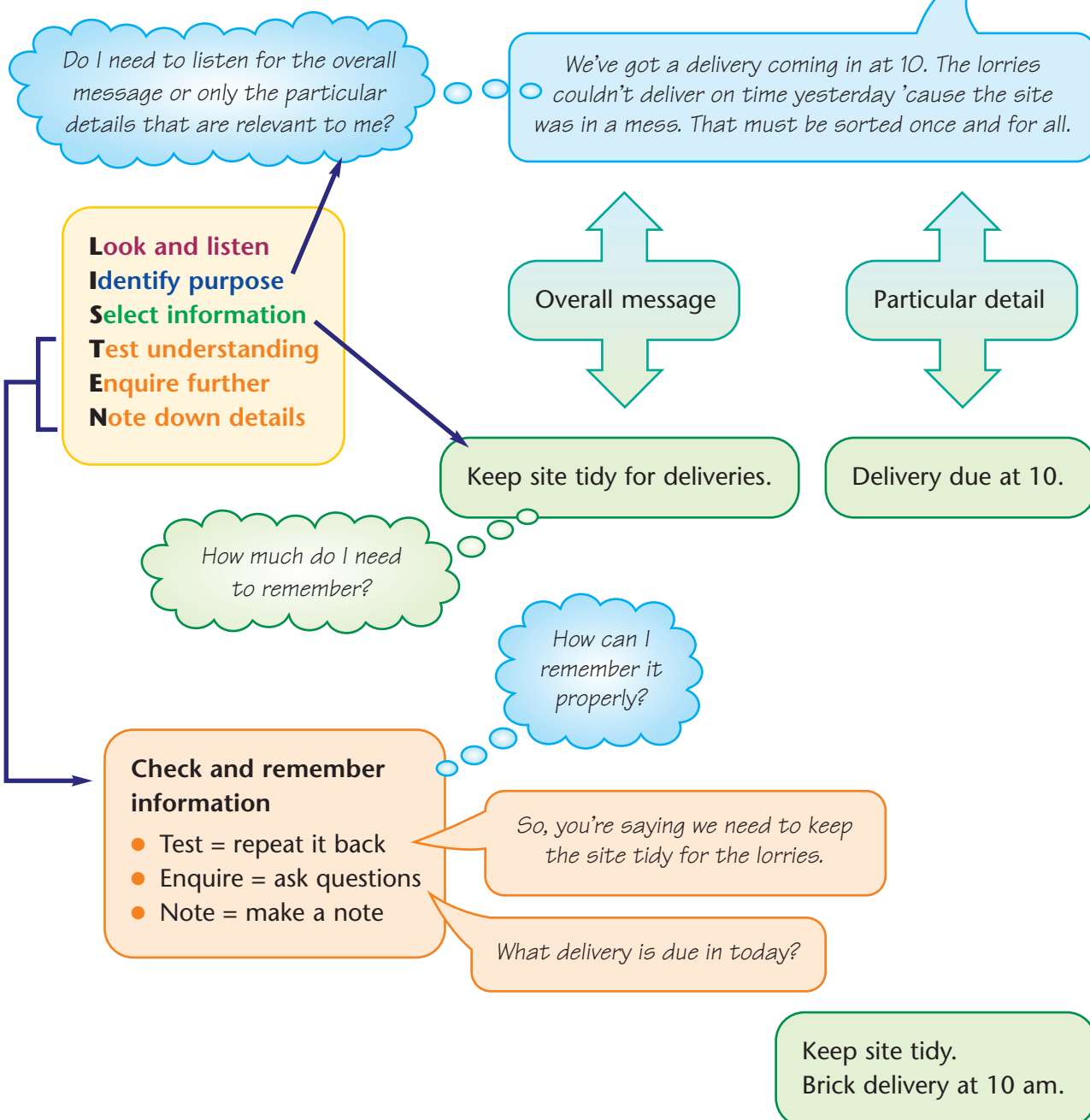
- Ask learners to start a personal glossary of words or phrases they hear regularly in instructions or general work information. These might be technical words, jargon or regional slang.
- Learners should find out the meaning and write it down in a way that helps them to remember it or find it quickly when they need to. (ESOL learners may wish to write meanings in their first language.)

Listening to others

Focus

You may have to listen to several different people at work. Some information you hear will be more important than other information. You need to:

- look at the person speaking and listen carefully
- identify your **purpose for listening**
- select the **important information**
- **check and remember** the important information.



Listening to others

Focus

Practise your listening skills as a whole group.

Tip

Read the questions before you listen so that you know what you need to listen for.



Activity 1

Listen to the audio clip.

- 1 What is it generally about?
- 2 What detail does Hal need to remember?



Activity 2

- 1 Make a note of what the painter has still got to finish.
- 2 Make a note of what time the lorry is arriving.
- 3 What is Clara's job today?



Activity 3

- 1 Which of these words or phrases are used to show at what time or in what order the instructions need be carried out?

first of all next finally then
before that at the end of the day
this morning

- 2 Put Instructions A–D (1) from the Source material in the order of the spoken instructions, and in the order in which the jobs need to be done.
- 3 Think of some questions you might want to ask to help you follow these instructions.

Listening to others

Task



Task 1

19

Listen to the supervisor speaking to a worker. What is the overall message? Tick your answer.

- 1 You should soak wallpaper before putting it up. ☐
- 2 You must really soak wallpaper to get it off. ☐
- 3 You should not get wallpaper damp when it is on the walls. ☐
- 4 You should use coats on stripped wallpaper. ☐



Tip

Choose the one that gives the best idea of what the supervisor says.



Task 2

20

- 1 Listen to the supervisor giving some more instructions. What do the painters need to collect? Circle your answer.
 - a protective equipment
 - b doors
 - c windows
 - d hot air gun
 - e paint
- 2 Listen to the supervisor's instructions again. What three things have to be done to the doors?

Tip

Listen for the key word **painters** and the instruction word 'collect'.

Tip

Listen for the key jobs to be done to the **doors**.

Remember!

Following instructions correctly is very important. If you don't understand them, you must ask for more information.

Listening to others

Task



Task 3

21

- Listen to the supervisor giving instructions to a worker. Circle the four words or phrases he uses to show the order in which he wants the jobs done.

a at the end of the day	b this morning
c then	d first of all
e before you do anything	f when
g afterwards	h after that
i next	j finally
- Write the words or phrases you have circled in a sensible order.
 - _____
 - _____
 - _____
 - _____
- Look at Instructions A–D (2) from the Source material. Listen to the instructions again.
Position the drawings so they show the correct order of jobs to do during the day.

Tips

- Circle the words or phrases as you hear them.
- Use a pencil in case you change your mind.

Tip

Listen to the instructions again to make sure you understand.

Tip

Use key order words in the spoken instructions to help you.



Task 4

22

- Listen to the supervisor giving instructions for completing a fence.
- Decide what questions you would need to ask him to help you follow these instructions.
- Compare your questions with a partner's. Do you both need to know the same information or different information?
- Write your questions down as you would ask them.

Tip

Choose the things **you** would need to know more about.

PAGES 5:5–5:8

Speaking to others

Workers in the construction industry will need to speak to lots of different people, from workmates, supervisors and managers to members of the public. It is important to understand what affects spoken communication in the workplace, for example the need to adapt language to suit the situation. This theme introduces some of these skills.

Materials

Body language (1) and (2) from the Source material (0:36, 0:37)

Learning outcomes

- 1 To understand what affects spoken communication in the workplace (focus pages)
- 2 To recognise the purpose of communication (focus pages, Task 1)
- 3 To adapt language to suit the situation (focus pages, Tasks 2 and 4)
- 4 To recognise and use non-verbal communication/body language to communicate information (focus pages, Tasks 3 and 5)

Introduction

- Discuss why it is important to understand people and for them to understand you on a construction site. For example:
 - to keep everyone safe on site
 - to carry out your part of the job effectively
 - to work well as a team
 - to avoid disagreements and misunderstandings
 - to get the job done properly.
- Ask learners to think of ways to communicate on site that do not include words (this could include all types of body language and formal signals used on site).
- Use the Body language pages from the Source material to discuss general 'messages' given or interpreted by facial expressions, hand signals, posture and all of these. (These can be cut up and put on separate cards or given as separate

elements of body language.) Discuss any problems with reading body language – use these to highlight both the things that are understood by everyone in the group and the things that are interpreted differently.

- Point out that body language can mean different things in different cultures. For example, nodding the head up and down can mean 'yes' in some cultures but 'no' in others. Use this to illustrate the importance of using signals on site that are understood by everyone so that they cannot be misinterpreted.
- If appropriate, discuss everyday signals used in the workplace. These might include formal signals (such as the 'plant and plant signals' section of the health and safety test).
- Summarise the consequences of misunderstanding hand signals or gestures, including the possible effects on safety and professional relationships.

Focus page 1

- Go through each numbered section, reading through the points and discussing the questions in as much detail as possible.
- Discuss useful phrases or ways of checking the other person has understood you, for example:
 - Did you follow that?
 - What was I saying? (not said sarcastically or accusingly)
 - Is there anything you want me to repeat or explain?
 - You look a bit confused. Would it help if I repeated it?
- Remind learners of the examples of body language they looked at during the introductory exercise using the illustrations from the Source material.

Focus page 2

- Relate the ideas discussed on focus page 1 to the ideas and practice on this focus page.
- Read through the information and discuss the questions for each section.

- Conclude by giving learners three or four everyday work scenarios. Ask learners to discuss ideas and then compile a list of ways of speaking clearly to be heard and understood in these different circumstances.

Curric. refs	NOS/NVQ	Key Skills
SLc/E3.1	MR03	N/A
SLc/E3.2		
SLc/E3.3		
SLc/E3.4		
SLlr/E3.4		

Task 1 23

Recognise the purpose of speech

SLc/E3.2

SLc/E3.4

- Explain to learners that they are going to listen to a short speech and that they need to decide on the purpose of the speech.
- Direct learners to the choices of purpose given on the page. Point out the tip.
- Play the audio clip through once for gist.
- Discuss any expressions that might be unfamiliar such as 'spotted some bloke'. Encourage learners to work out the meaning from the context.
- Get learners to concentrate on the intonation. Repeat the speech for further clarification.
- Repeat the speech as many times as required.

If the learner has difficulty

- Learners may find the spoken idiom problematic as it does not sound like a direct question. Split the audio clip into two, stopping after the first two sentences to ask direct questions such as 'What does that mean?' Encourage learners to put it into their own words.
- Focus on different expressions that may be used to express the same things, such as 'I've spotted ...' and 'I've seen ...' or 'Hey you ...' and 'Excuse me'.
- Do the same with the second part of the audio clip. Encourage learners to listen out for the key word 'what'. Ask whether this word gives them a clue about the purpose.
- Go through each answer option, applying it to the whole speech. Read the speech aloud as many times as necessary.

Extension

- Ask learners to explain how they would reword the information/question when speaking to their boss or to the foreman.
- Learners should share and discuss their examples for comparisons of language used.

Task 2 24

Recognise appropriate language

SLc/E3.2

SLc/E3.3

- Set the scene by reading out the introduction. Discuss what dangers there might be on a site so that learners are aware of the importance of this communication.
- Play the audio clip and discuss it as a whole group, making points about the style and appropriateness of the language. Refer learners to the focus page examples as a reminder.
- Play the audio clip again to reinforce the decisions and to discuss the problems with the other clips.

If the learner has difficulty

- Go through any language issues such as the meaning of non-standard forms like 'shove off'.
- If learners are struggling to understand the language, emphasise the learning point that if they can't understand it, then members of the public may not understand it either.
- Support learners by taking them through the same process as with the first speech.
- Encourage learners to share ideas in groups. They can take the speeches out of order, dealing with the ones they find easiest to recognise as inappropriate first.
- Some learners might want to pick out their answer first and then discuss why they rejected the others.

Extension

- Ask learners to discuss what 'message' is being given to the member of the public by the language and tone used in each instance. They can start by discussing how the speaker comes across (e.g. as aggressive or rude, etc.).
- Learners should report back their observations to the rest of the class.

Task 3

Read meaning from body language and facial expression

SLlr/E3.4

- Put learners into groups to discuss and share their ideas about the photograph.
- Encourage learners to 'act out' the facial expressions they think go with the description in the boxes if this helps them to discuss the photo.
- If appropriate, suggest to learners that they start by crossing out the descriptions that they think are not true first.

If the learner has difficulty

- Suggest some emotions or reactions: *Is he angry? Is he upset? Do you think he understands?* Give learners time to think about and discuss thoroughly why they are accepting or rejecting each possible meaning. Use any differences of opinion to reinforce the teaching point about misunderstandings.
- Make sure learners come together as a whole group at the end to share opinions. Were there any differences in opinion?

Extension

- Ask learners to discuss reasons why people might not understand an instruction.
- Ask learners to think of tactics for aiding communication in each of the instances they have considered and report this information back to the class.

Task 4

Speak to different people to pass on information and make a request

SLc/E3.2

SLc/E3.4

Question 1

- Read through the exercise and make sure learners understand what they are to do.
- Read through the example phrases and explain that learners can mark these as a, b or c or cut them out and put them into piles. (Note that some phrases might be appropriate for more than one person.)
- Work through an example of what you might say to your boss by way of introducing the topic. Do the same for the supervisor and the workmate.

- Discuss ideas before asking learners to complete the exercise. Point out the tip.

Question 2

- Allow learners to decide on a personal reason for needing a day off work if this helps them with the context.
- Ask learners to discuss this with a partner and to try this out in short conversations or role-play.
- Encourage learners to think of real work situations in order to give the exercise authenticity and meaning.

If the learner has difficulty

- **Question 1:** Discuss the level of formality or informality of the language in each phrase shown on the page.
- Encourage learners to cut out the phrases and separate them into appropriate piles.
- Discuss any phrases that learners are unsure of and explain that they may be suitable for more than one person. (Provide more than one copy of the phrases so the same phrase can be placed in more than one pile.)
- Check through the information and ask learners to put the phrases into the order in which they might use them.
- Discuss their choices and get learners to think about what further information they might want to add to these phrases to make their point clear to each person. (This is in preparation for their own speech in question 2.)
- **Question 2:** Ask learners to work together and choose one of the three scenarios. Make sure they are clear about the working relationship with the person they are speaking to and their purpose for speaking.
- Encourage them to discuss what they would say and to think about the language to use.
- Encourage learners to listen to each other and discuss the language further.

Extension

Provide situation cards describing a scenario. Learners must show which of the three people they are speaking to through language and style.

Task 5

Use body language to communicate messages
SLlr/E3.4

- This task is about seeing how clear hand signals can be or whether there is a problem with this sort of communication on site (for various reasons).
- Explain to learners that they do not have to 'act out' every word – just give the idea of the message. Remind them of the hand gestures from the Source material – one gesture can mean a whole phrase, not just a word.
- Give learners the chance to share their ideas at the end as a whole class activity.

If the learner has difficulty

- Support learners through the first scenario, asking direct questions about how they might 'show' the phone call.
- Where there are differences of opinion or confusion caused by unclear or unrecognised gestures, emphasise this problem as a learning point – not everyone 'reads' the same message from gestures. Verbal language is generally more precise.
- Remind learners to try out some ideas on each other and get them to explain to each other why it is or isn't clear.

Extension

- Ask learners to find out two or three hand signals (if any) that are used on site to communicate instructions or information. They should make a note of the information and share it with the class.
- Alternatively, ask learners to find out what two or three common English gestures mean in other countries or whether they mean something in sign language for the deaf. They can do an Internet search for this information. They should make a note of the information and share it with the class.

Theme assessment

- Give groups of learners an emergency situation they might come across on site, for example hitting a gas pipe. Ask learners to find out whether there is a standard way of signalling this emergency and evacuating everybody on site. Ask learners to think about who is in danger and how they can communicate the information to everyone on site.
- Ask learners to demonstrate and explain the same message given in two different ways: verbally, and visually (through hand signals or gestures).

Speaking to others

Focus

Three main things affect the way you speak to people at work:

- 1 your relationship with them
- 2 your reason for speaking to them
- 3 communication barriers.

1 Your relationship

You will speak to lots of different people at work.

Your relationship with each of them will be different.

Which of these people do you speak to regularly?

boss	supervisor	workmate
	customer	supplier
delivery workers	members of the public	

Think about the way you talk to these people. Do you change your language at all? How and why?

2 Your reason for speaking

- to pass on information
- to express feelings
- to give an opinion
- to ask for information
- to reply to questions

Think of examples of each from your workplace.



3 Communication barriers

- surrounding noise
- cultural differences
- personality clashes
- language barriers
- time pressures
- mood and attitude
- distance
- physical barriers

How do these affect what we say?

To check that the other person understands you:

- ask questions
- repeat information
- notice the listener's body language.

Think of examples of body language that mean 'I don't understand'.

Speaking to others

Focus

Discuss or try out the following ideas about speaking to others at work.

1 Your relationship

The two main types of language we use are formal and informal.

Wanna hand, Sid?

Informal language is the sort of language you use with a _____.

Formal language is the sort of language you use with a _____.

You will adapt to the different situations and people you speak to.

Can I help you?

Who might you use this language with?

D'you want me to help?

2 Your reason for speaking

- a Telling someone your date of birth.
- b Explaining why you don't like a particular type of music.
- c Asking what the time is.

Which of the above is mainly to pass on information? ☐

Which is to find out information? ☐

Which is mainly to give an opinion? ☐

3 Communication barriers

Discuss how you would tell the following people to stop work quickly in an emergency.

- a workmate who is working on the roof of a tall building
- b workmate who is in the middle of using a hot-air gun
- c workmate who is just learning English
- d lorry driver who is reversing

Think of other work situations when it is difficult for others to understand you.



4

- a Look at the Body language pages from Source material. Pick out the person whose facial expression means 'I don't understand'.
- b Ask a partner what his or her dream job is. Pass on this information to another person.

Speaking to others

Task



Task 1

23

Listen to a worker speaking to his workmate. Which of the following is the worker's main purpose for speaking? Tick your answer.



- ☐ To pass on information
- ☐ To give an opinion
- ☐ To ask for information
- ☐ To reply to a question

Tip

There may be more than one purpose. Choose the main purpose.



Task 2

24

Discuss whether the following phrases are appropriate to say to a member of the public who is seen walking his dog on the site. Tick the most appropriate speech bubble.



Hey you, shove off!



You should leave right away.
This site is dangerous.



The signs around these premises explain that you ... um ... shouldn't be here.



Can't you read the signs? They say 'Keep out'!



I'm warning you. If you don't get out, you and your dog might get hurt.

Tip

Choose the phrases that are polite, firm and give a reason.

Task 3

Look at the picture of a member of the public who was asked to leave a building site. What does his facial expression show? Tick your choice.

He is shocked. ☐



He is upset. ☐

He is feeling sick. ☐

He is angry. ☐

He is in pain. ☐

He doesn't understand. ☐

He is happy. ☐

Tip

Look carefully at the picture. Cross off the explanations that you think are not true first.

Speaking to others

Task

Task 4

When you need to arrange a day off work you should do the following:

- speak to the boss to get permission
- speak to a workmate to check he or she can take over your shift
- speak to the supervisor to explain your absence.

1 Pick out the phrases below that you could say to:

a your boss b a workmate c your supervisor.

Tip

Choose the language that suits the relationship and purpose.

Can you do me a favour?

Would it be OK to take the day off tomorrow?

I hope that's OK.

It's an emergency.

I'm sorry it's short notice.

I won't be in tomorrow but Dave has offered to do my shift.

I'll be back the day after tomorrow.

You know I'd do the same for you.

I wouldn't ask if it wasn't so important.

The boss said it's OK.

I've got permission.

Thank you.

Great one! Thanks.

I'll return the favour sometime.

2 You need a day off for a personal matter. How would you explain this to *one* of the following?

a your boss b your supervisor c a workmate

Tip

Keep the speech short and use suitable language.

Task 5

Discuss with a partner what hand signals or gestures you would use on site to give the following urgent messages to people who can see you but can't hear you.

- 1 To tell a workmate that he has an urgent phone call.
- 2 To warn a workmate walking under a roof that rubble is about to be thrown down.
- 3 To tell a lorry driver to stop and reverse immediately.
- 4 To warn a workmate to get out of the way of an approaching crane arm.

Tip

Try your ideas out on each other to see if the meaning is clear.

PAGES 5:9–5:12

Telephone calls

There will be occasions when people working in the construction industry have to use the telephone, either to pass on information or to listen to information. This theme combines several communication skills from the previous two themes regarding speaking and listening to others. However, the focus is entirely on verbal communication and develops strategies for speaking and listening on the telephone in order to pass on messages accurately and efficiently. This theme gives learners strategies for improving their telephone manner.

Materials

Audio equipment

Tape recorder

Telephone message from the Source material (0:38)

Blank telephone message from the Source material (0:39)

Learning outcomes

- 1 To speak clearly using appropriate language (focus pages, Task 2)
- 2 To listen carefully for information (focus page 2, Task 1 questions 1–3)
- 3 To make a note of relevant details to pass on to others (focus page 1, Task 1 question 3)
- 4 To check and confirm understanding (focus pages, Task 1 question 4).
- 5 To pass on clear messages (focus page 2)

Introduction

- Discuss the difference between speaking to someone face to face and on the telephone. What makes one harder or easier than the other? The key issue here is body language or the lack of it when on the phone.
- Ask learners to think about reasons why they may speak to someone on the phone at work. Responses to this will vary according to the type of business they work for and their own job role. Situations may vary from giving information such as answering enquiries, to giving straightforward directions or placing an order. List these on the board/flipchart.
- Ask learners if the companies they work for have a standard procedure for answering the phone and for dealing with enquiries or problems.
- As a group, make a list of things you should and should not say when you answer a telephone at work. Discuss the consequences of saying the wrong thing to the wrong person.
- Discuss the things that can prevent successful two-way communication on the telephone (learners can refer back to previous themes as a starting point).
- Ask learners whether they or people they know have problems with leaving messages on answer phones. *What is the difficulty? How could you get over this?* Go on to introduce the idea of making a note of what to say before making the call – this is important for all calls and makes an answer phone message much clearer and to the point.
- Ask learners to share their strategies of note-making. These may include leaving out vowels, shortening words, using abbreviations, etc.
- Get learners to practise writing a sentence in note form (this could be done on a mobile phone as a text message). Can others read the message? Explain that when taking down details over the phone, the key is to find a way of jotting things down quickly but in a way you can read easily later. In order to pass the message on, however, the notes have to be written up in a more formal style, possibly on a standard company message pad.
- Be aware that this will be a challenge for dyslexic learners and they will require additional practice to become confident with this task.

Focus page 1

- Go through the points on the checklist ('When you **make** a phone call you should') and ask learners to link the examples from the speech bubbles to the points on the checklist. One point will not be used (speak clearly). Make sure learners are aware of this before they start.

- Ask learners to consider any times when it is not relevant to say who's calling and from where (e.g. finding out train times). Think of other examples. Think of times when it is relevant.
- Talk about ways of speaking clearly, including strategies for giving long numbers such as telephone numbers by chunking them into three digits at a time. Ask learners to practise this in pairs, giving each other their telephone numbers or another long number.
- Consider strategies for spelling out names, for example 'That's D for Darren ...'. Make a note of helpful ideas learners come up with.
- Ask learners to practise this in pairs, giving each other a variety of spellings such as difficult names of people, places and work equipment, etc. (The person doing the spelling out is allowed to see the correct spelling and must use a strategy to help the other person spell it correctly.)
- Discuss which strategies worked best for learners in the numbers and spelling practice.
- Ask learners to go through the speech-bubbles, putting them into the correct order to make the full call (the caller's side of the conversation only). They can use the points on the checklist as a guide.
- Discuss and write an appropriate ending for the call and ask learners to write it in the blank speech bubble on the page if appropriate.
- Remind learners of the strategies for giving long numbers, such as chunking. Explain that the same strategy can be used to remember long numbers when making a note of them.
- Ask learners to practise this with a series of long numbers you give them. Encourage learners to use any checking and confirming strategies too.
- Ask learners to think about and practise strategies for checking spellings. For example, asking questions such as 'Is that with an h?'.
- Learners can practise these strategies in a similar way to the spelling out exercise for focus page 1.
- Discuss and write an appropriate ending for the call shown on the page, and ask learners to write it in the blank speech-bubble on the page if appropriate.
- Remind learners about note-making strategies. Give them practice of this using the audio clip. (This can be played several times, as with an answer phone message.)
- Check learners can read their own notes and have picked up the necessary details to pass on.
- Use their notes to consider any questions they might want to ask for more information and confirm details (by reading the information from their notes out loud).
- To introduce the final step in message taking, compare the completed Telephone message from the Source material with the notes on this focus page. Ask learners to discuss what has been added to the notes or how they have been changed.

Focus page 2 25

- Go through points on the checklist ('When you **take** a message over the phone you should') and ask learners to link the examples in the speech-bubbles to the points on the checklist. One point will not be used (listen carefully and concentrate). Make sure learners are aware of this before they start.
- Ask learners to think of any strategies for letting the caller know you are listening (make sure repeating information is mentioned).
- Ask learners to think of polite phrases for interrupting in order to check a piece of information.
- Ask learners to try making their own notes into a full message (by writing the notes up as full sentences). They can use the Blank telephone message from the Source material if required. (You may need to guide learners about what goes where on this pre-set format.)
- Complete this theme by considering the potentially serious consequences of not giving or receiving a message properly or at all. Where possible, give work scenarios that could happen or have happened.

Curric. refs	NOS/NVQ	Key Skills
SLlr/E3.1	MR03	N/A
SLlr/E3.2		
SLlr/E3.4		
SLc/E3.1		
SLc/E3.2		
SLc/E3.4		
Wt/E3.1		
Ws/E3.1		

Task 1 26

Take a message over the telephone

SLlr/E3.1

SLlr/E3.2

Wt/E3.1

- Go through the page, explaining the exercises, pointing out the tips and making sure learners understand what is required of them for each question.
- Play the audio clip through once for gist.
- Explain to learners that the information they need for questions 1–3 is in the call. As an example, ask learners to listen out for the two dates. (They should not say these aloud. The purpose is to acclimatise learners to the voice and start to focus on specific details.)
- Play the audio clip several times to allow learners to complete the questions one at time.
- Learners can listen to the call as many times as they like because it is a recorded message.

If the learner has difficulty

- Make sure learners hear the audio clip several times to get used to hearing the information.
- Focus on the information learners need and stop the audio clip when they say they heard the information. If necessary, replay this part.
- Encourage learners to discuss what they heard between them.
- For question 3, let learners work in pairs, with one listening for the information and the other writing it down. Alternatively, act as scribe for the pairs.
- Make sure learners listen for one piece of information at a time, rather than trying to pick out all the bullet-pointed information at once.

- Ask direct questions to help learners focus on the information. For example, *What name did you hear then?*
- Again, pause the audio clip when the learner identifies relevant information.
- For question 4, ask learners direct questions about the information in the audio clip (using the notes they made for questions 1–3), for example, *The caller's name is Ben. What if there was more than one Ben in the company. What extra information would you need to make sure Martin talks to the right person when he calls back?*
- Encourage learners to word their questions as if talking directly to the caller. This means they can use the present tense. If necessary, go through some question words to start them off such as 'what', 'when', 'why' and 'how', etc.

Extension

- Ask learners to write the message from their notes in more formal English on a pre-set message/memo format used in their workplace if possible. (They can use the Blank telephone message from the Source material as an example.)
- They should then swop messages with a partner and check that all the information is there and is clear.

Task 2 27

Leave a message over the telephone

SLlr/E3.4

SLc/E3.1

SLc/E3.2

- Go through the page first, showing how the questions are linked.
- Go through question 1, making sure learners understand where to get the information from and explaining that they will be recording their work. (This is so they can complete question 2.)
- Point out the tip.
- Make sure learners are aware that they will be assessing their own and others' work. Point out that the checklist suggests how they need to give the message in question 1.
- Make sure learners understand how to fill in the checklist. Give an example on the board or overhead projector if possible.

- Talk about any things learners might want to write in the 'Any comments' section, such as points about volume and speed or particular things that sounded good or bad.
- Point out that afterwards they are going to discuss what they did well and any areas that might be improved (question 3).
- Return the focus to question 1. To give this some realism, play an answer phone message (or use the one from the audio clip) – people often forget to wait for the tone before starting their message. Otherwise, you or another learner could read the message aloud before the learner leaves the message (the 'beep' sound will have to be included).

If the learner has difficulty

- Note that the first question requires individual work but in the remainder the work is done in pairs.
- For question 1, make sure learners understand the message on the notepad. Ask direct questions about it and encourage them to put it into standard English. Go through the abbreviations such as 'Mon' and 'am'. Explain the meaning of tool box meeting (like a staff meeting or 'before you start work' meeting).
- Ask learners to point out where they get the information from for the call. Ask direct questions based on the checklist in question 2, such as *Where is the name of the company on the notepad?* Make sure learners look at the checklist to help them with the information they need to include in their answer phone message.
- Encourage learners to write down some key words or phrases they can use in the telephone call (they should not write out the whole speech as this takes away the spontaneous element of a real telephone call).
- For question 2, allow learners to listen to themselves/others as many times as necessary. Encourage them to focus on each point one by one rather than trying to assess all the points in one go. For example, they can listen first for their name and the company name (point 1). Then for whether they mentioned the reason for calling, etc.
- Encourage discussion between the learner and the observer.
- For question 3, encourage learners to be positive about themselves and others and make only constructive criticism.
- End the session by focusing on the positive things people mentioned. For example, 'most people introduced themselves ...' etc.

Extension

- Ask learners to role-play talking on the telephone in groups of three.
 - Person 1 is a colleague of Jane Thomas's, ringing back to say she cannot make the tool box meeting, giving a reason for this and wanting to negotiate another meeting date.
 - Person 2 is the person receiving the call. He or she must ask questions for information and make a note of the details, then check and confirm them.
 - Person 3 is the observer, who should watch the role-play and analyse the conversation, including how clearly both spoke.
- Learners can decide on the details and prepare anything they need to.

Theme assessment

- Ask learners to make a real telephone call to find out information, using prepared notes. For example they might want to find out the date, venue and price of tickets for a potential company social event. It is important that the call is real in order for learners to experience the two-way conversation.
- If possible, get an observer to assess the call using a checklist of relevant things to focus on and record.
- Make sure learners have gathered all the information they required by asking them to share the information with the whole group.
- The group can then vote on the call they like the sound of most.

Telephone calls

Focus

Making a call

Tips

- Speak clearly.
- Split up long numbers.
- Spell out difficult names.

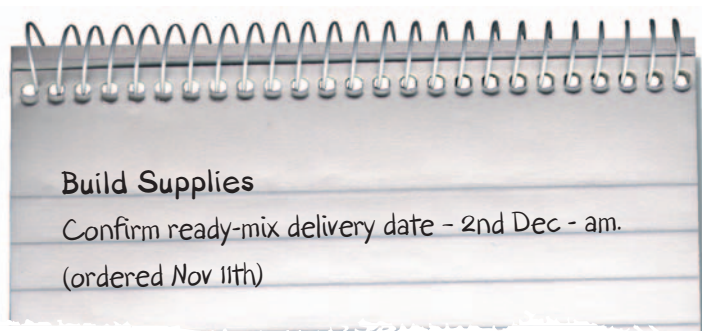
Hello. This is Dave Cooper from Johnson Brothers.



When you **make** a phone call you should:

- ✓ prepare what you want to say
- ✓ introduce yourself and the company, if relevant
- ✓ explain your reason for calling
- ✓ speak clearly
- ✓ give only relevant details
- ✓ check the other person has understood the information
- ✓ confirm the details.

Make sure your language suits the situation!



I'm phoning about our order of 11th of November for ready-mix.

We would like it delivered on 2nd December, in the morning if possible.

OK, so you'll deliver the ready-mix to us on 2nd of December at around 10 o'clock?

Can you confirm the details for delivery?

If you need to contact me my telephone number is 013 ... 56 ... 767 ... 032.

How would you end this telephone call?

Telephone calls

Focus

Taking a call



Hello, Johnson Brothers. Dave speaking. How can I help?

When you **take** a message over the phone you should:

- ✓ give a polite greeting, introduce yourself and offer help
- ✓ find out who is calling
- ✓ listen carefully and concentrate on what the caller is saying
- ✓ let the caller know you are listening
- ✓ interrupt politely if necessary
- ✓ check the details
- ✓ ask questions for more information if required
- ✓ confirm the information
- ✓ make a note of details to be passed on.

Make sure your language suits the situation!

Who's calling, please?

*Yes, I see.
Go on.*

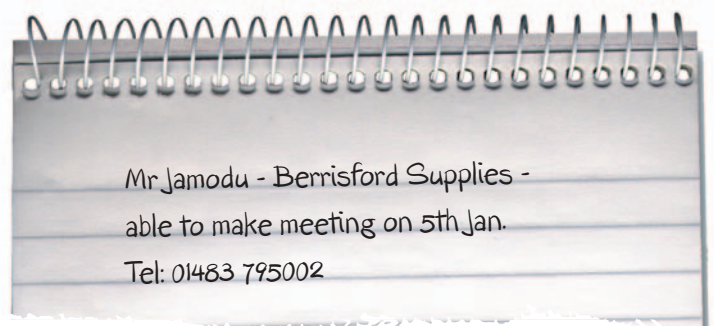
*... Sorry, Mr Jamodu.
Did you say you're from
Berrisford Supplies?*

*Could you spell
that, please?*

*Can I take your
telephone number
in case Chris needs
to get back to you?*

*So, you'd like me to tell Chris
Bond that you'll be able to make
the meeting on 5th January?*

*How would you end
this telephone call?*



Try this

Listen to the answer-phone message and write down the message that needs to be passed on.

Telephone calls

Task



Task 1

26

Work with a partner. Listen to the answer phone message.

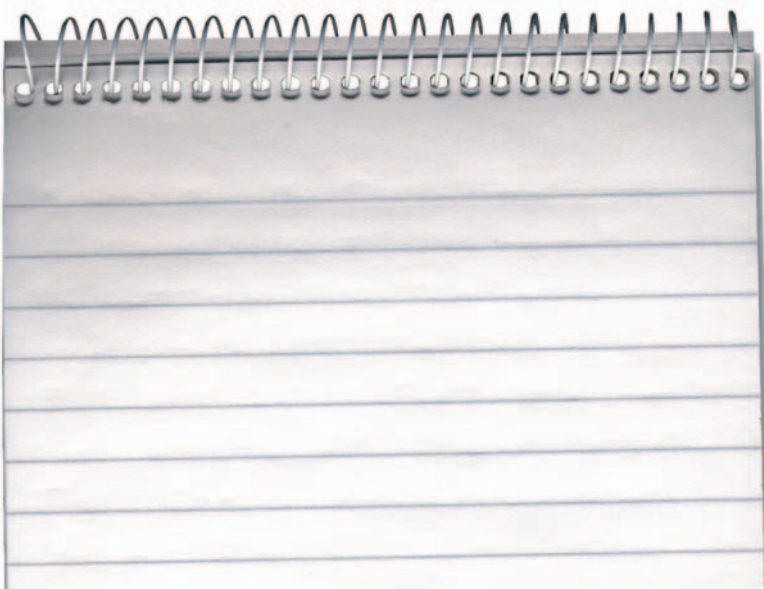
1 Decide which of the following the call is about.

- | | |
|-----------------------|--------------------------|
| a dates for a meeting | b dates for a site visit |
| c dates for a party | d holiday dates |

2 Write down the two dates that should be passed on to Martin.

3 Make a note below of the other information that should be passed on to Martin, including:

- the name of the caller
- the name of the caller's company
- the action Martin needs to take.



4 If you had spoken to the caller, what questions would you have asked him?

Discuss this and make a note of your questions.

Tips

- Listen carefully for what the caller says the call is **about**.
- Listen carefully for the two dates.
- Write them in your own note form.

Tips

- You can replay the answer phone message as many times as you like.
- Listen for the key pieces of information one at a time.
- Keep your notes short but make sure you can read them!

Tip

Think about the following:

- What other information would make the message clearer?
- What extra information would help Martin respond quickly?

Telephone calls

Task

Task 2

- Using the notes below, practise leaving a message on an answer phone. Make sure you include all the details below in your message.

Better Homes

Tel: 01392 794021

Jane Thomas -
Check if she can come to site next
Mon at 10 am for tool box meeting.



Hello. This is Jane Thomas. I'm sorry I can't take your call right now. Please leave a message after the tone.



Tips

- Use your own name.
- Use the company name and telephone number.

- Take turns with a partner to observe each other. Record how you did using the checklist below. Then ask your partner to fill in the 'observer's' view.

You or your partner can make further comments on the checklist if you like.

Tip

Tick the things you think were done during the practice call.

Leaving a message checklist		
Which of these things did you do?	My view	Observer's view
Introduced yourself and the company		
Explained your reason for calling		
Spoke clearly		
Used appropriate language		
Gave all relevant details		
Any comments:		

- Discuss the areas you both think you did well in and those you think could be improved.

Tip

Be honest but fair.

Check it

Read this explanation of tiling by a skilled tiler to a group of trainees.
Use it to answer questions 1-7.

To do a good job, the trick is to make sure you prepare the surface you're tiling properly. Make sure it's clean, dry and that there aren't any holes in it or any plaster crumbling off. If there's wallpaper on the wall, get it all off. If it's new plaster, make sure it's dried out properly. I like to leave new plaster for at least two months before I start tiling onto it.

It's important to have everything you need ready before you start tiling. You don't want to leave the job to go searching for stuff once you've started it.

Of course you'll need the tiles – you'll have to work out how many tiles you'll need – and you'll also need tile spacers, 50 mm masonry nails and a pipe and cable detector.

You can make yourself a gauge rod for working out how to position the rows and the size of any cut tiles needed at the ends of the rows. Start off with a 50 mm x 25 mm wooden batten about 1.8 m long. Lay out a line of tiles with the spacers between them and then lay the batten alongside them. Make sure you line up the end of the batten with the edge of the first tile. When you've done that, mark the positions of the tiles and the gaps on the batten with a pencil. Be as accurate as you can. Finally, number the tile positions and you've got a quick way of working out how many tiles you'll need in each row.

1 What is the trainer's main reason for speaking?

- A to ask for information
- B to reply to a question
- C to pass on information
- D to give an opinion

SLIr/E3.1

2 What is the overall message about preparing to tile a wall?

- A You should repair any holes in the plaster.
- B There shouldn't be any crumbling plaster on the wall.
- C You should prepare the surface well before you start tiling it.
- D Leave the surface for two months before you start tiling it.

SLIr/E3.1

3 How many things does the tiler tell you to gather together before starting work?

- A 1
- B 2
- C 3
- D 4

SLIr/E3.2

- 4 What is the first thing you should do when making a gauge rod?
- A Lay out a line of tiles with the spacers between them.
 - B Lay the batten alongside the tiles.
 - C Get a wooden batten that is about 50 mm × 25 mm and about 1.8 m long.
 - D Line up the end of the batten with the edge of the first tile.

SLlr/E3.1

- 5 Which word tells you that this is the last thing you need to do when you are making a gauge rod?
- A finally
 - B after you've done that
 - C next
 - D when

SLlr/E3.1

- 6 Which question would you ask to get more information about how to work out the number of tiles you need?
- A Oi, mate, how do you work out how many tiles you need?
 - B Could you just tell me how to work out how many tiles are needed?
 - C I'm at a loss to understand how to calculate the number of tiles required. Could you inform me?
 - D Could you bring yourself to give us a clue about working out the right number of tiles?

SLc/E3.4

- 7 Which is the most appropriate phrase to use when talking to the trainer?
- A OK, Guv, let's get on with it.
 - B Right, Mr Jones, I'm ready to do it.
 - C Cool. Let's do it, mate.
 - D I have the honour of informing you that I am ready to begin.

SLc/E3.2

- 8 What can you tell from this man's body language?
- A He is excited.
 - B He is worried.
 - C He is bored.
 - D He is interested.



SLlr/E3.4

- 9 Which of these is an appropriate way to answer a telephone call at work?
- A Good afternoon. Build 4 You and Co. Malcolm speaking. How can I help?
 - B Yep?
 - C What do you want?
 - D How can I help?

SLc/E3.1

- 10 You have been asked to telephone the builder's merchants to place an order for some wood. What is the minimum you need to know before you make the phone call?
- A the address of the builder's merchant
 - B the date
 - C the stage of construction you are at
 - D the size and quantity of wood that is needed

SLc/E3.3

Audio

PAGE 5:2

Listening to others

16

Screws come in different shapes, and sizes and um ... types of metal, like, you know, steel and brass. Oh, and the head is shaped in different ways, you know, to take different screwdrivers. Oh, while I'm on that – Hal, the delivery's coming in at 12 midday. OK, so brass screws don't, you know, rust as quickly as steel ones 'cos I mean they're really bad ...

17

Clara's going to stand in for me today as health and safety officer, so you'd better be on your best behaviour, eh? Don't forget you can't get on with the windows until the painter's finished the sills. But that should be done by the time the lorry arrives, you know, this morning at 11.

18

This morning you need to ... help Ed with the delivery of bricks. Then collect the er, you know, the mixer from Repairs. Use the truck. Before I forget, at the end of the day clear up the tools. They were left lying around last time. First of all, you'd better just get your hat on. Oh, and don't forget the gloves!

PAGE 5:3

Task 1 19

Now, stripping wallpaper. One of the problems is not getting it damp, well, wet enough. You'll never get it all off unless it's really soaking. Use seven or eight coats of water. That soaks it through.

Task 2 20

This afternoon half of you, that's team A, are on windows. Team B's on doors. To remind you, if you're on doors, burn off with the hot-air gun. Then sand to smooth the wood. Then give them a good brush down with the dusting brush. Those doing windows will be sanding and painting. OK? So, painters, you'll need to collect your protective equipment. Team B you should have it already.

PAGE 5:4

Task 3 21

By the way, at the end of the day you'll need to take the wheelbarrow to plot 22. But this morning pick up the drainage pipes. After that collect the cement from stores. Ah, yeah but before you do anything you'll have to fetch the truck over.

Task 4 22

So you need to get that fence finished today. It's a case of running the capping strip across, y'know. Oh yeah and make sure you use the galvanised nails. 'Course if the wood's splitting you'll need pilot holes first. Look out for that.

PAGE 5:7

Speaking to others

Task 1 23

I've just spotted some bloke walking his dog on site. So, remind me, what do I, er, need to do about it?

Task 2 24

Hey you, shove off!
You should leave right away. This site is dangerous. The signs around these premises explain that you ... um ... shouldn't be here.
Can't you read the signs? They say 'Keep out'!
I'm warning you. If you don't get out, you and your dog might get hurt.

PAGE 5:10

Telephone calls

25

Oh yeah, hi. This is Sara Morgan from Build Supplies. Can you tell Dave ... er ... Cooper we can't deliver the Ready Mix until the 8th of December. We're short of drivers at the moment you see. Can he ring me on ... oh, sorry, just finding the number. Ah yeah, er 01382 693021 to let me know if that's OK. Thanks very much.

PAGE 5:11**Task 1 26**

Hello ... er I want to speak to Martin. It's about the visit to that site. Can you tell him I can make either the 12th or 19th of June – oh, sorry, what am I talking about? I mean May! Oh, sorry, I'm hopeless on these things. Can he call me back? He can get me on my mobile. Can he call before lunch? Thanks ... oh, it's Ben here by the way. From Smith & Sons. Thanks. Bye.

PAGE 5:12**Task 2 27**

Hello. This is Jane Thomas. I'm sorry I can't take your call right now. Please leave a message after the tone.

Answers

PAGES 5:1–5:3

Listening to others

Focus page 5:2

Activity 1

- 1 The information is generally about types of screws.
- 2 Hal needs to remember that there is a delivery at 12 o'clock midday.

Activity 2

- 1 window sills
- 2 11 am
- 3 Health and Safety Officer

Activity 3

- 1 this morning; then; at the end of the day; first of all
- 2 Order of spoken instructions: A, C, B, D
Order in which jobs need to be done: D, A, C, B
- 3 The questions you ask will depend on what information you need to make the instructions clearer to you and to help you to remember them in the correct order.

Task 1

- 2 You must really soak wallpaper to get it off.

Task 2

- 1 a protective equipment
- 2 burn off, sand smooth, brush down

Task 3

- 1 a at the end of the day
b this morning
h after that
e before you do anything
- 2 e before you do anything
b this morning
h after that
a at the end of the day
- 3 The order of the drawings should be: D, B, C, A

Task 4

You may have needed to ask about the meaning of the technical words or equipment such as 'capping strip', 'galvanised nails' and 'pilot holes'. Other questions might be to do with making the process clearer, such as exactly what the capping strip has to go across, how to fix it and where to make pilot holes.

PAGES 5:5–5:8

Speaking to others

Focus page 5:6:

1 Your relationship

Informal language is the sort of language you use with a workmate.

Formal language is the sort of language you use with a customer.

The language example might be suitable for the foreman, a workmate or a delivery worker.

It is not formal enough for a customer or the boss.

2 Your reason for speaking

- a is mainly to pass on information. For example, 'I was born on 4th May 1982.'
- c is mainly to find out information. This would be put as a question. For example, 'What's the time please?'
- b is mainly to give an opinion. For example, 'Boy bands all sound exactly the same.'

3 Communication barriers

Situations a, b, and d would all require non-verbal communication, such as hand signals or gestures. This is because the other person may not be able to hear you.

Situation c might require a hand signal to support the spoken instruction 'stop now!', to illustrate the meaning to the person learning English. However, it would need to be a hand signal that everyone recognises immediately. [The company might have their own standard hand signals. It is important to be aware that hand gestures can mean different things in different cultures.]

4 General activities

- a Picture 6 is the confused person. However, if you picked someone else, this illustrates that reading facial expression can be misleading and asking a question such as 'Did you understand that?' would be required to double check understanding.

Task 1

To ask for information

Task 2

'You should leave right away. This site is dangerous.'
This is clear and polite but still gets the point across.

Task 3

He does not understand.

Task 4

You may have chosen some or all of these phrases.

- a ■ Would it be OK to take the day off tomorrow?
■ It's an emergency.
■ I'm sorry it's short notice.
■ I wouldn't ask if it wasn't so important.
■ Thank you.
- b ■ Can you do me a favour?
■ You know I'd do the same for you.
■ The boss said it's OK.
■ I'll return the favour sometime.
■ Great one! Thanks.
- c ■ I won't be in tomorrow but Dave has offered to do my shift.
■ I hope that's okay.
■ I'm sorry it's short notice.
■ I've got permission.
■ I'll be back the day after tomorrow.
- 2 The language used with the boss should be the most formal and the language used with the workmate can be the most informal.

PAGES 5:9–5:12

Telephone calls

Focus page 5:10

You may have written something like this.
Message for Dave Cooper from Sara Morgan at Build Supplies. Can't deliver Ready Mix until 8th December. Please ring her on 01382 693021 to confirm that OK.

Task 1

- 1 a dates for a site visit
2 12th or 19th May
3 ■ **Name of caller:** Ben
■ **Name of caller's company:** Smith & Sons
■ **Action Martin needs to take:** Call Ben back on his mobile before lunch.
4 **Example questions:**
■ Could you tell me which site you mean?
■ Could you give me your surname please.
■ Could I take your mobile phone number please.
■ What time will you be going to lunch?

Task 2

a Example message

Hello. This is Peter Williams from Better Homes. I'm calling to ask if you can come to site next Monday at 10 am for a tool box meeting. Please call me back to let me know. My number is 01392 794021. Thanks. Bye.

Check it

- 1 C
2 C
3 D
4 C
5 A
6 B
7 B
8 C
9 A
10 D

