

# Customer service

## Introduction to Module 4

Customer service is at the heart of all retail activity and service industries. It is the single most important factor that influences people in their choice between one company and another. It has also been identified as an area in which there are large skills gaps.

This module will be useful to any participants working or considering working in retail settings or service industry settings, such as hospitality, catering, leisure and beauty. It will help learners to acquire knowledge, skills and understanding of these work environments and provide some opportunities for practice. Activities in the module will contribute to the vocational strand of the Entry to Employment programme, and communication aspects of this module can also be used to support the development of personal and social skills.

Many new entrants to customer service industries will already have an interest in dealing with people and may already be good communicators. Learners need to develop these skills through a good understanding of customer needs and learning how to respond to people in their own setting. A table in the Standards Unit Tutor guide outlines communication skills that may be considered when observing learners – this is a useful addition to the Teacher notes in this module.

Participants working in customer service settings will also need good numeracy skills in order to make appointments, manage time and deal with payments.

The module includes the following skill areas:

- job roles and responsibilities
- health and safety in the work environment
- communicating for customer service
- giving advice and information
- dealing with payments
- taking bookings.

The settings used are varied and include retail outlets, hairdressing and leisure. As a teacher, it is important to set the scene for learners and show them how the skills in this module can be used within their own chosen vocational setting. Learners will need support to apply the skills and strategies to their own workplace.

The *Word* version of these Materials for Embedded Learning provides opportunities to adapt and customise the material where appropriate.

E2E – Module 4: Customer service				
Theme	Page reference	Literacy	Numeracy	Key Skills
What do I do? (1)	Ee 4:1–4:2	Rt/E3.5; Rt/E3.7; Rt/E3.8; Rt/E3.9; Rw/E3.1; Rw/E3.5; SLlr/E3.3		
What do I do? (2)	Ee 4:3–4:4	Rt/E3.3; Rt/E3.5; Rt/E3.7; Rt/E3.8; Rw/E3.1; Rw/E3.3; Rw/E3.4; Rs/E3.1		
What is good customer service?	Ee 4:5–4:6	Rt/L2.5; Rs/L1.1; Rt/L1.3		C1.2
Questions and answers	Ee 4:7–4:8	SLlr/E3.2; SLc/E3.4		
Giving advice and information	Ee 4:9–4:10	SLc/E3.1; SLc/E3.3; SLc/L1.4; SLlr/E3.2; SLlr/L1.3; Rt/L1.3		
Booking appointments	Ee 4:11–4:12	Rw/E3.1; Rt/E3.5; SLlr/E3.2	MSS1/E3.3	
Giving change	Ee 4:13–4:14		MSS1/E2.1; MSS1/E3.1	
Dealing with non-cash payments	Ee 4:15–4:16	Rw/E3.1; Rw/E3.2; Ww/E3.1	N1/E3.1	
Face to face	Ee 4:17–4:18	SLd/E3.2; SLd/E3.3; SLc/E3.2; SLlr/E3.1; SLlr/E3.4; SLlr/E3.5		
Safety matters (1)	Ee 4:19–4:20	Rt/E3.3; Rt/E3.8; Rt/E3.9; Rw/E3.1		
Safety matters (2)	Ee 4:21–4:22	Rt/E3.5; Rt/E3.8; Rt/E3.9; Rw/E3.2; Rw/E3.3; Rw/E3.1		
A risky business	Ee 4:23–4:24	Rt/E3.5; Rt/E3.9		

# Skills checklist

Customer service is all about dealing with people. You will be dealing with people all the time in these areas of work:

- retail
- leisure and tourism
- hairdressing
- hospitality
- catering
- public services.

You need good communication skills to deal with a wide range of people. Customers will also want you to deal with their money properly and book appointments for them. Look at this checklist and tick all the skills you have now. Look at the checklist again later when you have used the materials to see if you have improved. You can use this checklist to set targets in your next review.

Thanks. Here's £20. I don't have anything less, sorry.

That's £4.07, please.



Ah, what's this? I've got the 7p. Will that make it easier?

Yes, thanks. I'm a bit short on change.

Good customer service makes your customers feel valued and they will come back to your organisation again and again.

Page	Skills for good customer service	Now	Later
4:1–4:4; 4:21–4:24	Understanding roles and responsibilities		
4:5–4:6	Understanding customer needs		
4:7–4:8	Responding to customer needs		
4:17–4:18	Talking to customers face to face		
4:9–4:10	Giving information on the phone		
4:9–4:10	Giving advice to customers		
4:9–4:10	Promoting sales to customers		
4:11–4:12	Booking appointments		
4:13–4:14	Dealing with cash		
4:15–4:16	Dealing with non-cash payments		



## PAGES 4:1–4:2

## What do I do? (1)

This theme is about understanding your place in the work placement. Learners will find out more about their own job, what is expected of them at work and how their work affects others along the line: their place in and contribution to the team. This first focus page raises awareness of what cooperation and team work means and develops the reading skills required to read and understand organisation charts.

## Materials

OHT of focus page

Organisation chart for Electrical Direct from the Source material (0:43)

Audio equipment

## Learning outcomes

- 1 To understand a typical organisation chart, showing different work roles and responsibilities (focus page, Tasks 1 and 2)
- 2 To find out unfamiliar words and abbreviations by using different reading strategies (focus page, Task 2)

## Introduction

- If appropriate, set up a 'tug of war' with fewer people on one side than the other. What happens? Learners will undoubtedly perceive this as 'not fair', the teams are not balanced so one team has an unfair advantage. What will help this? (Balanced teams, with a good mixture of weight and pulling power.) At work, it is important to have a team with balance and good skills, where everyone knows what he/she is doing.
- If appropriate, use this opportunity to play a team-building game (e.g. setting a problem or task to be solved by the whole team). This should demonstrate that everyone has a role in a team and that the most successful team is the one that works together most effectively.
- Try matching verbal descriptions of jobs (based on learners' work placement experience) to written job titles or descriptions.

Focus page  18

- Display the OHT of the focus page. Trace lines with a finger or highlighter pen to show different lines of responsibility.
- Pose questions to check learners' understanding of the chart: *Who is directly responsible for the display assistant? Who would the Loss prevention officer go to first if he or she was worried about something?* (Discuss with learners what they think a loss prevention officer does – in-store security; reducing theft, etc.)
- Play the audio clip and ask learners to highlight each person on the organisation chart if they can. Stress, however, that we often have to hear things twice in order to be certain of what we have heard, particularly if there is more than one part to the spoken message. Point out to learners that in customer service in particular, it is better to ask the customer to repeat what they have said than to pretend you've heard and understood and then not deal with their needs properly. Replay the audio clips, stopping after the person's first statement, and get learners to identify which 'route' on the chart they should be looking at by listening for key word(s) (sales in this instance). Play the second part to identify the final destination on the chart (sales supervisor) by identifying the key words 'Assistant manager'.
- Look at the abbreviations. What do they mean? Make sure learners understand how they are created from first letters.
- Make sure learners understand the difference between 'responsible for' (look down the lines of the chart) and 'report to' (look up the lines of the chart). Relate this to learners' own work placement experiences. If this is difficult for some because of a lack of experience then equate it with life at home – until someone comes of age (i.e. 18), mum/dad/guardian/foster parent is responsible for them. (There may be some debate about whether or not they have to report back to them!)
- Discuss the team structure in possible work placements. If possible, write names and job titles on cards and organise them so you can

see who works with and for whom. Draw lines to show who communicates with whom. Add photos to the chart if possible. You could do this for your own organisation to show learners how it operates.

Curric. refs	Key Skills
Rt/E3.5	N/A
Rt/E3.7	
Rt/E3.8	
Rt/E3.9	
Rw/E3.1	
Rw/E3.5	
SLlr/E3.3	

### Task 1 19

Listen to people describing their jobs and relate this to an organisation chart

Rt/E3.5

Rt/E3.7

Rt/E3.8

Rt/E3.9

SLlr/E3.3

- Look at the Organisation chart for Electrical Direct from the Source material.
- Play the audio clips through once for gist. Then play each clip in turn, asking learners to use the clues (key words) to identify the person speaking.
- Play the audio clip once more so learners can confirm their answers.

#### *If the learner has difficulty*

- You may need to model the decision about the first person with the learner. *Who is this person responsible for? We must look down the chart to find out. Who does the person report to? We must now look up the chart.* Demonstrate with your finger.
- You may need to look at the job titles with the learner and explain the role of each one. If appropriate, do this in the context of the learner's own work placement/previous work experience.

#### *Extension*

- Set additional questions, based on the organisation chart.
- Set questions based on the organisation chart from learners' work placements, if appropriate.

### Task 2

Read abbreviations to answer questions about an organisation chart

Rt/E3.5

Rt/E3.7

Rt/E3.8

Rt/E3.9

Rw/E3.5

Remind learners that abbreviations are created from the initial letters of the whole words.

#### *If the learner has difficulty*

- Ask the learner what it is they find tricky. It may be the questions themselves, not the abbreviations. Check this by reading the first question to the learner. If the reading level is causing difficulty, continue to support their reading. (Note: if you suspect that there is a reading difficulty you might consider additional support.) An ESOL learner may need questions rewording to aid understanding. For example, *Find the Display assistant on the chart. Is there anyone that she looks after – below her on the chart? (no) Who will she ask if she needs help – above her in the chart?*
- Ask the learner to highlight the words 'responsible to' and 'report to' and the initial letters. This enables the learner to identify the initials on the chart and to navigate their way around the chart by looking up or down as appropriate.
- You may need to support learners who do not understand some of the job titles. (Note: it is not necessary to understand the job titles to answer the questions.)

#### *Extension*

- Set similar questions based on this organisation chart.
- Ask learners to find and write down five other organisations/names of people/job titles that are usually known by their initials (e.g. RSPCA).

# What do I do? (1)

Focus

At work you will be part of a team. For the team to run smoothly it is important that you know:

- what **your** duties are
- who **you** report to.

An organisation chart like this one gives you lots of information about the whole team, including everyone's job title.

The lines connecting people in the team tell you:

- who works with who
- who each person reports to
- who each person is responsible for.

## Tip

It helps to trace the lines with your finger up, down or across.

Some of the job titles use initials such as GM for General manager. What do P/T and H&S stand for?



Listen to a man describing his job. Find him on the chart.

*My job is to sell as much as I can by serving customers in an efficient and friendly way. I have to report to my supervisor.*

# What do I do? (1)

## Task



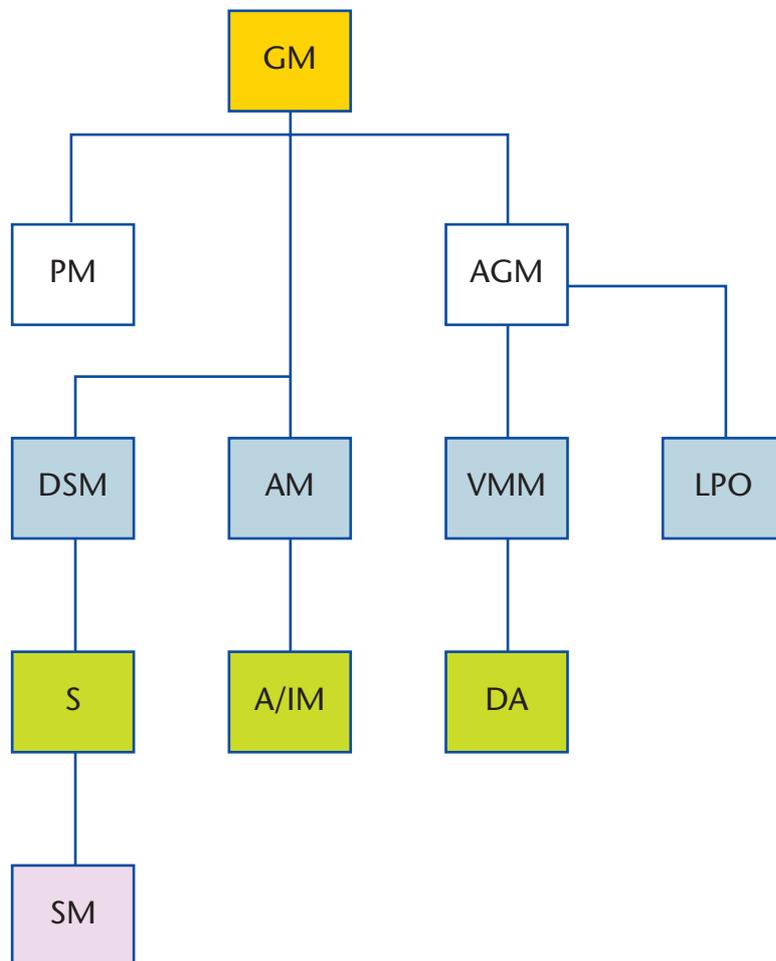
### Task 1

19

The Organisation chart for Electrical Direct in the Source material gives people's names as well as their job titles. Listen to four of the people describing their jobs. Write down the name and job title of each person.

### Task 2

This organisation chart uses initials for the job titles. Use the chart to answer the questions.



#### Tips

- Listen for the key words.
- Move **down** the chart lines if you hear the words 'responsible for'.
- Move **up** the lines if you hear the words 'report to'.

#### Tips

- Match the full job titles to the initials.
- Use your finger to trace the connecting lines up, down or across.
- Use the initials in your answer.

- 1 Who do the Sales members directly report to?
- 2 Who is responsible for the Display assistant?
- 3 Who is the Assistant general manager responsible for?
- 4 Who does the Personnel manager report directly to?

## PAGES 4:3–4:4

## What do I do? (2)

Learners need to be aware that most workplaces give a new employee a description of their job. This means that sometimes they will be faced with unfamiliar and difficult words. This theme develops some of the reading skills required to read and understand job descriptions.

## Materials

Job descriptions from learners' work placements  
 Sample job descriptions from other workplaces (these can be obtained from job advertisements)  
 Job description – sales member from the Source material (0:44)  
 Dictionary

## Learning outcomes

- 1 To understand the format of typical job descriptions (focus page)
- 2 To understand the meaning of a typical job description (focus page, Task 1)
- 3 To read and understand key words in job descriptions (focus page, Task 2)
- 4 To work out the meaning of unfamiliar phrases in a typical job description (focus page, Task 3)

## Introduction

- Ask learners about any experience of job descriptions. Have they ever been given one or seen one? Why do employers give them to employees? What is their purpose?
- Ask learners to give you a 'job description' of being on Entry to Employment and record it on the board/flipchart. Use instruction words (imperatives) such as 'turn up', 'attend', 'complete', 'collaborate', 'communicate', etc.
- Ask learners to have a go at writing a job description for a job they know well, using the heading 'responsibilities', as used on the job description on the focus page. How difficult is it to come up with a complete list?

## Focus page

- Look at the structure of this typical job description and the use of subheadings within the responsibilities section to divide the job role.
- Look at the highlighted examples of instruction words in the responsibilities.
- Talk about strategies for working out the meanings of unfamiliar words. Confirm that work documents like this are quite likely to contain unfamiliar words and that it is important to have a strategy to identify them. What strategies can learners think of?
  - Dictionaries are useful, but don't always have the words you need.
  - A glossary is useful (there is one with these materials) but needs to be specific to your type of work. You can also try an Internet search to find one for your type of work.
  - Asking someone is good – so long as their answer is reliable.
  - You may spot that part of the word is the same as one you've seen in another word and therefore there could be some link with meaning (e.g. **im**personal/interpersonal – something to do with people).
  - Sometimes you can guess the meaning from the context.
- Suggest to learners that it is a good idea to develop a personal glossary of terms they come across at work.
- Learners should have a go at rephrasing the sentences with highlighted words in their own words and then try explaining it to a colleague. They can make a note of the agreed version and compare this with others' versions.

## Curric. refs

Rt/E3.3  
 Rt/E3.5  
 Rt/E3.7  
 Rt/E3.8  
 Rw/E3.1  
 Rw/E3.3  
 Rw/E3.4

## Key Skills

N/A

**Task 1**

Read a job description to answer questions

Rt/E3.3

Rt/E3.5

Rt/E3.7

Rs/E3.1

- Ensure learners each have a copy of the Job description for a sales member from the Source material (they will need this for Tasks 1–3).
- Learners could answer these questions verbally, in pairs, or record their responses on paper.
- Remind learners to use the glossary. You may want to spend a few minutes giving learners practice in finding words in the glossary. *What is the first word in the glossary beginning with 'm'? What is the last word beginning with 'm'? Find a word that starts with 'im'. What is the last word in the glossary? Why doesn't it begin with 'z' when we know that the last letter in the alphabet is 'z'? (Few words start with 'z'. A glossary only has words relevant to the subject and in this subject there were no words starting with 'z'.)*

**If the learner has difficulty**

- Questions 1, 3 and 4 require the learner to understand the subheadings. Ensure the learner understands what is meant by subheadings (significant pointers to the content and related to the main subject matter; they help to break up information so it easier to quickly locate, read and understand).
- Question 2 requires the learner to identify key instruction words – words that tell you what to do. Help the learner to identify these by rewriting each payment procedure on separate slips of paper and cutting off the key instruction word starting each. Ask the learner to read what is left of the procedure without the key word. *Does it make sense? No, it needs something that tells you what to do – an instruction word(s).*

**Extension**

Ask learners to identify the key instruction words in each section.

**Task 2**

Find the meanings of specialist words

Rw/E3.3

Rw/E3.4

Suggest to learners that they should first try to work out the meanings of these words using context clues or any of the strategies suggested previously. (Asking you is not going to work this time however!) They should then check their meanings using the glossary.

**If the learner has difficulty**

- Help the learner by reading each word in context so they are relieved of the burden of reading. Spend time looking at each word to see if there is anything about the word that suggests its meaning (e.g. 'inform' is the first part of 'information' so it may be something to do with providing facts/knowledge). Help the learner to use the glossary.
- Learners who have difficulty with alphabetical order may need support to find words quickly. The use of a printed alphabet may help. Point out that sometimes when looking for a word it may be necessary to look at the second letter, and even the third or fourth letter, as several words may begin with the same letters. (This is more likely when using a dictionary than a glossary.)

**Extension**

Ask learners to look up the words in a dictionary.

**Task 3**

Work out the meanings of sentences

Rw/E3.3

Rt/E3.8

Rs/E3.1

- Organise learners into pairs and ask them to try to find a clear explanation of each sentence.
- Confirm that they may need to look up words in the glossary.
- Once each pair has an explanation, share ideas with others and write up the final agreed version.

**If the learner has difficulty**

- Role-play the second sentence about trying to sell a product (e.g. a mobile phone) and ask the learner which of the two sentences you were acting out. Discuss the features that you mentioned (e.g. flip-up top, camera, etc.) and the benefits (e.g. low rental costs, 'pay as you go', etc.).
- Work through the first sentence, encouraging the learner to look up 'acknowledge' and 'approach'.

**Extension**

Ask learners to simplify three or four other phrases from this job description.

**Theme assessment**

- Ask learners to develop an organisation chart for a work placement, with names and job titles.
- Ask learners to get job descriptions for these (it probably won't be possible to get more than one or two, for confidentiality reasons).
- Ask learners to write a job description, using the same format, for another job.

# What do I do? (2)

Focus

All employees are given a written job description which **must** be read and understood before any contract of employment is signed.

Job descriptions might contain some or all of the elements shown below.

**Summary** of the job, including who you must report to

**Particular jobs** that must be done regularly  
They start with key **instruction words or phrases** such as: 'speak to', 'offer', 'ask', 'sell'.  
The numbered points help to separate each job.

The **subheadings** divide each type of information. You can use these to help you find particular information quickly.

**These instruction words** say what must be done.

## JOB DESCRIPTION

**POSITION:** Sales member

**RESPONSIBLE TO:** Department Sales Manager

**OVERALL RESPONSIBILITY:** To serve customers in an efficient and friendly manner. To maximise sales and undertake duties regarding the care and control of stock.

### RESPONSIBILITIES:

#### 1. Customer service and selling standards

- i. **Speak to new** customers as soon as you can.
- ii. **Be** friendly and enthusiastic and make customers feel welcome.
- iii. **Ask** customers appropriate questions to find out what they need.
- iv. **Sell** products to customers, describing their features and benefits.
- v. **Offer** additional products to the customer's selected item, whenever possible.
- vi. **Develop** knowledge of the products sold.
- vii. **Use** the customer's name whenever possible.

#### 2. Payment procedures

- i. **Implement** Till Drill Standards in accordance with Company Policy.
- ii. **Carry out** all other methods of payment in accordance with Company Procedure.
- iii. **Wrap** merchandise in accordance with department procedure.
- iv. **Assist** with cashing up when required.

### Tip

Find out the meaning of unfamiliar words by:

- looking them up
- asking a colleague what they mean.

### Tip

Check that you understand your responsibilities and what you have read by:

- putting things into your own words
- explaining what you have read to a colleague to see if it makes sense.

# What do I do? (2)

**Task**

## Task 1

Look at the Job description – sales member from the Source material.

- 1 Who would you report to if you had this job?
- 2 What are the four key instruction words or phrases for payment procedure?
- 3 What are the first three general duties as a member of the team?
- 4 What are the first two types of responsibilities for this job?

**Tip**

Use the subheadings to help you find things quickly.

## Task 2

Find out the meanings of these words from the Job description.

- 1 implement
- 2 inform
- 3 observe
- 4 merchandise

**Tip**

The words in the glossary are in alphabetical order to help you find them quickly.

## Task 3

Discuss the meanings of these sentences with a partner and then write them in your own words.

- 1 Acknowledge/approach customers, ideally within one minute of their entering the department.
- 2 Offer merchandise to customers, describing its features and benefits.

**Tip**

Look up any unfamiliar words.

## PAGES 4:5–4:6

# What is good customer service?

Communicating properly with people and following company guidelines is at the heart of all activities relating to customer service. For customer service to be good enough to make a difference it has to be uniformly excellent. Knowledge, practice and experience are needed to achieve this. People who choose a career in customer service will be dealing with people all the time and this provides an excellent starting point. To achieve excellent customer service, employees need a good understanding of the wide range of customer needs, a positive and consistent approach to delivering service and an understanding of the consequences of their individual actions.

This theme covers one of the elements of the generic standards concerned with communicating with customers and acts as an introduction to the whole module. Note: the tasks for this theme are integrated into the focus page.

## Materials

Training video on customer service

Customer service guidelines from the Source material (0:45)

Copies of customer service guidelines from learners' places of work

## Learning outcomes

- 1 To understand the principles of good customer service (focus pages)
- 2 To read and interpret customer care guidelines, applying them to the work placements (focus pages)

## Introduction

- If possible use a good training video on customer service to introduce the topic. Play clips that highlight some of the issues around customer service.
- Ask the group what they understand by customer service and write ideas on the board/flipchart.

- Ask learners who they think is responsible for delivering good customer service.
- Discuss learners' own experiences of good and bad practice or practices that they have observed at work. Make a note of these on the board/flipchart to compare with the Customer service guidelines to be read later.

## Focus page 4:5

- Look at the cartoons and discuss each one as a group or in pairs. Pick out any clues from the setting, the body language or the facial expressions that indicate what is happening.
- Ask learners to relate each cartoon to its accompanying extract from the Customer service guidelines (the full version is in the Source material). Cartoons may give examples of bad practice or reflect the problems of language that can be interpreted in different ways.
- Encourage open discussion so that learners become familiar with the statements and more comfortable with the language and style (which is typical of induction or training materials in this area).
- Make sure learners understand the meaning of any unfamiliar words. Ask direct questions for each extract such as: *It says you should present a good image of yourself. This is to do with the way you look and behave towards customers. What is wrong with the way the person in the pictures looks or is behaving? or What does it mean by having sound product knowledge?* Point learners to the product glossary or work out meaning through the overall context of the extract. Encourage learners to write each point in their own words using simpler language.
- Ask learners to relate as many of the points as they can to situations they have come across at work, in life or, if appropriate, their own work guidelines.

### Focus page 4:6

- Discuss the first two points on the page.  
Discuss where information about products or services can be found in the work placements.  
*How do you find out when any changes are made?*
- Look at the full Customer service guidelines from the Source material. Discuss the points under the subheading 'To provide a good service you should:'. Make sure learners are comfortable with the language and meaning.
- Look back the cartoons on the focus page. Stress that these show how *not* to behave.
- In groups, ask learners to discuss each cartoon and relate it to bullet points from the guidelines. Make sure learners are aware that each picture may cover more than one bullet point. Encourage learners to give ideas by explaining that there are no right and wrong answers. Learners might like to use the guidelines as a checklist, putting the number of the relevant cartoon by each point. (Note: possible answers are given as examples, but the cartoons might have other interpretations.)
- Share ideas as a whole group. Conclude by compiling a checklist of five main areas learners think are essential in customer service (e.g. appearance, knowledge, listening, etc.). Learners could make a poster of their checklist, including amusing or serious images taken from the Internet, drawings or photographs of fellow learners in given poses.

#### Curric. refs

Rt/L2.5

Rs/L1.1

Rt/L1.3

#### Key Skills

C1.2

# What is good customer service?

Focus

Good customer service is about putting customers first and providing the professional and friendly service that customers expect.



Good customer service is about understanding customers' needs and expectations.



Good customer service is about having sound product knowledge in order to be prepared for customers' questions.

*I'm sorry that your food was cold. Can I offer you a lollipop to make up for it?*



Good customer service is about offering sensible solutions.



Good customer service is about presenting a good image of yourself and the company.



Good customer service is about supporting the customer.

The extracts in boxes come from customer service guidelines.

To follow the meaning you might need to:

- look up unfamiliar words
- think about the most sensible meaning
- put it in your own words
- ask someone to explain it to you.

## Customer Service Guidelines

**Good customer service is about:**

- presenting a good image of yourself and the company
- understanding customer needs and expectations
- being prepared in order to pre-empt questions
- supporting the customer

Once you know the meaning, you can think about how to apply the guideline in your own work placement.

# What is good customer service?

Focus

- Find out as much as you can about the services you provide.
- Keep up-to-date with any changes to products or services.

1

Is it possible to have a pedicure?



2

I could offer you the elephant in place of the dog.



3

Yeah. What d'you want?



4

Can I have a ...



5

We've got some great offers on sandals. Come and have a look.



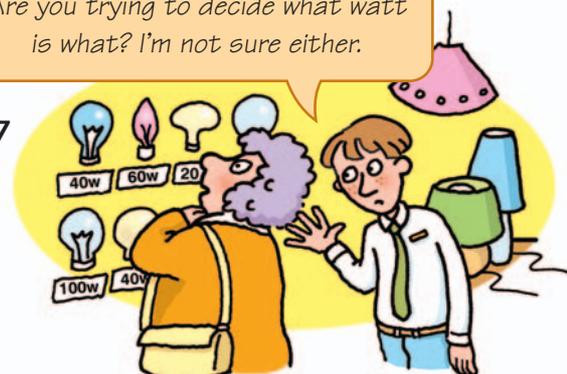
6

Can I help you?



Are you trying to decide what watt is what? I'm not sure either.

7



The numbered cartoons illustrate how *not* to behave. Match them to their related points from the Customer service guidelines from the Source material. Look out – some might match more than one point!

## PAGES 4:7–4:8

## Questions and answers

People providing customer service will have to deal with a wide range of people in many different situations. They will often need to gather information from individuals to find out their needs, to establish certain facts or to gather information for records. It is important that they understand and recognise effective ways to ask questions and gather information. This relies on asking the correct questions and listening carefully to answers.

This naturally leads on from the theme 'Face to face' (pages 4:17–4:18) in which the focus is adapting language to suit audience and purpose.

## Materials

Role-play cards from the Source material (0:46)

Dummy telephones or mobiles

Audio equipment

## Learning outcomes

- 1 To consider what sort of information might be required from customers in different situations (focus page, Task 1)
- 2 To appreciate the difference between speaking to customers face to face and on the telephone (focus page)
- 3 To recognise the different types of questions that can be asked to gain different information from customers (focus page, Task 2)
- 4 To listen carefully for the details in customers' answers (focus page, Task 3)

## Introduction

- Open up a whole-group discussion. *Why do we ask questions?* Make sure learners include:
  - to find out facts, information and opinions
  - to check we understand something
  - to check we are being understood.
- Set up role-play in groups of three using the Role-play cards from the Source material. One person acts as observer and the other two role-play the scenario in a 'face-to-face' situation. Then swap roles and role-play the situation using dummy telephones or mobiles. Make sure learners on the telephone do not face each other. Note: add more scenarios for variety or to make scenarios more relevant to different work placements.
- As a group, discuss any differences noticed between the way this was done face to face and on the telephone. Include difficulties encountered by either the customer or the assistant.
- Ask learners to think about the questions asked. *Were they asked clearly? Did the customer understand what was being asked? Were too many questions asked for the customer to remember? Did the customer speak too quickly or not clearly enough?*
- Discuss any strategies for improving these problems.

Focus page  20

- Discuss the two scenarios shown on the page.
- Look at the two examples of closed questions. Make sure learners understand that closed questions require only a very restricted answer. Give examples that start, 'Do you like ...' and 'Do you prefer ... or ...'. Ask learners for more examples.
- Go on to the examples of open questions. Discuss the difference in the way the open questions are worded.
- Get learners to interview each other about a topic they don't know much about, such as someone else's hobby. Ask each pair of learners to tell the group one or two facts they have learned about the topic. Ask what questions they asked to get the information – probably open-type questions will emerge.
- Categorise some of the questions asked under open or closed on the board/flipchart.
- Go on to the section on 'Listening to answers'. Read out the customer's answer to the question 'Could you just give me some details about the damage?' (*Well, the strap is split for one. Also the clasp doesn't work. Oh and I've noticed that the stitching is coming undone in places.*) Ask learners to just listen first of all. Read the information

again, asking learners to note down the details of the damage as bullet points.

- Record learners' points on the board as bullet points.
- Point out that listening with a particular purpose helps you to focus on the key points.
- Repeat this process using the audio clip of the customer on the telephone.
- Discuss whether learners had more problems with this than when you read out the script, and why.
- Think of strategies for helping overcome this (e.g. asking the customer to repeat things).
- Discuss and write on the board/flipchart ideas for ways of showing you are listening, taking ideas from the role-play (e.g. smile, eye contact, nod, leaning forward; for telephone it can be a list of useful phrases such as 'I see', 'yes, I've got that', 'right', 'go on', etc.).
- Make sure learners are clear about the difference between 'check' and 'confirm'. The former is to make sure you understand the information; the latter is to make sure the customer understands and is happy with the information – this tends to be more of a summary of the information for the customer to check. Point out that these questions can be open or closed (but are usually closed) and their main purpose is to check or confirm information. NB: ESOL learners may need to become confident with the notion that it is all right to ask again if they don't understand someone or are uncertain if they have all the facts.
- Point out and read through the Top tips.

#### Curric. refs

SLlr/E3.2

SLc/E3.4

#### Key Skills

N/A

### Task 1 21

Respond to a customer's request  
SLc/E3.4

- Make sure learners understand that there are a number of questions they could ask so there are no right or wrong answers.
- Get learners to think of questions they have been asked when booking appointments for the doctor, dentist, hairdresser, etc.

- Go through one idea as an example, such as asking the name of the customer.
- Point out the tip.
- Play the audio clip so that learners can listen to the request.

#### *If the learner has difficulty*

- Let learners work in pairs or small groups to come up with ideas between them.
- Remind learners of the sort of questions they have been asked when booking appointments.
- Make sure learners understand what the customer is asking for.
- Direct learners further by asking leading questions such as *If you are going to book an appointment for someone, what sort of information do you need in order to write it in the appointment book?*
- Remind learners that there are a number of questions they could ask, but they only need to think of three.

#### *Extension*

Ask learners to think of more questions they could ask for further information.

### Task 2 22

Recognise the different types of questions  
SLc/E3.4

- Explain the task to learners, pointing out the four types of question listed on the page as a reminder.
- Remind learners what each type of question means and give further examples, or use examples from the focus page.
- Explain that although check and confirm questions are often closed, learners need to decide which question is mostly about checking and which about confirming.
- Remind learners of the subtle difference between 'check' and 'confirm'.
- Point out the tip.
- Play the audio clips so learners can hear as well as read the questions.

#### *If the learner has difficulty*

- Make sure learners understand all the language.
- Make sure learners understand the difference between the types of question.

- Encourage learners to do the most obvious first, perhaps by thinking about the answer they would give to the open and closed questions.
- Ask learners about the *purpose* of each question and the sort of answer likely to be given.
- Direct them to the focus page to find similar questions.

#### **Extension**

Ask learners how they could reword the closed question to make it more open and how they could make the open question closed (or into a series of closed questions).

### **Task 3** **23**

Listen for particular details from a customer  
SLlr/E3.2

- Read through the list of equipment to help learners 'hear' these as well as read them.
- Explain that this is a listening exercise and learners need to listen for key phrases.
- Point out and read the tip.
- Play the audio clip through once for gist. Play the audio clip again, getting learners to listen out for the key phrases.
- Encourage learners to mark their answers in pencil in case they want to change their minds.
- Play the audio clip again for learners to double-check their answers (explain that on the telephone they could ask the customer to repeat things).

#### ***If the learner has difficulty***

- Read out the audio script aloud one sentence at a time.
- Get learners to work in pairs, one concentrating on listening and one on writing on the checklist.
- If necessary, read the audio script aloud again, stopping after every piece of equipment is mentioned and asking whether the customer said he had used it before or not.

#### **Extension**

- Ask learners to listen to the audio clip again and make a note of the two pieces of equipment the customer says he has never tried. (Use the checklist for this – perhaps marking these items with crosses.)
- Decide what sort of question to ask to find out about the remaining piece of equipment on the list. Write down the question.

### **Theme assessment**

Give learners scenarios in which customers ring up for a specific reason, for example to book an appointment or to reserve an item. Ask learners to think of questions they would need to ask the customer for further information.

# Questions and answers

Focus

Good customer service means dealing with customers' needs quickly and effectively. To do this you need to get used to:

- asking the customer polite questions
- listening carefully to the customer's answers.

## Face to face



This bag you sold me was damaged.

Do you have the receipt with you?

Could you just give me some details about the damage?

What else do I need to know?

### Asking questions

- What information do I need?
- What type of questions will help me get it?

Ask closed questions if you just want a short answer such as 'yes' or 'no'.

Ask open questions for more detailed information.

### Listening to answers

- Stop talking; listen carefully for details.
- Show you are listening.
- Check and confirm details.

Repeat information to check that **you** have understood it.

Did you say the stitching has also come undone?

### TOP TIPS

- 1 Ask **one** question at a time to help:
  - **the customer** to answer
  - **you** to remember the answer.
- 2 Always word questions politely.

## On the telephone



I'd like to make an appointment.

Would you prefer a morning or afternoon?

Could you tell me what sort of treatment you're booking for?

Repeat details to make sure the **customer** understands them.

So that's highlights and a cut and blow dry at 10 o'clock on the 11th of March. OK Mrs Ismail?

# Questions and answers

## Task

### Task 1

- 21 You are working at the reception in a leisure centre. You answer a call to a customer. Listen to the customer's request. Write down three questions you would need to ask this customer.



*I'd like to make an appointment to see a trainer about exercise.*

#### Tip

What would you need to know to deal with his request?

### Task 2

- 22 Listen to these four questions that the receptionist asks the customer. Decide which type of question each one is an example of.

Choose from: closed open check confirm

1 *Are you a member of the gym?*

2 *OK. So that's Wednesday the 12th of May at 9 o'clock with Marcus. Is that OK, Mr Harris?*

3 *Did you say you would like the appointment before 12 o'clock?*

4 *Can you just tell me which of the exercise equipment you have used before?*

#### Tip

Look at the examples on the focus page to remind you.

### Task 3

- 23 Listen to the customer explaining what sort of gym equipment he has used before. Tick the equipment he has used before on this checklist.

What has the customer used before?	✓
Running machine	
Rowing machine	
Weight-lifting equipment	
Exercise bike	
Step machine	
Hand-held weights	

#### Tip

Listen for the key phrases such as 'I've used' and 'I've tried'.

## PAGES 4:9–4:10

## Giving advice and information

People working in customer service will have to deal with a wide range of people in many different situations. They will often need to pass on information and give advice to customers. It is important that they understand and recognise strategies for giving clear and accurate information. This relies on understanding or interpreting the customer's needs. For this reason, this focus page is based on applying information from guidelines to example situations in order to promote discussion.

Note: this theme naturally leads on from the previous theme (Questions and answers – pages 4:7–4:8) which covers asking questions to get information from customers and listening to answers.

## Materials

Clip of the Two Ronnies 'Four candles' sketch or similar TV clip where there is misunderstanding due to language

Giving advice and information sheet from the Source material (0:47)

Audio equipment

## Learning outcomes

- 1 To recognise language difficulties, including formal/informal language, misinterpretation and language that is not precise (focus page)
- 2 To understand the difference between facts and opinions (focus page, Task 1)
- 3 To listen carefully for details in order to be able to give or find out relevant information (focus page, Task 2)
- 4 To put information in the most sensible order using order words as markers (focus page, Task 3)

## Introduction

- If possible, watch the Two Ronnies 'Four candles' sketch in which the shop assistant keeps misunderstanding what the customer is saying.

- Discuss the communication problem. This will raise awareness that misunderstandings happen, and the importance of better communication. If it is not possible to view this clip, then ask learners for examples from their own experience of occasions when there has been misunderstanding. This could be from a work placement or other experience.
- Learners could think about any strategies for improving this sort of scenario, such as the assistant repeating the items to check he heard the customer correctly.
- Set up a safe obstacle course for learners in teams of four. One of the members is blindfolded and the rest of the team have to give directions to get the person to the other end of the room safely.
- Discuss the problems that learners had when giving instructions and when listening to them. Make a checklist of things that helped.
- Ask learners to give each other directions to get from their house to work. Discuss any problems encountered by those giving and those receiving information. Discuss ways these problems might be overcome.
- Introduce the focus page by explaining that when passing on information or giving advice to customers, you need to be clear how you give that information.
- Go through the points on the Giving advice and information sheet from the Source material. Make sure learners understand the language.
- Discuss example scenarios from work placements.

Focus page  24

- Go through each cartoon, reading out the speeches and discussing what is going on – answer the questions and where possible relate them to the points in the Giving advice and information sheet box. Note: the cartoons can be looked at in any order but the following activities need to be covered.

- Discuss ways of improving each situation – including writing out a clearer version of the information by the question ‘What’s wrong with this?’ and re-writing the instructions. Make sure learners understand what order words are.
- Talk about why the vague language in the cartoon ‘What’s wrong with this?’ does not give the customer confidence that the assistant is familiar with her products.
- Discuss the problems of words sometimes having more than one meaning, such as in the cartoon ‘If I order the trousers, how long will they be?’ Some learners might have the same problems with the ‘half size’ shoes as well. Think of alternative meanings. For example, the customer is talking about length of time for the ordered trousers to be sent rather than the actual length of the trousers. ESOL learners in particular might be able to give examples of where English is confusing, particularly compared with their own language. This can help all learners to appreciate how misunderstandings happen.
- Discuss what can be done to help avoid confusion – such as checking and confirming understanding between the customer and yourself. Emphasise the point about finding out anything you are unsure of.
- Discuss the difference between fact and opinion (facts are true and can be checked; opinions can be argued). Get learners to give examples.
- Play the audio clip so learners can get the gist of the information first. Listen to the audio clip again and ask learners to write down the two pieces of information the customer needs to know – make sure learners listen for key details.
- Support learners who are overwhelmed by the amount of text on the page by splitting it up into sections using the Word version of these materials.

**Curric. refs**

SLc/E3.1  
 SLc/E3.3  
 SLc/L1.4  
 SLLr/E3.2  
 SLLr/L1.3  
 Rt/L1.3

**Key Skills**

N/A

**Task 1**  **25**

Recognise facts and opinions  
 SLc/E3.3

- Explain to learners that they will be able to hear the speeches as well as read them.
- Play the six audio clips through once. Play them through again one at a time, with pauses to give learners thinking time.
- Make sure learners know to write either ‘fact’ or ‘opinion’ in the boxes by the speeches. Point out that these words are written at the top of the page, in case learners need help with spelling.
- Point out the Remember box.

**If the learner has difficulty**

- Encourage learners to eliminate any they recognise first, for example clip 1 (‘I think ...’) is opinion; clip 2 (‘This skirt is ...’) is fact. As they do this, ask questions about how they came to that decision.
- Go through the remaining clips, emphasising key words in the opinions such as ‘really’, ‘not’ and ‘always’. Ask questions after each one about whether the information can be checked or whether someone else could disagree with it.
- Some dyslexic learners may find listening tasks quite challenging and may need additional opportunities to practise.

**Extension**

Ask learners to add one word to each of the facts to make it into an opinion. For example ‘This skirt is *only* £9.99 in the sale’ (making it sound like a good offer).

**Task 2**  **26**

Listen carefully to a customer in order to offer the most suitable choices  
 SLLr/E3.2

- Explain to learners that they will be listening to the voice of a customer.
- Point out the tip.
- Read through the tick list with learners and make sure they understand the language.
- Get learners to think about what sort of details they might be listening out for.
- Play the audio clip through once for learners to get the gist.

- Remind learners that two things on the list suit the customer's requirements.
- Play the audio clip again for learners to tick their choices, and again if necessary for confirmation.

#### *If the learner has difficulty*

- Read the audio script aloud or play it a sentence at a time. Stop after each sentence and ask a direct question such as *How old is the niece?*
- Guide learners into noting that the first two sentences are vital. The other two can be taken away without losing the important details.
- Tell learners that they are listening out for two main details.
- Encourage learners to work in pairs so one can listen and one can note down the key details (the age of the child and what illness she has).
- Once learners have the details, go through each item on the list asking: *Is this suitable for the customer's niece? Why not? or What makes it suitable?*

#### **Extension**

Ask learners to role-play the customer asking the assistant why these two choices have been given and not the other three. The assistant should give the customer reasons and the customer should repeat those reasons back.

### **Task 3**

Give clear instructions

SLc/E3.1

SLc/L1.4

SLlr/L1.3

- Go through the three steps with learners, making sure they are clear about what they have to do.
- Allow learners time to decide on what instructions they are going to give.
- Point out the tip and remind learners of examples of order words.
- If possible, get learners to tape themselves for self or teacher assessment.

#### *If the learner has difficulty*

- Learners may have chosen a complicated or difficult set of instructions, so encourage them to use something quite straightforward to help the other person remember the details.

- Encourage learners to plan what they are going to say. They might want to write it down first.
- Ask questions to help learners think about the order of the instructions and key order words, for example: *What would the person need to do first?*
- Remind learners to keep the instructions short, for example: 'First you open the door' rather than 'The first thing to do is to open the door' but they must be said in away appropriate for a customer.

#### **Extension**

Ask learners to repeat this with directions instead of instructions, for example, from work to a key place in town or to their homes. Get them to record themselves (ideally on video) then assess their own performance.

### **Theme assessment**

Ask learners to make a list of questions they are often asked in their own work placement, or are likely to be asked. Then they can find out the answers or decide how they would access the information they need to answer the questions.

# Giving advice and information

Focus



What would you do for this customer?

Do these shoes come in half sizes?



What's wrong with this?

This new hand cream is supposed to be good for dry skin. See how you go with it.

This is recommended for dyspepsia and nausea.

This is supposed to be good for bad guts.



What is wrong with these explanations?

Which is the fact?

Red is such a lovely colour.

## Giving advice and information

- Know your product or service so that you can pass on precise and accurate information.
- Give facts rather than opinions.
- Use clear language.
- Be clear about what information the customer requires by listening carefully for details.
- Give only relevant details.
- Find out about anything you are not sure of.
- Order information.
- Check understanding.



This style also comes in blue or green.

If I order the trousers, how long will they be?

Down to your ankles, sir.

What else might this customer have meant?



Listen to this customer. What does he want to know?



Make these instructions clearer by:

- putting the information in the order things should be done
- using **order words** such as 'first', 'then', 'finally'
- cutting out information that is not relevant.



How can you check the customer understands the instructions?

Press the green button and turn the dial to standby. Turn the blue button clockwise, but wait for the green light to flash before you do that. The blue used to be red on the old makes and you had to turn it anti-clockwise then, you know.

# Giving advice and information

## Task



### Task 1

25

Listen to the assistant. Write below each speech-bubble whether it is a fact or an opinion.

#### Remember!

Facts are true and can be checked.

1

*I think the blue really suits you.*

2

*This skirt is £9.99 in the sale.*

3

*We order more stock on a Friday.*

4

*Trouser suits are not as smart as skirt suits.*

5

*The jeans go up to size 20.*

6

*Black always looks better with a brighter colour.*



### Task 2

26

Listen to the customer asking for advice. Tick the two items of medicine that you could offer the customer to suit her requirements.

What information does the customer need?	✓
Cold remedy syrup for adults	<input type="checkbox"/>
Cold remedy tablets for children under 12	<input type="checkbox"/>
Cough medicine for young children	<input type="checkbox"/>
Soluble headache tablets for ages 12 and over	<input type="checkbox"/>
Cold remedy syrup for children up to the age of 12	<input type="checkbox"/>

#### Tip

Listen for key details.

### Task 3

Work with a partner.

- 1 Give a set of short instructions to your partner, for example, using a microwave to warm up food.
- 2 Check how much your partner has remembered by getting your partner to repeat the information.
- 3 Repeat information or make it easier to follow until your partner can remember the instructions clearly.

#### Tips

- Give the information in the correct order.
- Use key order words.
- Give relevant information.
- Speak clearly.

## PAGES 4:11–4:12

# Booking appointments

Many types of workplace operate an appointments system. It is critical to the efficient working of the workplace that this system is used correctly and that appointments are recorded accurately, to avoid missed appointments or double booking, as well as to ensure that all available work time is allocated. The process of booking appointments is complex and includes an element of speaking and listening as well as recording information and calculating with time. Calculating with time is quite a high level skill and this type of activity requires good planning and scheduling skills, as well as accurate record keeping. This theme develops the reading and numeracy skills needed to complete appointment records accurately. It assumes that learners will be predominantly using the telephone when booking appointments and does not deal with issues of body language.

## Materials

Service information sheet from the Source material (0:48)

Salon appointment booking sheet from the Source material (0:49)

Samples of similar material from learners' work placements

## Learning outcomes

- 1 To understand the language associated with booking appointments (focus page, Task 1)
- 2 To understand how to complete a typical appointments book (focus page, Task 1)

## Introduction

- Ask learners about their experience of booking in clients. How is this done in their work placements? (Note that some work placements may use electronic booking systems.)
- *What information is needed for making appointments?* (date, time, type of treatment)
- *What problems might there be with appointments?* (incorrect information in appointment book, client not clear about treatment, can't understand client's name/contact details, etc.) Ask how these problems are dealt with in their work placements.
- *How are most appointments made – on the phone or face to face? Are there any particular issues that may need to be remembered when dealing with appointments made by phone?*

## Focus page 27

- Look at the appointments page on the focus page (the full-sized version is in the Source material) and the surrounding information. Compare this with appointment pages used in learners' work placements.
- Confirm that learners understand the layout of the appointments page, as well as the codes.
- Ask learners to match codes on the pad to meanings – S/S, shampoo and set; C/B/D, cut and blow dry; D/T, dry trim; B/D, blow dry; W/C, wet cut. Make sure they are clear how the codes are formed.
- Confirm learners' understanding of time: am and pm, quarter-hour divisions of the hour.
- Make sure learners understand which line represents 8 o'clock, 8:15, 8:30 and so on.
- Practise adding an appointment to the large version of the appointment sheet from the Source material, using the information from the audio clip and the Service information sheet for details.
- Decide what S/B/D & F stands for, using the list of services.

### Curric. refs

Rw/E3.1  
Rt/E3.5  
SLlr/E3.2  
MSS1/E3.3

### Key Skills

N/A

**Task 1**  28

Listen to a call and book in an appointment

Rw/E3.1

Rt/E3.5

SLlr/E3.2

MSS1/E3.3

- Ensure learners have copies of the Salon appointment booking sheet and Service information sheet from the Source material.
- It is a good idea to use the audio clip for this task, as many appointments come via the telephone. The script of the audio is on the task page for learners to refer to.
- Play the audio clip through once for gist. On the second playing, pause after each part of the exchange so learners can make a note of what the client is asking for. *At what point do you have enough information to book the appointment?* (Once the client has said she wants highlights.)
- Once all the details are noted, play the audio again if necessary. Learners should then decide how to complete the booking page. Ask learners to consider why the receptionist chooses Sam at 4:30 as the best choice of time and stylist.
- This should be done in pairs at first, then answers compared within the group before making the final decision. If any errors are made, deal with this as a discussion point.
- At the end of the task, stress the importance of repeating the information about the appointment back to the client.

***If the learner has difficulty***

- If the learner has difficulty with the audio clip, help by pausing after each exchange and using questions and answers to make sure they identify the key points of information about the appointment. Help them to make a note of the details. Tackle any language difficulties that occur.
- You may need to work through how the appointment book works again, using a process of elimination to get to a decision about where to put the appointment (e.g. *The client says she wants an afternoon appointment, so you only need to look at the afternoon; once Sam's name is mentioned, you can eliminate the other stylists' columns*).

- Check the learner understands that appointments are in quarter-hour blocks and how to track these down the page to find the next free time.
- Check the learner understands all the abbreviations.

***Extension***

- Ask learners to mark the appointment book to show the beginning and end of each appointment.
- Ask learners to develop a full list of abbreviations for use in their own work placements.

**Theme assessment**

- Set a range of appointments to be completed using the Salon appointment booking sheet, including another stylist, and then using a blank appointments page.
- Ask learners to role-play clients asking for different types of appointments. You could develop some role-play cards for this.



# Booking appointments

**Focus**

Booking appointments correctly is important. It helps staff to be properly prepared. It can also help to ensure that customers are not kept waiting. Different workplaces have different ways of writing down appointments but the sort of information required will be similar.

When booking an appointment include these details:

- name of client or customer
- contact telephone number
- reason for appointment, for example, type of treatment.

### Tip

Write in pencil so that you can rub out mistakes or make changes.

The large numbers show the time in hours from 8 am in the morning.

This is where you would start writing if a customer was coming in at 11:15.

Each line on the page represents one time slot of 15 minutes.

So a customer having a 30-minute treatment needs two time slots.

### Tip

15 minutes =  
a **quarter** of an hour  
30 minutes = **half** an hour

Find out your work system for:

- writing down appointments
- dealing with customers who turn up without an appointment
- time required for each type of appointment.

DATE: 19th July - Tuesday  
STYLISTS

	Laura	Sam	Charlie
8:00			
8:15			
8:30			
8:45			
9:00	Mrs Smith		Mr adams
9:15	P/W		D/T
9:30		Mrs Potter	
9:45		S/S	
10:00	Amanda		Mrs Simms
10:15	C/B/D		C/B/D
10:30		Miss Foot	Mr Ross
10:45		C/B/D	C/B/D
11:00			
11:15	Ms Khan		
11:30	W/C	Linda Franks	Frankie
11:45		C/B/D	Paul
12:00			X2 D/T
12:15			
12:30			
12:45			
1:00	Mrs Easterby		
1:15	H/L		
1:30		Mrs Highland	
1:45		S/B/D & F	
2:00	Rikki Masters	(short)	Mrs G Harris
2:15	C/B/D		S/S
2:30			

There may be other things to take into account that will affect the timing of appointments such as:

- greeting the client and consultation
- treatment preparation
- morning, lunch and afternoon breaks.

You will need to keep a record of appointments for more than one member of staff.

- Leave empty columns between each person's name to make it easier to read and follow.
- Make sure you write appointments under the correct person's name.

Some workplaces use a system of codes, which often use initial letters, for example:

H/L = highlights  
B/D = blow dry.

Keep a list to remind you.

# Booking appointments

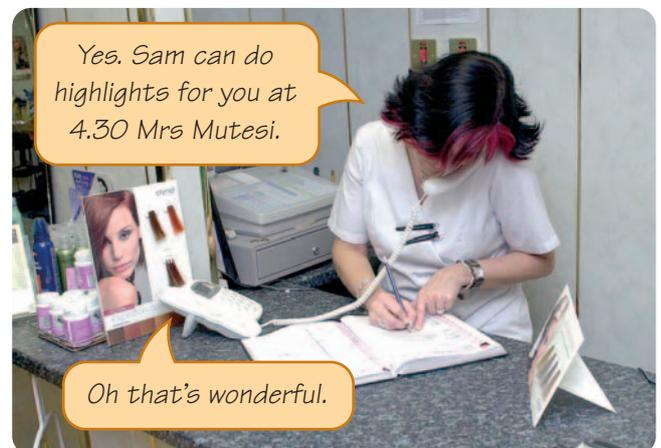
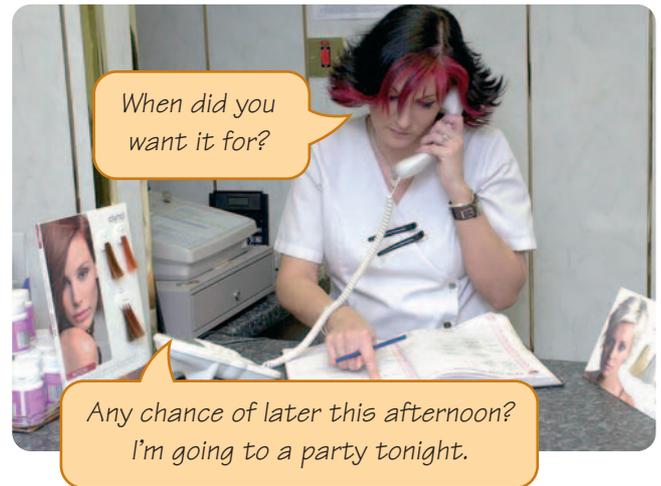
## Task



### Task 1

28

Listen to the conversation between a receptionist and a client. Add the client's appointment to the Salon appointment booking sheet from the Source material.



### Tips

- Remember to put the appointment under the name of the person who will be doing the client's hair.
- Use the code for the treatment.

## PAGES 4:13–4:14

## Giving change

Most cash transactions involve giving change. In some settings, the till shows the amount of change to be given; however, many small organisations will not have this facility and learners will have to calculate the change. This requires mental calculation and can be stressful, as the employee is being watched and may feel under pressure. This theme focuses on giving the correct change from a variety of payments. Learners may need a lot of role-play practice in this in order to become confident.

## Materials

Examples of goods or services and their prices

Till receipts from a range of outlets

Real (or facsimile) coins and notes if possible

## Learning outcomes

- 1 To give accurate change using the counting on method (focus page, Task 1)
- 2 To adjust the amounts of change to reflect any 'extra' cash given by customers (focus page, Task 2)

## Introduction

- It is essential that learners are confident with giving change. In most circumstances, the till will show the amount of change due to the customer. The skills are therefore those of reading the correct amount of change and counting this amount out accurately. Ask learners about their experience of this. Have they had experience of giving change? Have they ever received the incorrect change? What are the problems in giving change? Why do mistakes happen?
- Confusion may be encountered when a helpful customer offers an additional amount to reduce the number of notes or coins in the change. Role-play what is meant by this. For example, the total to be paid is £3.19; ask the customer if they have the 19.
- The stages in counting change are described on the focus page.

## Focus page

- Look at the information at the top of the focus page.
- Ask learners to look at the till display. Are they all confident with the vocabulary and reading the amounts?
- Ask learners about differences in till display layout that they may have seen. It might be useful to compare this with some real till receipts, including those used at the learners' work placements. Work through the section 'How to count out change'. This requires counting on from nothing up to the total amount of change due to the customer. There are many different ways of presenting £7.82 but it is best to use the fewest number of notes and coins possible to conserve smaller notes and coins in the till and because customers prefer not to be given large numbers of coins.
- Learners may need some practice at counting out specific amounts of money, with emphasis on the counting-on method, using the highest denominations possible.
- Counting the change into your hand as you take it from the till, before counting it through again as you pay it to the customer, means that you are counting it twice and effectively checking it.
- Ask learners to read the dialogue at the bottom of the page. Has anyone been in this situation and been confused by it? Assure them that the only reason for a customer handing over a larger amount than is necessary is to cut down on the numbers of coins and notes being handed out. It is also sometimes necessary when change is low in the till.
- Assure learners that they can always refuse politely if a customer offers extra coins, but emphasise that there is no mystery in the process. Provide opportunities for learners to practise calculating change when the customer has handed over a higher amount. For example, an item costs £1.10 so the change from £2 would be 90p. How could the number of coins in the change be reduced by asking the customer for a little more cash? (If they gave

you an extra 10p, you could give them a £1 coin in change.) Role-play similar situations. Does this method help you to pay change using the fewest coins possible?

- In summary, a method to use for giving change when a customer gives ‘the extra pence’ after their original payment has been keyed in is to add the ‘extra’ amount to the change shown on the till and then pay out the new amount in the normal way. Talk through the scenario on the focus page. £12.18 is due. The customer offers £20, which is keyed in to the till, making the change £7.82. The customer then finds ‘the extra 20p’. Using the method described above, the learner can calculate that the new amount to pay out in change is  $£7.82 + 20p = £8.02$ . They will then count this out using largest denominations first.

Curric. refs	Key Skills
MSS1/E2.1	N/A
MSS1/E3.1	

### Task 1

Check that change is correct and uses the minimum number of notes and coins

MSS1/E2.1  
MSS1/E3.1

- Remind learners of the counting-on method but encourage them to use their preferred methods of addition when checking the change in each row of the table.
- If possible use real (or facsimile) notes and coins.

#### *If the learner has difficulty*

- Provide real or facsimile money so that the learner can handle the amounts and move the coins around to help with addition/counting on. A lot of practice may be needed before the learner is secure with this.
- Use a calculator to check amounts of change – ensure that learner understands the importance of keying in zero, followed by the decimal point for amounts below £1.

#### *Extension*

- Discuss alternative permutations of notes and coins for the amount in row 4 of the table.

- Using subtraction, learners check that the change amounts displayed on the tills are correct.
- Set further similar tasks to reinforce learning.

### Task 2

Calculate change using minimum number of coins

MSS1/E2.1  
MSS1/E3.1

- Remind learners that if they use the method on the focus page, they must bear in mind that their target is now £20.07 (not £20), so they need to move to that target as they count on:  $£4.57 + 50p = £5.07$ ,  $+ £5.00 = £10.07$ ,  $+ £10.00 = £20.07$ .
- Learners should be prepared to role play how they would respond to the offer of the extra 7p.
- Think about why you can’t just give them the change shown on the till receipt. Why would this be wrong?

#### *If the learner has difficulty*

- Remind the learner of the easier example of an item costing £1.10, requiring 90p change from £2. If the customer offers the extra 10p as payment, an extra 10p change is required;  $90p + 10p = £1$  change. Work through this with the correct coins.
- Offer similar practice tasks using simple amounts – these are often easier to understand but the same procedure applies to more complex transactions.
- Discuss any language difficulties (e.g. ‘short of change’). For ESOL learners this theme provides an ideal opportunity to practise the typical language exchanges used in these kinds of transactions.

#### *Extension*

- Offer learners more opportunities to calculate and offer change.
- Ask volunteers to make some deliberate errors for the group to identify.

### Theme assessment

- Supply or ask learners to supply some price lists from different outlets.
- Select a range for costing and giving change.

- Ask learners to select the amounts that customers offer as payment/are realistically likely to offer as payment.
- Encourage learners to consider appropriate 'extra' amounts to offer the cashier and encourage them to consider appropriate 'extra' amounts that cashiers might request of the customers.

# Giving change

Focus

Most tills tell you how much change to give, but it is still up to you to count out the change correctly. This is a big responsibility because if you get it wrong, the till won't balance.

BALANCE DUE	£12.18
CASH	£20.00
CHANGE	£7.82

← How much money the customer **must pay to you**

← How much money the customer **has paid to you**

← How much money **you must give** the customer

## How to count out change

- Start counting **from zero**.
- Count out the **highest denominations** of notes or coins first, **until you reach the amount of change shown on the till display**.
- **Count the money into your hand** as you take it out of the cash drawer.
- **Count the money a second time** as you pay it to the customer.

### Example

This is how you count out £7.82 change.



£5 ...



£7 ...



7.50 ...



7.70 ...



7.80 ...



7.82

### Tip

Try to use the **fewest coins and notes possible** so that you don't run out of change later on.

If a customer gives you 'the extra pence' **after you have keyed in their payment**, you can count out the change like this.

- Start from the **cost of the goods**.
- Count out change **until you reach the amount of money the customer has given you**.

That's **£12.18** please.

That's OK.

Thanks. Sorry I only have a **£20** note.

Oh. Hang on. Here's another **20p**.



£12.18 ...

£12.20 ...

£14.20 ...

£15.20 ...

£20.20

Does this method help you pay change using the fewest coins possible?  
What other methods could you use to calculate this customer's change?

# Giving change

## Task

### Task 1

Put a tick or a cross to show if the correct change has been paid out in the fewest coins and notes possible.

	Till display	Change	
1			
2			
3			
4			

### Task 2

Calculate the customer's change and show how you will pay it using the fewest notes and coins possible.



## PAGES 4:15–4:16

## Dealing with non-cash payments

Most people working in customer services will be involved in receiving payments, often non-cash payments. More and more customers offer payment for their goods using these non-cash methods. Staff working at points of sale must know how to deal with a range of payment methods. Checking details on cheques used as payment requires particularly careful observational skills. This theme develops the number and word-checking skills needed to deal with non-cash payments.

## Materials

OHTs of completed and blank cheques

Paper handouts of 'dummy' blank cheques and enlarged credit cards (available from the Financial Services Authority (FSA) or the Basic Skills Agency)

## Learning outcomes

- 1 To understand the information required on all cheques (focus page, Task 1)
- 2 To understand the purpose of cheque guarantee cards (focus page)
- 3 To identify errors and missing information on completed cheques (Tasks 1 and 2)

## Introduction

- As a group, discuss learners' methods of paying for goods, including those that do not involve handling cash. Encourage learners to think broadly about this – there are likely to be methods of payments that they know about but do not use themselves.
- Consider the features of these methods of payment (e.g. the difference between credit and debit cards, store cards, cards you can only use for getting cash). Discuss the limitations of any methods – try to get such responses as 'card limit'.
- Write up some of the vocabulary associated with non-cash payments as it arises. Make sure learners understand these words. They could be written in a personal glossary book. Show learners how to use the glossary.

- Ask learners what they think are the most common non-cash methods of payment they are likely to encounter. Discuss their experience of using machines for recording and checking non-cash payments.
- Discuss security and the reasons for checking payments (i.e. fraud).
- You might take this opportunity to discuss 'CHIP and PIN' cards – why they are being introduced and the difference they will make to payment procedures.
- Note: stress the importance of security and confidentiality at all times when handling cards and cheques.

## Focus page

- The group will probably have agreed that debit/credit cards and cheques are the most common methods of non-cash payments.
- Discuss the purpose of a cheque. What is the purpose of a cheque guarantee card – is this different from a debit/credit card? Which of these checks apply when a credit/debit card is used?
- Ensure that the words/phrases given on the focus page have been included in the group's non-cash payments vocabulary list. Which of these apply to cheque reading and writing? (See examples on the focus page.)
- Prepare a range of correctly completed cheques on OHTs for the group to check using the checklist on the focus page.

## Curric. refs

Rw/E3.1  
Rw/E3.2  
Ww/E3.1  
N1/E3.1

## Key Skills

N/A

## Task 1

Identify and record errors on completed cheques  
Rw/E3.1  
Rw/E3.2  
Ww/E3.1  
N1/E3.1

- All the information required for this task is on the focus page and task page.
- Skills in identifying and reading key words are essential here.
- Encourage learners to read for accuracy rather than for speed. It is important to be methodical.

#### *If the learner has difficulty*

- Review the key words for cheques and ensure the learner understands their meanings – it might be worth examining some for root words (e.g. signature/sign, expiry/expire, etc.).
- Provide similar examples with emphasis on numbers and their word spellings.
- Prepare a 'dummy' cheque with arrows connecting key words to the correct position on the cheque. Encourage reference to the 'dummy' cheque.
- Write the errors for the learner, to remove the burden of writing.
- One of the errors is a sequencing error (94/49) which dyslexic learners may have difficulty spotting. Encourage a methodical (number-by-number) approach to checking.
- Dyslexic learners may find it useful to develop a certain visual route around a cheque so that it becomes semi-automatic. Teachers should use the agreed 'route' in discussions and when giving examples.

#### *Extension*

- Provide some cheques on OHT that include deliberate errors for group analysis.
- Provide opportunities for the group to practise filling in blank cheques.
- Stress that the learning point here is identifying the relevant information in the correct place on the cheque – this is not a spelling test.
- Pass learners' completed cheques to group members for analysis – emphasising how easy it is to make an error or overlook something on a cheque.

### **Task 2**

Write words in numbers and numbers in words

N1/E3.1

Ww/E3.1

- This exercise looks simpler than it is. Learners will have different strategies for translating words to numbers and vice versa. Many will use auditory cues, reciting the words or numbers as they work them out.
- Confirm that they should approach the task carefully and methodically.

#### *If the learner has difficulty*

- Questions 1b and 2a include examples of the use of zero as a place holder. This may cause problems if the zero is omitted. Ask the learner to read the number back to you. Is it the same as the words on the page?
- The word 'pounds' occurs in the 'wrong' sequence for writing the number (the £ sign comes first). This may cause some problems. Watch out also for sequencing errors in the numbers.
- Question 2 involves spelling of numbers. Many learners have problems with these, especially four/fourteen/forty, eight/eighteen/eighty, five/fifteen/fifty. You may want to develop a spelling list or card if spelling numbers accurately is an essential part of work.

#### *Extension*

Extend this activity to include writing numbers from verbal prompts (i.e. you say some numbers for learners to write down in numbers or words). This could be developed into a quiz. Include all the problem numbers above, numbers where zero is a place holder (e.g. 105), and go on to numbers above one thousand if learners are confident.

### **Theme assessment**

Ask learners to role-play completing cheques and other non-cash payments. This should be based on how these exchanges take place in their work placements, face to face and over the phone. They should have the opportunity to practise completing these forms of payment (the customer) as well as checking them (the employee).

# Dealing with non-cash payments

Focus

These days, many customers prefer to pay by cheque or debit card rather than with cash.

Here's what to do when a customer pays by cheque.



<b>TCXC BANK</b>		40-00-00
		000062 21345786
DATE		06/09/2005
PAY	Green Zone plc	
	Thirty-five pounds and	£ 35.99
	ninety-nine pence only	MS S WILLIAMS
		S. Williams
Cheque No.	Sort Code	Account No.
000062	40-00-00	21345786

## Check the cheque

- 1 Does it show **today's date**? Is the day, the month and the year correct?
- 2 Does the amount in **numbers** match the amount in **words**? Does it show the **amount that is due**?
- 3 Is the **company name** shown correctly?
- 4 Does the **signature** on the cheque match the signature on the card? Does the **spelling** match the printed name?

## Check the card

- 1 Look at the **expiry date** – is the card still valid?
- 2 Look at the **sort code** – this number must match the sort code on the cheque.
- 3 Look at the **card limit** – the cheque must not be more than this amount. If it is, get authorisation from a senior member of staff before continuing with the sale.

# Dealing with non-cash payments

Task

## Task 1

Mr Jackson's bill at Blue Water Express comes to £294.95.  
Look carefully at the cheque and cheque guarantee card.  
Highlight and explain any problems that you find.



<b>TCXC BANK</b>		<b>38-00-09</b>
		<b>000017 12345678</b>
DATE _____		
PAY <u>Blue Water Express</u>		£ <span style="border: 1px solid black; padding: 2px;">294.95</span>
<u>Two hundred and forty-nine pounds</u>		
<u>and ninety-five pence only</u>		
		MR J J JACKSON
		<u>JJ Jackson</u>
Cheque No. <b>000017</b>	Sort Code <b>38-0009:</b>	Account No. <b>12345678</b>

## Task 2

1 Write these amounts in numbers.

a Eighty-seven pounds ninety-two pence \_\_\_\_\_

b One hundred and two pounds and five pence \_\_\_\_\_

2 Write these amounts in words.

a £150.95 \_\_\_\_\_

b £849.25 \_\_\_\_\_

## PAGES 4:17–4:18

# Face to face

It is vital that people in the workplace can communicate effectively and appropriately in different situations. People often lack confidence in speaking face to face because of a lack of experience or awareness of how to communicate in different situations. Learners need to be aware of the importance of adapting to different people and situations.

### Materials

Clips from TV programmes that feature face-to-face communication in an office or business setting (e.g. 'Fawlty Towers' or 'The Office')

Cut-out face to face graphics from the Source material (0:50)

Glue

Audio equipment

### Learning outcomes

- 1 To understand the difference between formal and informal situations (focus page)
- 2 To understand that purpose and audience affect language (focus page, Tasks 1 and 2)
- 3 To appreciate the importance of adapting language to suit the situation (focus page, Tasks 1 and 2)
- 4 To recognise how tone can affect meaning (focus page)
- 5 To recognise positive and negative body language and its effect (focus page, Task 3)

### Introduction

- Play short scenes from TV programmes that feature face-to-face communication in a business or office-type setting. Choose a scene(s) that shows inappropriate communication to a client or guest. Ask learners how they would feel if they were spoken to in such a way. Ask them how the worker should have spoken/behaved and record their responses on the board/flipchart.
- Sum up the purpose of the clips by referring to the way the characters say or do the wrong

thing at the wrong time. Stress that although inappropriate behaviour may be amusing on TV programmes, it can have serious or embarrassing consequences in reality.

- Ask learners to recall occasions when someone spoke or behaved inappropriately for the situation. Discuss what made the comment or behaviour inappropriate.
- Make a spidergram to show all the people learners may encounter at work and discuss why we talk to these people – what is the purpose? How does this influence the style of communication?

### Focus page 29

- Put up a list of the five people being spoken to on the focus page. Make sure learners understand all of the terms.
- Play each audio clip and ask learners to follow them on the focus page. Discuss which speech they think is being said to which person and why.
- Ask learners to put (not stick) the pictures from the Face to face graphics page in the Source material into the correct boxes on the focus page. Check that they have got the correct ones. Discuss the body language being used in each picture.

### WHO?

- Read through the 'WHO?' list – the people learners might talk to at work. Add other ideas from learners.
- Discuss the professional relationships learners have with these people and how these affect the way learners speak to them.

### WHAT?

- Read through the 'WHAT?' list and add other ideas from learners.
- Make sure learners understand any subtle differences, such as the difference between asking for information and making a request.
- Use this as a checklist to apply to the speeches shown on the focus page. For each speech go through the points, asking questions until

learners reach a conclusion about the purpose. For example, ask *Does this give any information?*

### HOW? 30

- Read through the 'HOW?' list and explain each point as follows:
  - Give an example of a 'hello' style greeting said formally and informally. *Which one sounds like something a friend would say? Which one would you use when going for an interview at work?* Explain that these are examples of formal and informal language. Point out and read the Tips box on the focus page.
  - Give examples of positive and negative body language. Ask learners to add ideas and make a group list under 'positive' and 'negative'.
  - Listen to the audio clip of the speech for picture 2 in four different tones of voice. Discuss how the different tones of voice affect the meaning. If possible, pick out the negative tones being used – sarcastic, bored, irritated – and play them again.
- To complete the focus page, ask learners to stick the pictures in the correct places as a reminder.

Curric. refs	Key Skills
SLd/E3.2	N/A
SLd/E3.3	
SLc/E3.2	
SLlr/E3.1	
SLlr/E3.4	
SLlr/E3.5	

### Task 1 31

Recognise who is being spoken to by the language used

SLc/E3.2

- Explain that learners will hear the office assistant talking to three different people: colleague, customer and supervisor.
- Play the audio clip through once, asking learners to follow the speeches in the speech-bubbles and think about their answers.
- Play the audio clip again, giving learners the opportunity to record their answer after each speech.

### *If the learner has difficulty*

- ESOL learners may have specific difficulties with some of the informal spoken language. Terms such as 'shift' instead of 'move' may require explanation.
- Replay the audio clip one speech at a time as many times as necessary and encourage learners to discuss each one separately.
- Encourage learners to choose the most obvious one first – working by a process of elimination.
- If necessary, remind learners about formal and informal language by demonstrating it. For example, *What would you think if a customer you have never met before said 'How's it going then pal?' Would you expect your best friend to greet you with 'Good morning, may I be of assistance?'*
- Apply this idea to the speeches in the speech-bubbles.

### *Extension*

Ask learners to discuss who the office assistant speaks to in the most formal language and who he speaks to in the most informal language and why this is the case.

### Task 2 31

Recognise purpose from language used  
SLlr/E3.1

- Remind learners of the examples of purpose shown on the focus page (the 'WHAT?' list).
- Explain that learners need to decide what the purpose of each speech is (they might decide there is more than one purpose).
- Put learners into pairs or threes to discuss the speeches.

### *If the learner has difficulty*

- Go through the 'WHAT?' checklist on the focus page for the first speech, 'Good morning ...'. Ask learners to respond to each point on the checklist until they come to the correct one, for example, *Does this give any information? Does this ask for any information?*, etc.
- Note that there can be more than one answer. For example, the first speech is mainly offering help, but might also be considered to be asking for information, as in 'How can I help you?'

**Extension**

Ask learners to experiment with incorrect tones of voice with the speeches shown in the speech-bubbles to see if it alters the meaning of the words. They can use the list of tones of voice made during the introduction to the focus page.

**Task 3**

Recognise positive and negative body language  
SL1r/E3.4

- Make sure learners are aware that the task is to discuss the body language being used by the office assistant.
- Point out the Tip.
- Put learners in pairs or small groups to discuss the pictures.

**If the learner has difficulty**

- Demonstrate the body language being shown in the first picture by taking up the same pose as the office assistant.
- Ask learners to use the positive/negative list as a checklist to check off things like folded arms, not smiling, etc. Use questions to prompt where necessary.
- Repeat this with picture 2.
- Ask learners which picture shows the assistant using body language from the positive list.

**Extension**

Ask learners to draw up a 'dos' and 'don'ts' list for greeting visitors or customers. This can include things to say, tones of voice and body language.

**Theme assessment**

Ask learners to keep a diary of the people they have to meet and greet over a period of a week and to evaluate their own performance for each person and highlight any difficulties they had, for example in dealing with enquiries.

# Face to face

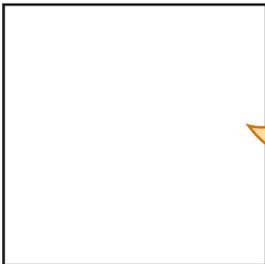
**Focus**

At work you will speak to a wide range of people in different situations. You will need to adapt to each situation by thinking about who you are speaking to, what your purpose is and how you can most successfully achieve your purpose.

Choose pictures from the Face to face graphics from the Source material to match the speeches.



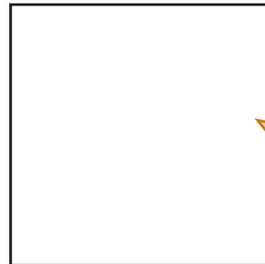
1



*I'm hoping that you might consider me for a full-time job now that I've finished my training.*



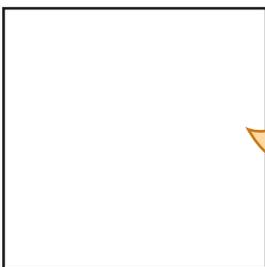
2



*Would you like to take a seat and I'll let Maria know you're here.*

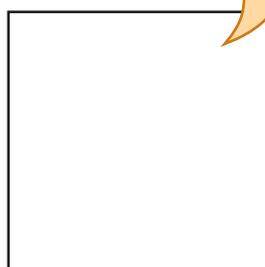
- **Who** am I talking to?
- **What** is my purpose for talking?
- **How** should I speak to achieve my purpose?

3



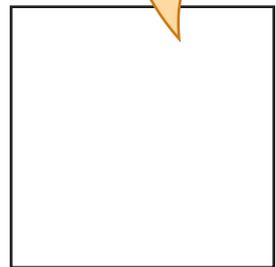
*Could I possibly swap my day off next week? I've been invited to a wedding on the Wednesday.*

4



*D'you fancy going to the pub tonight?*

5



*Could you pop the stuff down over there for me? Great. Thanks.*

## WHO?

- Employer, senior staff members, colleagues
- Customers, clients, other members of the public
- People making deliveries or collections
- \_\_\_\_\_

Add your own ideas

## WHAT?

- To give information
- To ask for information
- To make conversation
- To make a request
- To offer help
- \_\_\_\_\_

## HOW?

- Using the appropriate **formal** or **informal** language to suit the situation
- Using matching **body language**
- Using the appropriate **tone** of voice
- \_\_\_\_\_

## Tips

- Formal language is usually suited to professional situations, such as speaking to customers.
- Informal language usually includes slang words and sounds more 'chatty'.

# Face to face

## Task



### Task 1

31

Listen to the hairdressing assistant talking to three different people at work. Decide who he is talking to from these options. Write your answers in the boxes.

colleague supervisor client

1

*Good morning.  
Can I help you?*



2

*Do you want me to  
answer the telephones  
again today?*

3

*Hey, Jez, give us a  
hand to shift this  
box will you.*

#### Tip

The most formal language should be used with a customer.



### Task 2

31

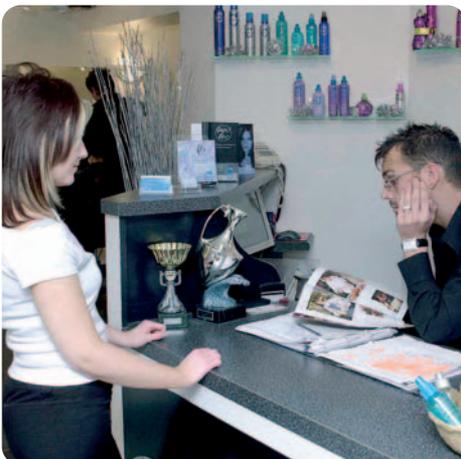
Discuss the assistant's purpose for talking in each case shown in the speech-bubbles in Task 1.

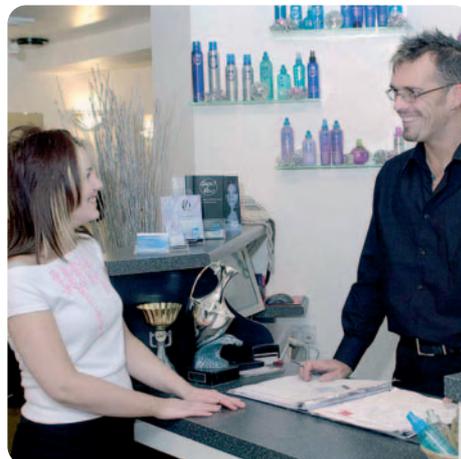
#### Tip

Use the 'What?' list on the focus page to help you.

### Task 3

Look at these two pictures of the assistant greeting a client in the salon. Discuss the body language he is using in each picture. Tick the one that is more positive.





#### Tip

Use the list of body language you made as a group.

## PAGES 4:19–4:20

## Safety matters (1)

Many instructions at work are given verbally, but there will also be visual instructions in the form of safety signs. The first part of this theme gives learners information and practice on how safety signs are grouped, in terms of colour and shape, according to the type of message they convey.

Note that coloured copies of the learner pages for this theme are essential. Black-and-white copies of the signs would need to be explained in detail and would be much less helpful. It is also worth noting that people who are colour blind may have real difficulties using colour clues when interpreting safety signs. They will need additional support in order to establish firm knowledge of signs.

### Materials

Examples of workplace safety signs, including those encountered in typical work placements

Cut and stick safety signs and symbols from the Source material (0:36) (for learners to cut and stick onto cards)

Scissors and glue

### Learning outcomes

- 1 To understand the different types of safety signs (focus page)
- 2 To interpret the meaning of safety signs from their colour, shape and picture or symbol (focus page, Tasks 1 and 2)

### Introduction

- Show learners a range of signs from work placements or from within the learning environment. Explain that each sign has a different meaning and that the colour, shape and picture or symbol help you to work out the meaning.
- Ask learners if they already know what some of the signs mean. Ask what helps them to understand the meaning – is it the shape, the colour, the symbol, or something they have come across or learnt about before?

### Focus page

- Go through the meanings of the shapes and colours of the safety signs on the focus page.
- Ask learners to remember as many of these as they can.
- Do a memory exercise. Cover the page and show learners just the shapes and colours from the Cut and stick safety signs and symbols from the Source material. Ask learners to identify the general meaning of each sign. For example, a blue circle means 'you must ...'.
- Look at the focus page again for learners to check how they did.
- Move on to the full signs at the bottom of the focus page. Ask learners to think first about the meaning of the colour and/or shape. Use the Cut and stick safety signs and symbols from the Source material page again here.
- Ask learners to say what they see in the pictures. Write their suggestions on the board/flipchart.
- Go through each sign, putting together the general sign meaning and the meaning of the picture to make the full meaning.
- Use the Cut and stick safety signs and symbols from the Source material for learners to make different signs. Encourage them to mix and match signs and discuss what message they have made. They can choose to make correct signs or make up their own, either serious or funny. The important point raised by this exercise is that signs give messages using the shape, colour and picture or symbol.

#### Curric. refs

Rt/E3.3  
Rt/E3.8  
Rt/E3.9  
Rw/E3.1

#### Key Skills

N/A

### Task 1

Match safety signs to their meanings

Rt/E3.9

- Remind learners that they can work out the meaning of a sign by looking at the colour, shape and picture or symbol. Point out Tip, which applies to both tasks.
- Ask learners to match the ones they find easiest first; they can then complete the task by a process of elimination.

#### *If the learner has difficulty*

- Learners might find this easier if the signs and meanings are cut out so that they can physically mix and match them.
- Ask learners to think about the shape and colour of the background sign first, applying this to its meaning on the focus page (the Cut and stick safety signs and symbols from the Source material could be useful here).
- Act as scribe to write down the meanings of the signs.
- Guide learners to consider the symbols next by asking what they can see.
- If learners are colour blind, ask them about their coping strategies. Point out that shape as well as colour can be used to work out the meanings.

#### *Extension*

Ask learners to create a sign for a particular hazard specific to their own work placements. Learners can use a computer to do this. Make sure the signs conform to the standard shapes, colours, etc.

### **Task 2**

Work out the meaning of safety signs from their shape, colour and picture  
Rt/E3.9

- Explain to learners that they need to say what they see – they not expected to get the official meaning, just the correct idea.
- Point out the Tip and remind learners that they can look at the focus page for a reminder of the meanings of the shapes and colours of signs.

#### *If the learner has difficulty*

- Present the learner with just the shape and colour of the sign first (taken from the Cut and stick safety signs and symbols from the Source material).
- Let the learner say what the meaning of the shape/colour is first and write this down in pencil.

- Discuss the picture in each sign, asking learners what they can see and leading them to say what they think the picture means.
- Guide learners to put the two meanings together to get an idea of the overall meaning.
- If learners are colour blind, ask them about their coping strategies. Point out that shape as well as colour can be used to work out the meanings.

#### *Extension*

Ask learners to try applying the symbols to the different signs and to say what they would mean in each case.

### **Theme assessment**

Ask learners to find examples of safety signs in their work placements and make a table of what the safety signs mean and where in the workplace they can be found.

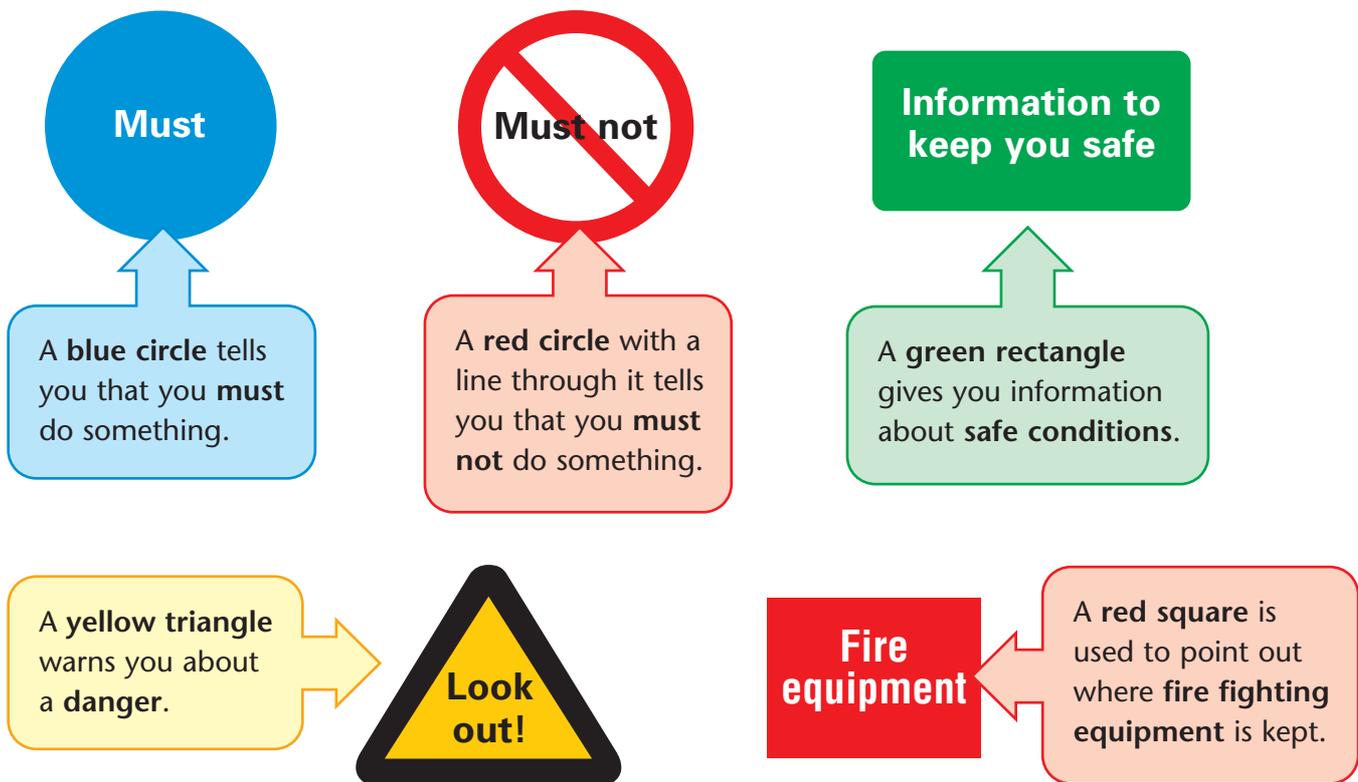
# Safety matters (1)

Focus

Safety signs give important safety information.

- The shape and colour of the signs give you general information.
- The picture, symbol or writing in the sign gives more particular information.

Here are the main safety sign shapes and colours.



Here are some examples of pictures you might see in the signs.



Work out what these five signs mean. Use:

- the shape and colour of the sign
- the picture inside the sign.

# Safety matters (1)

## Task

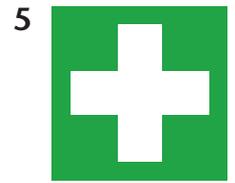
### Task 1

Draw arrows to match the safety signs to the meanings.

Fire hose

Danger

Disabled access



First aid

No dogs

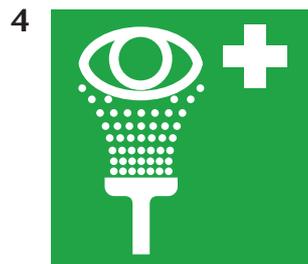
### Task 2

Work out the meanings of these health and safety signs.



#### Tip

Use the colour, shape and picture to help you work out the meaning.



## PAGES 4:21–4:22

## Safety matters (2)

As well as verbal and visual instructions at work there will also be written instructions that must be followed. This second part of this theme is about following fire safety instructions. This includes evacuation in the case of fire, and instructions for using safety equipment. It develops reading skills for understanding written instructions that include symbols, colour and specific formatting to get information across quickly and clearly.

## Materials

Fire safety notices from the workplace

Descriptions of different fires to match appropriate fire extinguishers

Examples from the work placement of lots of different types of fire information used at fire points, including signs and fire action notices

Fire extinguisher label – carbon dioxide sign from the Source material (0:37)

Dealing with a fire pictures from the Source material (0:38)

Fire action notice from the Source material (0:39)

Label and instructions for water-filled fire extinguisher from the Source material (0:40)

## Learning outcomes

- 1 To recognise that fire signs and equipment use colour and symbols to aid understanding (Introduction)
- 2 To know that the format used in fire safety signs and equipment aids understanding (focus page, Task 1)
- 3 To apply key instructions from the Fire action notice to practical situations (focus page, Task 1)
- 4 To apply key information from a fire extinguisher sign to types of fires (focus page, Task 2)
- 5 To rewrite operating instructions for a fire extinguisher using full sentences and simpler language (focus page, Task 3)

## Introduction

- Discuss with the group the implications of not acting quickly and effectively in the event of a fire.
- Talk about fire types, the need to use different extinguishers and the dangers of not doing this (e.g. using a water extinguisher on an electrical fire).
- Ask each person to describe briefly the situation at his/her place of work with regard to fire exits, fire procedures, etc. If any learners are hesitant, encourage them to become familiar with individual circumstances. Stress the need to know how to use fire extinguishers and which equipment to use for each fire type.
- Explain that fire notices often use red and blue. Discuss the symbolism of red and blue as colours. What do they mean to you?
- Do a visual memory exercise. Give pairs of learners one minute to look at a fire safety notice or sign (each pair to have a different one if possible) noting all the features – colours, symbols, words in bold, order of instructions. Each pair then reports back to the group what they remember, while you make notes on the board/flipchart. Draw out the common features that were recalled with ease – was it the symbols, the colour or the words in bold that helped them to remember? Were there any words they did not know? What could they do to find out what these mean?
- Note that colour is also a guide about what to do (blue) and what not to do (red) on the Fire action notice. Explain that different notices use different colour schemes but most fire notices are predominantly red. Fire exit routes are marked in green and often include ‘the running man’. Remind learners about the significance of colour in safety signs – for example, red for danger, green for safety, blue for must do.

## Focus page

*Fire action notice*

- Use the larger version of this notice from the Source material.

- Read through the information in the box on the focus page, relating it to the notice.
- Read through the instructions, noting how they are divided up.
- Discuss the meaning of point 3 – what does ‘if it is safe to do so’ mean? Give examples of when it might not be safe.
- Ask learners to look up the meaning of ‘assembly point’ in the glossary. Point out how the glossary can be used to find subject-specific words and their meanings. Give guidance to learners about the use of the glossary if required.
- Discuss where the assembly point is in the learners’ work placements. Explain that it is always outside and away from the building – a safe place.
- Ask learners to look up the meaning of ‘authorised’ in the glossary and then ask what the whole instruction means.
- Ask questions about using the extinguisher. For example *Can you use it on a fire started by a burning match on a pile of papers?*

#### Fire extinguisher sign

- Read through the information in the box, relating it to the sign. (This sign can also be found in the Source material.)
- Talk about the importance of colour in fire safety signs, particularly when it comes to fire extinguishers. Explain that all new extinguishers are red and that the type of extinguisher is written in bold in a particular colour on the appliance itself and on the label fixed above the appliance.
- Look at the wall notice. Read the information on the right-hand side of it. (There is a larger version in the Source material.) Discuss why learners think the information is divided up in this way and why the information on what not to use it on takes up more room than what you should use it on. Compare it to other designs of wall notice for extinguishers, such as the one shown in the Source material for the task page.
- Ask learners to look up the meaning of the word ‘flammable’ in the glossary.
- In groups, ask learners to think of two ways the signs and symbols of the wall notice are useful. Discuss the ideas as a whole group.

#### Operating instructions

- Read through the information in the box, relating it to the instructions. (This sign can also be found in the Source material.)
- Talk about the importance of colour in fire safety signs, particularly when it comes to fire extinguishers. Explain that all new extinguishers are red and that the type of extinguisher is written in bold in a particular colour on the appliance itself and on the label fixed above the appliance.
- Look at the wall notice. (There is a larger version of this notice in the Source material.) Read the information to the right of the notice. Ask learners to look up the meaning of the word ‘flammable’ in the glossary.
- In groups, ask learners to think of two ways in which the signs and symbols of the wall notice are useful. Discuss the ideas as a whole group.
- Ask learners to say what types of fire this type of fire extinguisher (carbon dioxide) cannot be used on.

#### Focus extension

- This focus provides a good opportunity to bring in an outside speaker on health and safety issues (e.g. a fire officer).
- Add in to the discussion any specific health and safety issues relevant to learners’ work placements (e.g. COSHH, product labels, emergency evacuation procedures for the public).

#### Curric. refs

Rt/E3.5  
Rt/E3.8  
Rt/E3.9  
Rw/E3.2  
Rw/E3.3

#### Key Skills

N/A

#### Task 1

Follow Fire action notice instructions

Rt/E3.8

Rt/E3.9

- Make sure learners each have a copy of the Dealing with a fire graphics and the Fire action notice from the Source material.
- Make sure learners understand that they need to compare the pictures with the instructions from the Fire action notice.

- Discuss picture 1 as a whole group to give learners the idea.

#### *If the learner has difficulty*

- Go through each picture, asking leading questions such as *What is the person doing?*
- Act as scribe to write down the learner's descriptions on sticky notes.
- Compare these notes with the instructions in the Fire action notice. *Does the notice say anything about leaving the door open? What does it say?*
- Apply the instructions back to the pictures each time, asking learners to point out which picture relates to which instruction, then whether or not it shows the person following the instruction.

#### **Extension**

Ask learners to discuss the four pictures that are not correct and say why they are not correct by applying the Fire action notice instructions.

#### **Task 2**

Read information from a fire extinguisher label

Rt/E3.5

Rt/E3.8

Rw/E3.1

- Make sure learners have a copy of the Label and instructions for a water-filled fire extinguisher from the Source material.
- Point out the Tip and explain that all the information is on the sign.
- Go through the first scenario as a whole group to give learners the idea of where and how to find the information.

#### *If the learner has difficulty*

- Ask learners to highlight key words to look for in each scenario, for example newspapers, carpet, etc. Check the learners can track down the information by discussing and helping them decide what sort of material or equipment the highlighted things are (e.g. newspaper is paper; carpet is a textile; cash register is electrical equipment, etc.). Learners should make a note of these words next to each scenario.
- Check learners understand the layout of the label. *Which part tells you what type of fire can be put out with this extinguisher?*

- Encourage and guide learners to find the information by looking for the key words they have written down.

#### **Extension**

Ask learners to find information about a different extinguisher (such as carbon dioxide) from their work placements or the Internet and apply the same questions to it.

#### **Task 3**

Follow the meaning of instructions for using a fire extinguisher

Rt/E3.5

Rt/E3.8

- Learners need the Label and instructions for a water-filled fire extinguisher from the Source material.
- Point out the Tip and explain that the idea is to complete the instructions using the list of words and in simpler language.
- Go through the first instruction as an example.

#### *If the learner has difficulty*

- Give learners the instructions and missing words on pieces of paper so they can physically move them into place.
- Encourage learners to discuss what they think the missing words mean.

#### **Extension**

Ask learners to find operating instructions from two different extinguishers (such as carbon dioxide and foam) from their work placements or the Internet and write down the operating instructions, then explain these to other people in the group, using the extinguishers as visual aids.

### **Theme assessment**

- Show learners a safety (COSHH – Control of Substances Hazardous to Health) sign from a product. Explain the colour and shape of the signs.
- Ask learners to find and write down at least four examples of COSHH signs they can find on products at work.
- If possible, they should take photographs of the signs and write the meanings by them to make a wall chart.

# Safety matters (2)

Focus

Fire safety is very important. You will be given fire safety training as part of your induction.

This fire action sign uses

- **symbols**
- **colour**
- **numbering.**

It gives two types of *instructions*.

Blue shows instructions about what you **should do** if a fire starts.

Red shows instructions about things you **must not** do if a fire starts.

Instructions that contain the word 'if' only have to be followed when the stated conditions apply.



The diagram shows a fire action sign with a blue top section and a red bottom section. The blue section contains instructions for discovering a fire and hearing an alarm. The red section contains instructions on what not to do. A green checkmark and 'do' are next to the blue section, and a red 'X' and 'do not' are next to the red section.

**Fire action**

**On discovering a fire:**

1. Sound the alarm
2. Dial 999 to call the fire brigade
3. Tackle the fire with the appliances provided if it is safe to do so

**On hearing the alarm:**

1. Leave the building by the nearest exit
2. Close all the doors behind you
3. Report to the assembly point

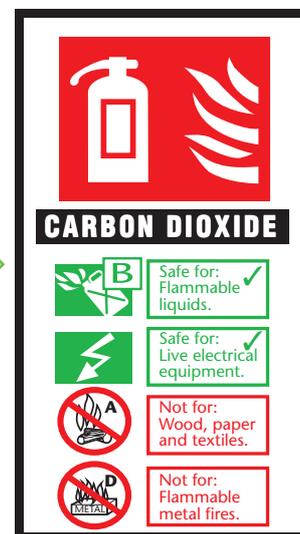
**Do not take risks**  
**Do not stop to collect belongings**  
**Do not return to the building until authorised to do so**

Fire extinguisher signs and labels give you information about the uses of different sorts of fire extinguishers.

**Colour** is used to show the type of extinguisher, for example, a carbon-dioxide-containing extinguisher has a black stripe.

The label uses **symbols and words** to give information about what type of fire **can** be put out with the extinguisher.

The red symbol with a line through it gives instructions about the materials you **must not** use the extinguisher on. A list of these materials might also be written by the side of the symbol.



The diagram shows a label for a carbon dioxide fire extinguisher. It features a red background with a white fire extinguisher icon and a black stripe. Below the icon, the text 'CARBON DIOXIDE' is written in white on a black background. The label includes a table of safe and not safe uses.

CARBON DIOXIDE	
	Safe for: Flammable liquids. ✓
	Safe for: Live electrical equipment. ✓
	Not for: Wood, paper and textiles.
	Not for: Flammable metal fires.

## 2 KG CARBON DIOXIDE FIRE EXTINGUISHER

### TO OPERATE

1. REMOVE SAFETY PIN
2. SQUEEZE LEVER
3. AIM HORN AT BASE OF FIRE

Fire extinguishers have *instructions* to tell you how to use the extinguisher.

These are often written in CAPITAL LETTERS and certain words are left out to keep them short.

The numbers show you what *order* to do things in. The words tell you what *action* to take.

# Safety matters (2)

## Task

### Task 1

Look at the six pictures in 'Dealing with a fire' and the Fire action notice from the Source material. Discuss which two pictures show someone following the instructions correctly and add the answers to the sentence below.

Pictures \_\_\_\_\_ and \_\_\_\_\_ show someone following the fire action instructions correctly.

### Task 2

Look at the label for a water-filled fire extinguisher from the Source material. Circle yes or no to answer these questions. Can you use this extinguisher on a fire started by:

- 1 a cigarette dropped on a pile of cardboard boxes?      yes / no
- 2 a cigarette dropped on a carpet?      yes / no
- 3 an electrical fault on a cash register?      yes / no
- 4 a match dropped onto some flammable cleaning fluid?      yes / no

#### Tip

Look carefully at what the label says you can and cannot use the extinguisher for.

### Task 3

Use the instructions for operating a water-filled fire extinguisher from the Source material. Complete the following sentences using the words in the boxes below.

- 1 \_\_\_\_\_ safety pin.
- 2 \_\_\_\_\_ nozzle at \_\_\_\_\_ of the fire.
- 3 Squeeze the handle to \_\_\_\_\_.
- 4 \_\_\_\_\_ the handle to \_\_\_\_\_.

the bottom

take out the

let go of

point the

stop the water coming out

make the water come out

#### Tip

Choose the closest meaning of the words that have been missed out from the operating instructions.

## PAGES 4:23–4:24

# A risky business

Issues of unsafe practice may occur in the workplace or there may be occasions when employees feel that their working conditions are unreasonable. This theme gives learners the opportunity to identify such situations and to explore practical and appropriate ways of dealing with these difficult situations in a professional way.

## Materials

Safety in the salon – information sheet from the Source material (0:51)

General health and safety guidelines from the Source material (0:52)

Brief descriptions of work placement hazards on cards

Selection of work placement procedures designed to cover difficult situations such as whistle-blowing, COSHH, safe lifting, security

## Learning outcomes

- 1 To find out about some of the hazards and dangers that may be present in the workplace (focus page, Task 1)
- 2 To understand that everyone is responsible for maintaining a safe work environment (focus page)
- 3 To understand what actions to take on discovering hazards (focus page, Task 2)

## Introduction

- Start a discussion about health and safety in the workplace. What does it mean? Who is responsible for health and safety? Talk about health and safety as everyone's responsibility and what this means in practice. Ask for learners' views: should it be everyone's responsibility or should employers be solely responsible? Note differing views on the board/flipchart and summarise.
- Talk through the headings in the information about Safety in the salon from the Source material. Ask learners to give examples of hazards from their own experiences. Write

these up on the board/flipchart. Look at the headings and show how these help you to find specific information quickly.

- Discuss how hazards and health and safety issues may differ in different work environments. Are all work placements equally safe? Can all hazards and risks be removed? How can hazards be minimised? What is the most effective way to minimise hazards? Sum this up on the board/flipchart.
- Point out that all workers have a duty to look after themselves and others. Explain that this is not just a legal requirement but is to everyone's advantage.
- Ask about health and safety guidelines from the work placement. Have learners seen any of these? Look at the General health and safety guidelines from the Source material. Look at the headings and show how these help you to find specific information quickly.
- Who is the correct person to report workplace hazards to?
- Give learners cards showing a variety of situations. Ask them to say what they would do. Ask them to explain what the danger or hazard is and what the consequences might be. How serious is the danger or hazard? Which heading would it come under in the information in the Source material? Sample cards:
  - You find a fire exit blocked by boxes.
  - Your supervisor asks you to lift a very heavy box and move it to another office.
  - You find a frayed electrical cord on a hairdryer.
  - Cards with photographs or drawings could also be effective.
- Ask learners to carry out in pairs a safety check in the room (or in the work placement, if this is possible). They could note any hazards on checklists using the headings from the Source material.

## Focus page

- Explain that although the picture shows a salon that looks businesslike and efficient,

there are still hazards to be found. (You could point out that there are three.)

- Talk through the three steps on the focus page, checking that each learner understands what is required. Ask questions that require answers which show understanding, rather than just 'yes' or 'no'. Step 1 requires observation and spotting hazards; Step 2 requires thought about the nature and severity of the hazard; Step 3 requires thought about who needs to take action and what needs to be done. Action needs to follow the guidelines in the Source material.
- Remind learners that they can deal with some hazards but others may require someone else to put them right. If they are not able to put something right immediately, ask them what they should do in the meantime.

#### Curric. refs

Rt/E3.5  
Rt/E3.9

#### Key Skills

N/A

### Task 1

Recognise hazards in the work placement and check them in company policies

Rt/E3.5  
Rt/E3.9

- Refer the learners to the Safety in the salon – information sheet from the Source material, to remind them of the types of hazards.
- Explain that this task asks them to identify the hazards.

#### If the learner has difficulty

- Learners may have difficulty understanding the rather formal language of the safety guidelines. Check and explain any words or phrases that learners do not understand.
- Some learners may find it difficult to focus in on parts of a picture and may need directing, or could be given clues that direct them to the hazards. This may be done through a process of elimination: *Is there a problem with the floor? With the door?*
- Learners may need reminding about what the different categories of hazards might include. Give examples similar to those in the picture. Again, working methodically through the list of hazards should help to identify the problems in this picture.

#### Extension

- Prepare and make available pictures containing more complex or obscure hazards for the learners to identify.
- Ask learners to check other rooms for hazards and to report back.

### Task 2

Use staff guidelines to find solutions to particular problems to avoid accidents at work

Rt/E3.5  
Rt/E3.9

- Remind learners that health and safety is everyone's responsibility and that there are guidelines about how different situations can be dealt with.
- Remind learners that they may not be able to deal with every situation on their own and may need to report hazards.
- Ask learners to think about who the appropriate person to report hazards to might be.

#### If the learner has difficulty

- Learners may have difficulty understanding the rather formal language of the General health and safety guidelines. Check and explain any words or phrases that learners do not understand.
- Learners who have difficulty making written notes could report verbally.
- You may need to direct learners to the appropriate section of the General health and safety guidelines.
- Discuss with learners when individual action is the best way to act and why referring to others may be necessary.

#### Extension

Ask learners to describe a number of other potential workplace hazards specific to their own workplaces. They can then describe what the correct course of action would be for each example.

### Theme assessment

Ask learners to conduct a health and safety or hazard audit in their workplaces (with permission), identifying potential or actual hazards and stating the action required.



# A risky business

## Task



### Task 1

Use the information sheet 'Safety in the salon' from the Source material to help you spot the three potentially hazardous situations in the picture above.

Discuss with a partner and draw circles around the three hazards.

#### Tip

Find which hazards mentioned on the information sheet are happening in the picture.

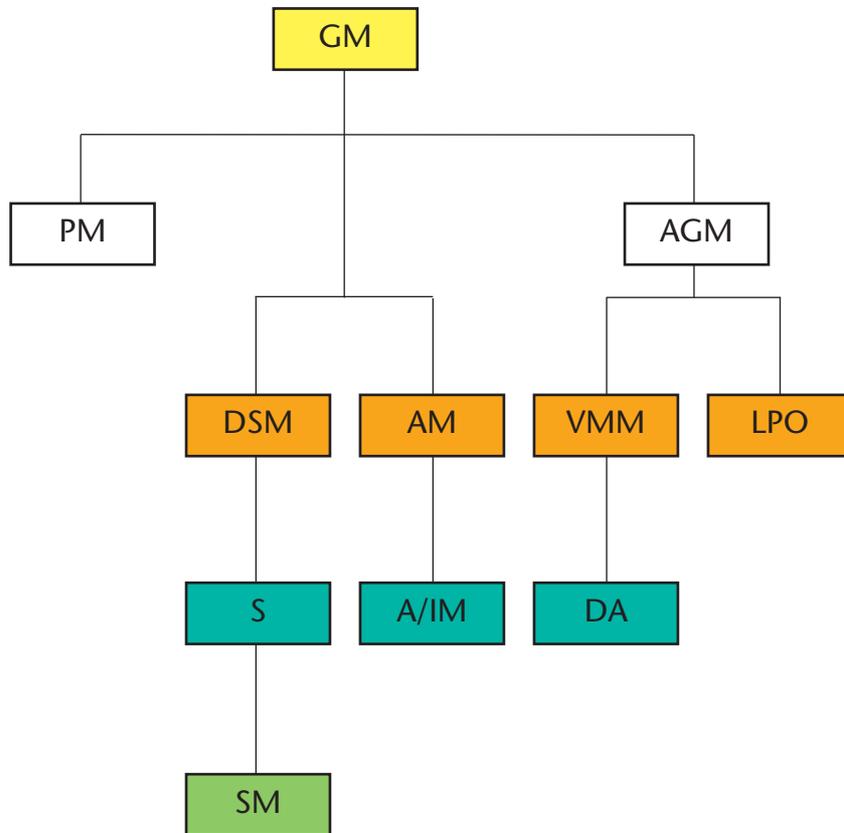
### Task 2

With a partner discuss how **you** could deal with these three situations. Use information from the General health and safety guidelines in the Source material to help you. Make notes of what you would do.

#### Tip

Think about which situations you could deal with yourself and which ones would be safer to report to someone else.

# Check it



- 1 Look at the organisation chart. Abbreviations are used for the job titles. Who is the Visual Merchandise Manager responsible for?
- A The Loss Prevention Officer
  - B The Assistant General Manager
  - C The Display Assistant
  - D The General Manager

Rw/L1.2; Rt/L1.4

# The Clothing Company

## Job description

---

POSITION: Sales Assistant  
RESPONSIBLE TO: Department Sales Manager  
RANK: Sales Assistant

### OVERALL RESPONSIBILITY:

To serve customers in an efficient and friendly manner in line with the Clothing Company's Customer Service and Selling Standards. To maximise sales and undertake duties regarding the care and control of stock.

### RESPONSIBILITIES

#### 1. Customer Service and Selling Standards

- i) **Acknowledge**/approach customers ideally within one minute of their entering the department.
- ii) Be friendly, enthusiastic and make the customer feel welcome.
- iii) Ask customers appropriate questions to determine needs.
- iv) Offer merchandise to customers, describing its features and benefits.
- v) Sell related merchandise in addition to the customer's selected item, wherever possible.
- vi) Deal with customers' complaints in accordance with Company Policy and attempt to turn returns into a sale.
- vii) Place Customer Special Orders in accordance with department procedure.
- viii) Develop knowledge of merchandise sold.
- ix) Use the customer's name wherever possible.

2 Look at this extract from a Job description. What sort of job does it describe?

- A Sales Assistant
- B Department Sales Manager
- C Customer Service Manager
- D Secretary

Rt/L1.4; Rt/L1.5

3 In the Job description what does the highlighted word 'acknowledge' mean?

- A advise
- B greet
- C telephone
- D explain

Rw/L1.2

- 4 In the Job description what is the meaning of the sentence 'Develop knowledge of merchandise sold'?
- A Sell as much as possible.
  - B Work out how much has been sold per week.
  - C Find out about items in the sale.
  - D Learn about the goods you sell.
- Rs/L1.1**
- 5 Which of these types of safety signs gives a warning?
- A red circle
  - B yellow triangle
  - C blue circle
  - D green rectangle
- Rw/E3.1**
- 6 Which of these questions is in suitable language to use with a customer?
- A Do you want some plastic bags to shove your shopping in?
  - B Packing the shopping yourself then, are you?
  - C You can manage, can't you?
  - D Would you like any help packing your shopping?
- SLc/E3.2**
- 7 Which of these is an open question?
- A What sort of outfit are you looking for?
  - B Do you like red?
  - C Do you mainly wear skirts or trousers?
  - D Would you like to order the suit?
- SLc/E3.4**
- 8 Which of these is an opinion?
- A The shirt has been reduced to £20.
  - B The tie also comes in green and white.
  - C The jacket is tailored.
  - D The navy trousers are not as smart as the black ones.
- Rt/L1.2**

		Laura	Sam
<b>8</b>	00		
	15		
	30		
	45		
<b>9</b>	00	Mrs Aston	
	15	P/W	
	30		Mrs Heath
	45		S/S
<b>10</b>	00	Gina	
	15	C/B/D	
	30		Miss Foot
	45		C/B/D
<b>11</b>	00		
	15	Ms Baldwin	
	30	W/C	Lisa Mahone
	45		C/B/D

9 This is an extract from a Salon appointment booking sheet. Which statement is false?

- A Mrs Baldwin is having a wet cut at 11:15.
- B Gina has booked a cut and blow dry with Laura.
- C Lisa Mahone has an appointment with Sam at 11:45.
- D Sam is due to shampoo and set Mrs Heath's hair at 9:30.

Rt/L1.4; Rt/L1.5

10 Which is the correct way of writing £602.93 in words?

- A six pounds nought two plus nine three pence
- B six hundred and two pounds and ninety-three pence
- C six o two point nine three
- D sixty-two pounds and ninety-three pence

N1/E3.1

# Audio

## PAGE 4:1

### What do I do? (1)

#### Focus page 18

##### Audio 1

My responsibility is to look after all the full-time and part-time sales members in the company – they all report to me. I have to report to the Assistant Department Sales Manager.

#### Task 1 19

##### Audio 1

I report to the General Manager. I am responsible for the Personnel Assistant.

##### Audio 2

My job is to look after customers who come into the shop. I work with two male colleagues.

##### Audio 3

My main job is to make sure the Sales department runs smoothly. I am directly responsible for the Assistant Department Sales Manager. I report to the Assistant General Manager.

##### Audio 4

I've only just joined the company. I report to the Assistant General Manager. I am responsible for the Display Assistant.

## PAGE 4:7

### Questions and answers

#### Focus page 20

Yes, I'd like highlights please and a cut and blow dry.

#### Task 1 21

I'd like to make an appointment to see a trainer about exercise.

#### Task 2 22

- 1 Are you a member of the gym?
- 2 OK. So that's Wednesday the 12th of May at 9 o'clock with Marcus. Is that okay, Mr Harris?
- 3 Did you say you would like the appointment before 12 o'clock?

- 4 Can you just tell me which of the exercise equipment you have used before?

#### Task 3 23

I've used a rowing machine and the exercise bike when I've been in a gym before. Oh and I've tried the weight-lifting equipment. I haven't used that step machine thing or the running machine, though.

## PAGE 4:9

### Giving advice and information

#### Focus page 24

I want to pop in for some items but I don't want a wasted journey so can you tell me what time you close this evening and what time you open again in the morning?

#### Task 1 25

- 1 I think the blue really suits you.
- 2 This skirt is £9.99 in the sale.
- 3 We order more stock on a Friday.
- 4 Trouser suits are not as smart as skirt suits.
- 5 The jeans go up to size 20.
- 6 Black always looks better with a brighter colour.

#### Task 2 26

I wondered whether you had anything for my 10-year-old niece. She's staying with me and she's come down with a terrible cold. I don't want her to be ill when I send her back to her mother. What do you recommend?

## PAGE 4:11

### Booking appointments

#### Focus page 27

**Receptionist:** Good morning. 'Hair Care', Jacinta speaking. How may I help you?

**Customer:** It's Peter Evans here. I'd like to book an appointment with Leah for a trim.

**Receptionist:** Hello, Mr Evans. Which day would you like to come in?

**Customer:** Well, do you have anything for today?

**Receptionist:** Laura could see you at 4 o'clock, if that's any good?

**Customer:** Great.

**Receptionist:** OK, that's 4 o'clock with Laura for a dry trim.

**Customer:** That's it.

**Receptionist:** Thank you, Mr Evans. Goodbye.

**Customer:** Bye.

### Task 1 28

**Receptionist:** Good morning, Mrs Mutesi. Did you want to make an appointment?

**Customer:** Yes. For my usual highlights, please.

**Receptionist:** When did you want it for?

**Customer:** Any chance of later this afternoon? I'm going to a party tonight.

**Receptionist:** Did you want a cut and blow dry as well?

**Customer:** Not this time – just the highlights will do.

**Receptionist:** Yes. Sam can do the highlights for you at 4.30, Mrs Mutesi.

**Customer:** Oh, that's wonderful!

**Receptionist:** We'll see you later then, at half past 4.

**Customer:** Yes. Thanks.

## PAGE 4:17

### Face to face

#### Focus page 29

- 1 I'm hoping that you might consider me for a full-time job now that I have finished my training.
- 2 Would you like to take a seat and I'll let Maria know you're here.
- 3 Could I possibly swop my day off next week? I've been invited to a wedding on the Wednesday.
- 4 D'you fancy going to the pub tonight?
- 5 Could you pop the stuff down over there for me? Great. Thanks.

### 30

Would you like to take a seat and I'll let Maria know you're here. (*said in four different tones*)

### Tasks 1 and 2 31

- 1 Good morning. Can I help you?
- 2 Do you want me to wash hair again today or work on reception?
- 3 Hey Jez, give us a hand to shift this box will you?

# Answers

## PAGES 4:1–4:2

### What do I do? (1)

#### Focus page

Sales supervisor

#### Task 1

Person 1: Helen Millar – Personnel and health and safety manager

Person 2: Tina Lewis – Full-time sales member

Person 3: Liz Lang – Department sales manager

Person 4: Wang Jin-yi – Visual merchandiser manager

#### Task 2

- 1 S (Supervisor)
- 2 VMM (Visual merchandise manager)
- 3 VMM and LPO (Visual merchandise manager and Loss prevention manager)
- 4 GM (General manager)

## PAGES 4:3–4:4

### What do I do? (2)

#### Task 1

- 1 Supervisor
- 2 Implement, carry, wrap, assist
- 3
  - Carry out other duties in the department as required by the Supervisor
  - Work in any department within the store as required by the Personnel Manager
  - Act as a mentor if required
- 4
  - Customer service and selling standards
  - Payment procedures

#### Task 2

- 1 use
- 2 tell
- 3 take notice of
- 4 items for sale in the shop

#### Task 3

You might have written something like this:

- 1 To notice customers as they come into the shop and ask if they need any help
- 2 Show customers suitable products in the shop and tell them more about the products.

## PAGES 4:5–4:6

### What is good customer service?

#### Focus page 4:6

These are suggestions for the matches, although there are alternatives, depending on what comes out of the discussion.

- 1 Ask a colleague for advice if you are not sure about a service. Don't guess the answer.
- 2 If necessary, offer alternatives.
- 3 Always greet customers politely.
- 4 Don't ignore customers.
- 5
  - Don't pressurise customers the moment they walk through the door.
  - Listen to customer requirements.
  - Match the offer of help to the situation.
- 6 Offer appropriate help.
- 7
  - Look out for customers who seem confused or lost.
  - Speak clearly and politely.
  - Be positive.

## PAGES 4:7–4:8

### Questions and answers

#### Task 1

You may have asked any of these questions:

- 1 Could I take your name please sir.
- 2 Could I have your telephone number please. (in case there are any problems with the appointment)
- 3 When would you like to come in?
- 4 What time of day suits you best?
- 5 Are you a member of the gym?
- 6 What sort of exercise are you interested in?

7 Have you done any exercise with a trainer before?

8 Do you mind which trainer you see?

### Task 2

- 1 closed
- 2 confirm
- 3 check
- 4 open

### Task 3

What has the customer used before?	✓
Running machine	
Rowing machine	✓
Weight-lifting equipment	✓
Exercise bike	✓
Step machine	
Hand-held weights	

## PAGES 4:9–4:10

### Giving advice and information

#### Focus page

For the customer trying on shoes you would check whether the shoes he is trying on are available in half sizes. If they aren't, you might suggest a similar shoe from a different range.

'This new hand cream is supposed to be good for dry skin' does not sound as though the shop assistant knows about the product.

'This is recommended for dyspepsia and nausea' is too technical.

'This is supposed to be good for bad guts' is slang, which not everyone will understand. It also sounds impolite.

A clearer version might be: 'This is for stomach ache and sickness.'

'This style also comes in blue or green' is the fact.

The customer ordering the trousers wants to know when the trousers will arrive if he orders them.

The customer from the audio clip wants to know this evening's closing time and the opening time in the morning.

You can check that the customer understands the instructions by asking if he'd like to show you what to do.

### Task 1

- 1 Opinion
- 2 Fact
- 3 Fact
- 4 Opinion
- 5 Fact
- 6 Opinion

### Task 2

You could offer the customer

- Cold remedy tablets for children under 12.
- Cold remedy syrup for children up to the age of 12.

## PAGES 4:11–4:12

### Booking appointments

#### Task 1

		Laura	Sam	Charlie
4	00			
	15			Mrs Peters
	30		Mrs Mutesi	B/D
	45		H/L	
5	00			LEAVING
	15			EARLY
	30			
	45			

## PAGES 4:13–4:14

### Giving change

#### Task 1

- 1 X (50p too much change has been paid out.)
- 2 ✓
- 3 X (2p too much change has been paid out.)
- 4 X (The change is the correct amount, but it has not been paid in the fewest number of coins and notes.)

#### Task 2

The customer is due £16 change.

Pay it in the fewest number of coins by using:  
1 × £10 note, 1 × £5 note, 1 × £1 coin.

**PAGES 4:15–4:16****Dealing with non-cash payments****Task 1**

- The customer has not filled in the date.
- The amount written in words is wrong. It should say 'two hundred and ninety-four pounds and ninety-five pence only'.
- The cheque guarantee card is for £250. The purchase is for an amount above this so you will need to get permission from a manager before completing the sale.

**Task 2**

- 1 a £87.92  
b £102.05
- 2 a One hundred and fifty pounds and ninety-five pence  
b Eight hundred and forty-nine pounds and twenty-five pence

**PAGES 4:17–4:18****Face to face****Task 1**

- 1 client/customer
- 2 supervisor
- 3 colleague

**Task 2**

- 1 To offer help.
- 2 To ask for information.
- 3 To ask for help.

**Task 3**

You may have noticed these things:

- 1 The assistant is sitting with his head resting on his hand. He looks bored. He is not smiling or making eye contact with the client. This body language is negative. It makes it look like he does not care about the client.
- 2 The assistant is standing up, smiling and making eye contact with the client. This is all positive body language and looks welcoming.

You should have put a tick by picture 2.

**PAGES 4:19–4:20****Safety matters (1)****Focus page**

- 1 No smoking
- 2 Fire exit
- 3 You must wash your hands
- 4 Danger of slipping
- 5 Fire extinguisher kept here

**Task 1**

- 1 Danger
- 2 No dogs
- 3 Disabled access
- 4 Fire hose
- 5 First aid

**Task 2**

- 1 You must put your litter in the bin.
- 2 Do not drink this water.
- 3 Fire alarm
- 4 Safe drinking water/this water is safe to drink
- 5 Warning – trip hazard.

**PAGES 4:21–4:22****Safety matters (2)****Task 1**

Pictures 3 and 5 show someone following the fire action instructions correctly.

Picture 3 shows someone tackling a small fire with a fire extinguisher. The instructions say 'tackle the fire with the appliances provided if it is safe to do so'. It is safe because it is a small fire and the person is using the correct extinguisher.

Picture 5 shows someone following the direction of the exit sign. The instructions say 'leave the building by the nearest exit'.

**Task 2**

- 1 yes
- 2 yes
- 3 no
- 4 no

**Task 3**

- 1 Take out the safety pin.
- 2 Point the nozzle at the bottom of the fire.
- 3 Squeeze the handle to make the water come out.
- 4 Let go of the handle to stop the water coming out.

**PAGES 4:23–4:24****A risky business****Focus page**

The hazards:

- 1 A hairdryer flex is trailing across the floor – someone might trip over it.
- 2 There is a puddle of water on the floor, which someone could slip on.
- 3 The chair on which the customer is about to sit down has a broken leg.

**Dealing with the hazards:**

- 1 It is best to wind the lead up rather than leave it trailing. If leads have to go across the floor they should have a protective rubber covering. The staff guidelines suggest you report the situation to the supervisor. Your own guidelines might give you different instructions.
- 2 Spillages such as water should be mopped up straight away. Wet floor signs should be put up to stop people treading on the spillage.
- 3 You should stop anyone using the chair and remove it straight away. If it is fixed to the floor, you could use a warning sign to prevent people sitting on it until it can be removed. You should also report the situation to the supervisor.

**Task 1**

- 1 A person is standing on a chair to reach a heavy box down from a high shelf.
- 2 A clock is hanging off the wall by its flex above a person's head.
- 3 Boxes are stacked up against a fire exit, blocking it.

**Task 2**

You may have decided to do this:

- 1 Ask the person to come down off the chair because it is dangerous. Fetch the correct equipment, such as a lifting aid or a step ladder.
- 2 Make sure other staff know that the clock is not safe, then report the situation to your supervisor.
- 3 Remove the boxes. If they are empty you might take them to a recycling bin.

**Check it**

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