Outdoor and practical Introduction to Module 6

The target audience for this module will be the Entry to Employment learner who is keen to work in practical settings, many of which are outdoors. These are also areas where there are few (if any) pre-entry requirements and qualifications are not compulsory. The setting is wide ranging and includes the following occupations and work environments:

- horticulture and other land-based settings
- animal care
- waste management and cleaning services
- portering
- site management and caretaking
- general construction and maintenance work.

The module will be helpful as a starting point for anyone interested in physical and practical jobs. It will help learners to acquire knowledge, skills and understanding of this working environment and provide some opportunities for practice. There is an emphasis on health and safety, which is critical in these potentially hazardous work settings. Working with others and following verbal instructions are also highly valued skills, but are also areas in which employers report difficulties.

Activities in the module will contribute to the vocational strand of the Entry to Employment programme and will help learners to see the relevance of skills such as basic measuring to their chosen vocational route. The module includes the following skill areas:

- job roles and responsibilities
- health and safety in the work environment
- following spoken instructions
- understanding units of measure
- using maps and plans
- working with others.

The settings and scenarios used may not be familiar to learners, so it is important for teachers 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.

Learners working within this setting may also be interested in the following Materials for Embedded Learning: Skills for Construction, Horticulture, and Cleaning.

E2E – Module 6: Outdoor and practical				
Theme	**Page reference**	**Literacy**	**Numeracy**	**Key Skills**
What do I do?	Ee 6:1–6:2	Rt/E3.1; Rt/E3.5; Wt/E3.1; Wt/E3.2; Wt/E3.4; Ww/E3.1; Ww/E3.3		
Instructions	Ee 6:3–6:4	Rt/E3.3; Rt/E3.7; Rt/E3.8; Rt/E3.9		
Following spoken instructions	Ee 6:5–6:7	SLlr/E3.1; SLlr/E3.2		
Talking to people	Ee 6:8–6:9	SLlr/E3.4; SLlr/E3.6; SLc/E3.1; SLc/E3.2; SLc/E3.3; SLc/E3.4		
Units of measure	Ee 6:10–6:11	Rw/E3.5	MSS1/E3.8; MSS1/E3.9	
Metric measures	Ee 6:12–6:13		MSS1/E3.5	
Practical measuring	Ee 6:14–6:15		N1/L1.4; MSS1/L1.7	N1.1
Using maps and plans	Ee 6:16–6:17	SLlr/E3.2	MSS2/E2.3; MSS2/L2.1; HD1/E3.1	N2.1
Safety matters (1)	Ee 6:18–6:19	Rt/E3.3; Rt/E3.8; Rt/E3.9; Rw/E3.1		
Safety matters (2)	Ee 6:20–6:21	Rt/E3.5; Rt/E3.8; Rt/E3.9; Rw/E3.2; Rw/E3.3; Rw/E3.1		

Skills checklist

If you are a practical person or like to work outdoors, you may choose to work in one of these settings:

- farms
- portering in a hospital or hotel
- waste disposal
- animal care
- gardening or horticulture
- site management or caretaking
- general maintenance work.

You may have to work with a wide range of people, including members of the public. You will need practical number skills, such as measuring and weighing. You may need to use maps or plans to find your way to and around sites.

Here is a checklist of some of the skills you need for this area of work. Tick the skills you feel confident about now. Check again later to see if you have improved.

Page	Skills for outdoor and practical work	Now	Later
6:1–6:2	Understanding your job role		
6:18–6:21	Understanding health and safety material		
6:3–6:4	Following instructions		
6:10–6:15	Understanding and using metric measures		
6:16–6:17	Understanding maps and plans		
6:8–6:9	Working with other people		

PAGES 6:1–6:2

What do I do?

It is important that workers have an understanding of their role in the organisation and know who they are responsible to. This promotes responsibility and helps workers value their personal contribution. It is one of the assessment criteria for *Investors in People*. This theme develops learners' understanding of their role within an organisation and gives practice in thinking through their own job description. Reading skills are needed to read and understand job descriptions. Writing skills are also required for this theme, though this could be supported or done using ICT.

Materials

Digital camera

Blank job description form from the Source material (0:53)

Variety of appropriate job descriptions (good range available from www.connexions-direct.com/jobs4u/summary)

Learning outcomes

1 To understand different roles within an organisation and identify lines of communication (focus page, Task 1)

2 To understand your personal contribution to an organisation (focus page, Task 1)

3 To compile lists of job roles and personal qualities necessary to do a specific job, to create a job description (Task 1)

Introduction

- Organise a session of 'What's my line?'. Ask learners to think about their jobs and decide on a job title for each one. Learners ask questions of a volunteer who can only reply 'yes' or 'no'. After a limited number of questions (perhaps 20), learners have to guess the job title of the volunteer. Suggested questions: Do you work with others? Do you use specialist tools? Do you wear a uniform? Do you work outside? Repeat as necessary. If learners cannot use personal experience, play the game using a series of cards showing job titles and brief descriptions of what each job entails.
- Discuss learners' roles in the organisation. What would happen if they did not do their job? Who would be affected? Who are they responsible to? Introduce vocabulary such as line manager, supervisor, director, grade and discuss the roles of each. What personal qualities should each possess?
- You might want to extend this to talk about the organisation(s) learners work for. What does the company produce? Who are the clients? Ask learners to bring in information about the company or organisation they work for and be prepared to tell colleagues about it.
- Do learners have job descriptions? What is the purpose of a job description?

Focus page

- Introduce Jim McDougal and discuss what he has to say about his job.
- *Who is he responsible to? Who is he accountable to?* Discuss the difference.
- Read through his job description. What would happen if he didn't fulfil his role? Who would be affected?
- How is the list formatted? Point out numbering and bullet points. Note the different subheadings (e.g. Duties and responsibilities). Note that these are common to most job descriptions. Spend some time thinking about what each of these subheadings means (see glossary). Relate this to learners' experiences.
- Read through the personal qualities necessary to do the job. Through discussion, put them in order of importance and list on the board/flipchart.

Curric. refs	Key Skills
Rt/E3.1 Rt/E3.5 Wt/E3.1 Wt/E3.2 Wt/E3.4 Ww/E3.1 Ww/E3.3	N/A

Task 1

Complete a job description form
Wt/E3.1
Wt/E3.2
Wt/E3.4
Ww/E3.1
Ww/E3.3

- Remind learners of work done on the focus page. The main purpose of this activity is to get them to think through their own job in detail. Writing it down is the best way to record their thinking.
- Encourage learners to make notes on a separate piece of paper or photocopy of the task page before completing the Job description form on the page. They can then proofread for errors. A neat copy is required.
- It may be useful for learners to work in pairs on this task, using the questions on the task page to promote thinking.
- Use learners' work placements as the basis of this activity. Alternatively, learners could focus this activity on a previous job or part-time job. If this is not possible, base the activity on what is known about jobs in the sector in which learners are hoping to work.

If the learner has difficulty

- Photocopy the form and take one section at a time. Check learners understand the differences between these.
- Stress that the main point is to write down aspects of their jobs; spelling, grammar and punctuation do not have to be perfect. You could write for the learner to take away the burden of writing.
- Try using an ICT-based copy of this job description (from the accompanying CD). Learners can then use spell-check facilities.

Extension

- Ask learners to compose a job description to be used in a final game of 'What's my line?'
- Collect job descriptions from the Internet or newspaper adverts. Look at the way these are formatted to identify common areas.

Theme assessment

- Learners photograph (with permission) different members of their organisation and arrange the photographs as an organisation chart that explains the lines of responsibility within the organisation (see Source material pages 0:20 and 0:43 for models).
- Ask learners to compose a job description for an ideal job. A blank job description is provided in the Source material (page 0:53).

What do I do?

Focus

Hi! I'm Jim McDougal. I work as a porter at West Anytown Hospital. You'd be surprised how much I have to do every day. Each day is different and I like working with and meeting lots of different people.

My supervisor, Chris, tells me what to do, but my boss is Suleiman, the Manager. The whole department is run by Sarah Jenkins, the Director of Hospital Services.

Who's who?

Name _____ _____ _____

Job title _____ _____ _____

Job description

Name: Jim McDougal

Job title: General Porter

Accountable to: Director of Hospital Services

Responsible to: Portering Services Manager

Main purpose of job: Helping to collect and deliver items to wards and departments in the hospital

Duties and responsibilities:

Description of duties and responsibilities. Please list in order of importance.

1. General collection and delivery service for the wards and departments
   This includes:
   - Collecting food trolleys from the main kitchen and delivering them to wards
   - Collecting food trolleys from the wards and delivering them to the wash-up area in the main kitchen
   - Collecting clean linen from the clean linen bay and delivering it to wards
   - Collecting dirty laundry from the wards and taking it to the dirty linen bay
   - Collecting rubbish from wards and departments and taking it to the rubbish bin area
   - Helping with routine collection of equipment from the stores and delivering it to the wards and departments
   - Collecting and delivering any special equipment such as medical gas cylinders when asked to by the Portering Services Manager or Supervisor
2. Taking patients to and from wards and departments on trolleys or in wheelchairs
3. Helping to take deceased patients to the mortuary
4. Helping to control traffic and help with car parking in the hospital grounds as required

Personal qualities:

List the special qualities required to do the job.

- Good communication skills
- Able to cooperate with colleagues of all grades
- Tactful and sympathetic to patients
- Friendly and helpful to the general public
- Cheerful
- Clean and tidy
- Fit and healthy
- Able to act calmly and quickly in emergencies

What do I do?

Task

Think about the job you do.

What is your job title?
Who is in charge of you? What is his/her job title?
Who is in overall charge of everybody you work with? What is his /her job title?
What tasks do you do every day?
What personal qualities do you need to do the job?

Use the information to fill in the job description form.

Job description
Name:
Job title:
Accountable to:
Responsible to:
Main purpose of job:
Duties and responsibilities: *Description of duties and responsibilities. Please list in order of importance.*
Personal qualities: *List the special qualities required to do the job.*

Make a list of the things you do at work.

PAGES 6:3–6:4

Instructions

In many settings, both indoor and outdoor instructions, are given verbally. There are occasions, however, when people at work need to access and follow written instructions. These may be on a product label, in tool manuals or on job sheets. Learners must be able to read and understand instructions accurately since many contain details regarding safe practice or the order in which things should be done.

This theme focuses on product labels and the features of text that will help learners to find important information.

Materials

Variety of labels relevant to learners' work settings

Product label from the Source material (0:57)

Learning outcomes

1 To use format to find information (focus page, Task 1)

2 To use scanning to find information (focus page, Task 1)

3 To obtain meaning from graphics (focus page, Task 1)

4 To recognise written instructions (focus page, Task 1)

Introduction

- Using a product label of interest to the learners or the one from the Source material, ask learners to decide which parts contain instructions and how they can spot them – think about numbered lists, bullet-pointed lists, command words, 'dos' and 'don'ts', etc.
- Pick out other features of labels that may be important: dates, ingredients, safety precautions and symbols.
- Refer to COSHH (Control of Substances Hazardous to Health) if this is relevant to the learners' work setting.

Focus page

- Work through the points on the page:
  - Scanning for key words – practise scanning the label for words such as compost; how many times does it occur?
  - How many other instruction words can be spotted? (e.g. water, add, transplant, etc.)
  - Numerical lists – why use numbers? Ask learners to draw a graphic to illustrate each point.
  - Bullet-pointed lists – what is the difference between these and numbered lists?
  - Using graphics – which parts of the text do the graphics refer to?
  - Format – how does it help navigate around the label?
  - Unknown words – practise looking some up in the glossary or dictionary, using context to deduce meaning, asking a colleague, etc.
- Refer back to the label used in the introduction. Is it easier to interpret now?

Curric. refs	Key Skills
Rt/E3.3 Rt/E3.7 Rt/E3.8 Rt/E3.9	N/A

Task 1

Use a label to answer some questions
Rt/E3.3
Rt/E3.7
Rt/E3.8
Rt/E3.9

- Ensure learners understand that the label is from a large bag of sand of the type delivered by builders' merchants.
- Remind learners of work done on the focus page.
- If appropriate, learners can use a computer to draw graphics or take photographs of the actual process and label them.

If the learner has difficulty

- Practise scanning for key words – weight, supply. Add extras for further practice.
- Assist reading and interpretation of bullet points – ask the learner to put these into their own words.
- Assist reading and interpretation of numbered instructions – ask the learner to put these into their own words.
- Stress that drawings should be simple.
- Learners who have difficulty with reading in general may need some additional support. *Skills for Life* materials provide useful practice.

Extension

Give learners another label or set of instructions that is relevant to their own work setting to analyse (e.g. manual for machinery). Encourage them to look for similar features that will help them to find information quickly, such as graphics, headings and numbered instructions.

Theme assessment

In pairs or small groups, get learners it invent a product and make up a label for it that includes instructions for use.

Instructions

Focus

Use all the clues to find your way around the instructions on labels.

There is no need to read the whole label. Scan the label until you see the **key word** you are looking for.

It's like looking for a friend in a crowd.

Instruction words tell you exactly what to do.

Fill
Place

Numbers tell you if things have to be done in a special order.

Headings help find the section of the label you need.

They may be written:

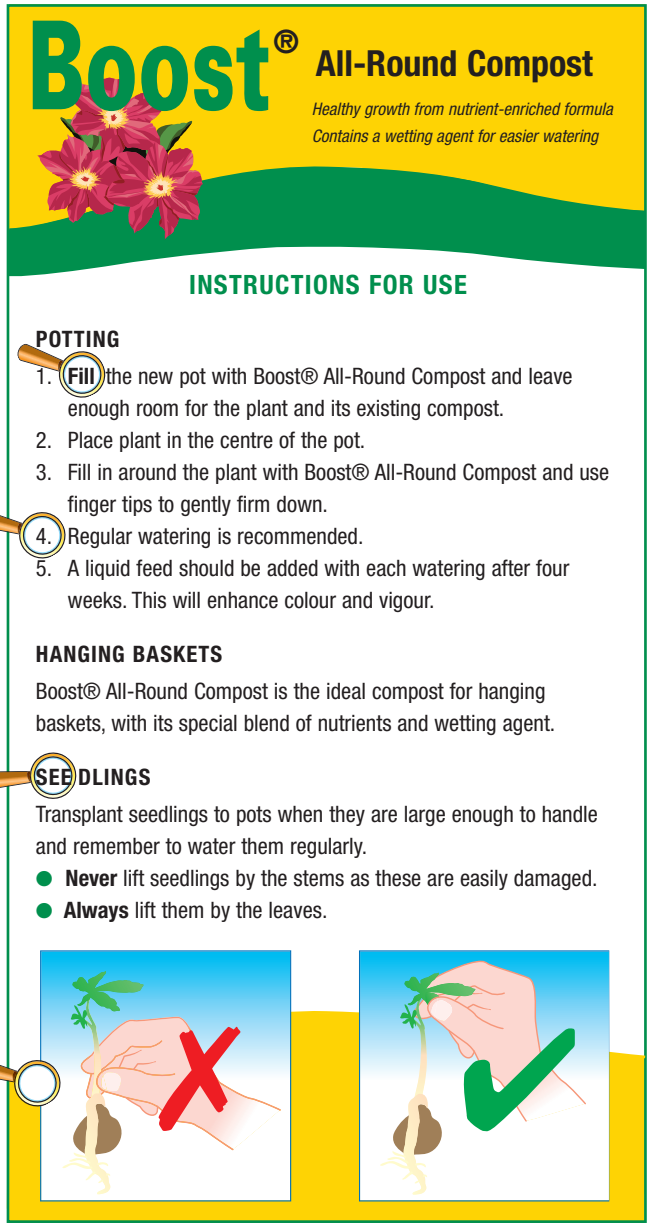
Bigger

IN CAPITALS

BOLD

In different colours

Use pictures and graphics to give you an idea of what should and should not be done.



Boost® All-Round Compost

Healthy growth from nutrient-enriched formula
Contains a wetting agent for easier watering

INSTRUCTIONS FOR USE

POTTING

1. Fill the new pot with Boost® All-Round Compost and leave enough room for the plant and its existing compost.
2. Place plant in the centre of the pot.
3. Fill in around the plant with Boost® All-Round Compost and use finger tips to gently firm down.
4. Regular watering is recommended.
5. A liquid feed should be added with each watering after four weeks. This will enhance colour and vigour.

HANGING BASKETS

Boost® All-Round Compost is the ideal compost for hanging baskets, with its special blend of nutrients and wetting agent.

SEEDLINGS

Transplant seedlings to pots when they are large enough to handle and remember to water them regularly.

- **Never** lift seedlings by the stems as these are easily damaged.
- **Always** lift them by the leaves.

When you find the section you need you can read it more carefully.

Are there words you don't recognise?

Look them up or ask somebody who might know.

Instructions

Task

Find the Product label in the Source material.
Use it to answer the questions.

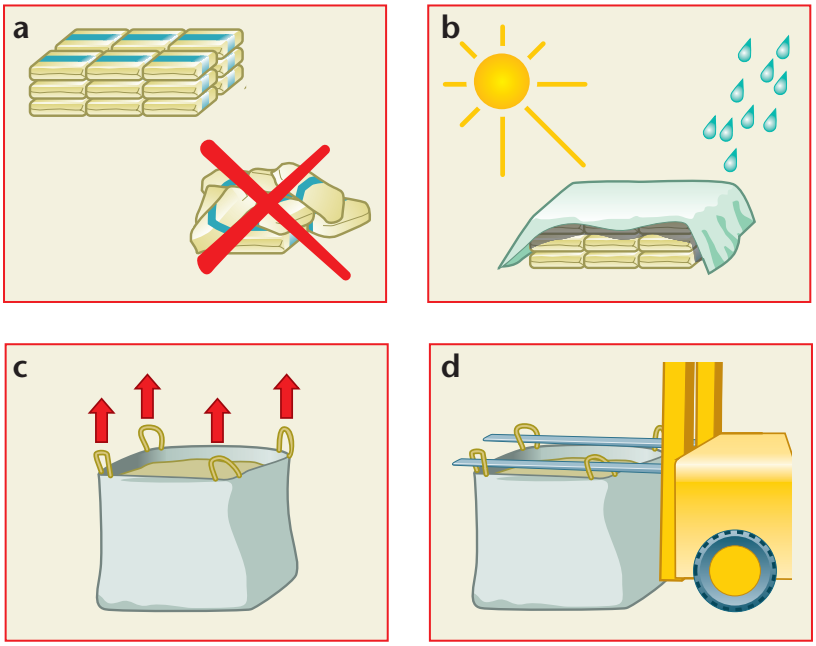
Tip
Scan the label for key words.

1 What is this label from?

2 What is the weight of the pack?

3 When was the sand supplied?

4 Read the DOs and DON'Ts. Which ones do the graphics help to explain?



5 Read the instructions about how to make mortar.
Draw some pictures or diagrams to illustrate what to do.

Rt/E3.3; Rt/E3.7; Rt/E3.8; Rt/E3.9

PAGES 6:5–6:7

Following spoken instructions

In outdoor and practical settings most instructions will be given verbally. Sometimes this means assimilating a lot of information and relying on memory. It is important that learners can identify the jobs they need to do and the order in which they need to do them. They can do this by recognising imperatives (instruction words), both positive and negative, such as 'let' or 'don't take' as well as key order words that remind them when to do the jobs.

Materials

Audio equipment

Learning outcomes

1 To pick out key tasks in verbal instructions (focus pages)
2 To listen for and identify action words (focus pages, Task 1)
3 To listen for key order words about time (focus pages, Task 2)
4 To recognise positive and negative imperatives in instructions (focus pages, Task 1)
5 To recognise conditionals in instructions (focus pages, Task 1)

Introduction 39

- Introduce the theme by playing the audio clip of the instructions on the first focus page. Ask each learner what s/he picked up from the instructions. Elicit the fact that they weren't ready for them, can't remember them because of the amount of information, had no opportunity to ask questions, etc.
- Ask learners about their experience of listening to instructions. What are the problems? What are good instructions? What can go wrong if they don't understand or follow work instructions?

Focus page 6:5 39

- Read through the bullet points as examples of questions to ask when listening to instructions. Explain to learners that they will be looking at ways to help them remember instructions – some will work better than others for them.
- Play the audio clip through once for gist. Play it again and ask learners to give words or phrases that they remember from the instructions. Write these down on the board/flipchart in no particular order.
- Discuss whether certain words are being picked out, such as action words, or nouns such as 'plants', 'beds', 'bulbs'.
- Look at words highlighted relating to the first bullet point (What sort of tasks am I being asked to do?). Compare these with the words learners picked out.
- Use these words where possible to create shortened versions of the instructions, for example, 'Check paths for weeds/litter'.
- Explain that the ear picks up certain words or phrases that help to give the listener a general idea of what the instructions are about.
- Ask learners to count the action words highlighted in the next example. Explain that this is a way of checking the number of instructions and can also aid memory. Write numbers 1–4 on the board.
- Look at the order words highlighted in the third speech-bubble. Ask learners to discuss the order these should come in.
- Put these phrases in order on the board next to numbers 1–4.
- Add the rest of the instructions so learners can see the four instructions written in the correct order.

Focus page 6:6 40

- Go through the explanation box about special instructions.
- Play the second audio clip and ask learners to listen for the highlighted instructions that include 'make sure' and 'don't'.
- Ask the learners whether these words were said any differently to the rest of the speech. Talk about how important words are often emphasised to make them stand out.

- Ask learners to explain what must be done. Write this on the board as a separate instruction.
- Ask learners to think of more words that mean the same as 'make sure' (there are some examples on the page).
- Ask learners to explain what must not be done. Write this on the board as a separate instruction.
- Ask learners to think of more words that mean the same as 'don't' (there are some examples on the page).
- Look at the example of the conditional instruction. Point out that this instruction begins with the word 'if'.
- Play the audio clip again and ask learners to listen out for this instruction.
- Explain that this means you only follow this instruction in certain circumstances. Ask learners to describe what those circumstances are in this instruction.
- Read through the Star tips and point out the question asking for further information.
- Ask learners to think of any more questions they would want to ask to help them follow any of these instructions.
- Introduce the idea of visualisation and get learners to picture an action or series of actions in their head. This can be a powerful strategy for some learners.

Curric. refs	Key Skills
SLlr/E3.1 SLlr/E3.2	N/A

Task 1 41

Listen to instructions and pick out details
SLlr/E3.2

- Explain to learners that are going to listen to a set of instructions and answer questions about them.
- Play the audio clip through once for gist.
- Read through the questions and make sure learners are aware that they should circle the correct answer. Point out that question 1 requires them to circle more than one choice; the other questions require only one answer.
- Suggest learners use pencil in case they change their minds.
- Point out the Tip for question 1 and play the audio clip again.
- Repeat this for questions 2–4 so that learners have a chance to listen to the audio clip and answer the questions one at a time.

If the learner has difficulty

- Learners will need time to listen to the audio clip and may need further support with each question.
- Play or read the audio script one sentence at a time to give learners time to take in what they hear.
- **For question 1:** Read through the action words. Either get learners to work in pairs with one listening and one writing down the words or act as scribe as learners say the action words they hear. Read or replay the audio clip for learners to check their answers.
- **Questions 2 and 3:** Read through the examples of action words on the focus page. Ask learners to work together with one listening for the negative instructions and the other for the positive.
- Read or play just the part of the audio that includes these instructions (from 'You must put a muzzle …').
- Ask direct questions about what they heard to help learners focus on the key parts.
- Encourage learners to discuss their answers before making their choices.
- **Question 4:** Point out the Tip to remind learners what they are listening for.
- Play the same part of the audio clip as for questions 2 and 3 and tell learners to say stop when they hear the key word. This helps them to locate where the key part is.
- Play the audio clip again and encourage learners to discuss their ideas.

Extension

Ask learners to listen to the instructions again and write the three tasks to be done in the correct order.

Task 2 42

Put spoken instructions into the order that jobs should be done
SLlr/E3.1

- Play the audio clip, telling learners to follow the written instructions as they listen to them.

- Point out the Tip and remind learners to highlight the key time words to help them.
- Remind learners that they have to write the instructions (without the order words) in the order they should be done.
- Play the audio clip again for learners to check their answers.

If the learner has difficulty

- Make sure learners find the four time words first.
- Help learners to pinpoint and highlight the four instructions by asking questions such as *What have you got to do at the end of the day?*
- Encourage learners to discuss which instructions should come first, using the instruction words as a guide.
- Support learners to work through the next instruction and so on until they have all four instructions.
- Make sure learners read back their instructions to check they are happy with the order.

Extension

Ask learners to highlight or write down the four action words that help to define the four instructions.

Theme assessment

- Ask learners to make a note of the sort of verbal instructions they are given at work, for example, instructions from a supervisor about their tasks for the day.
- Ask learners to write these down in the order they are to follow them.
- You could develop a set of typical work instructions to give verbally and ask learners to make a note (perhaps a numbered list) of jobs to be done.

Following spoken instructions

Focus

39 You will be given spoken instructions at work. There might be a lot to remember. Here are some key things to think about and listen out for.

- What sort of tasks am I being asked to do?
- How many things am I supposed to do?
- What order should I do things in?
- Are there any special instructions?

Before I forget, at the end of the day, I want you to check the public paths are clear of weeds and litter. Work on planting the park beds this morning, but first can you help Steve with getting out the spring bulbs. This afternoon I want you to take the collected bulbs back to HQ.

- **What sort of tasks** am I being asked to do?

Tip

Listen for the gist of the instructions – what can you remember about them? Think about the words that stand out to you.

Before I forget, at the end of the day, I want you to check the public paths are clear of weeds and litter. Work on planting the park beds this morning, but first can you help Steve with getting out the spring bulbs. This afternoon I want you to take the collected bulbs back to HQ.

- **How many things** am I supposed to do?

Tip

Use the action words to help you.

Tip

- Listen for key words about time.
- Jot jobs down in number order to remind you.

Before I forget, at the end of the day, I want you to check the public paths are clear of weeds and litter. Work on planting the park beds this morning, but first can you help Steve with getting out the spring bulbs. This afternoon I want you to take the collected bulbs back to HQ.

- **What order** should I do things in?

Following spoken instructions

Focus

40 Sometimes you get special instructions.

Special instructions might be things you
- **must** do
- **must not** do
- **might** do in some situations.

Make sure you take planks to walk on as the soil is still wet and don't leave your tools around where they will be dangerous to the public. If soil or mud is spilt on the public paths, sweep it up straight away.

- Things you **must** do often start with words like 'you must', 'always', 'make sure you …', 'you have to'.
- Things you **must not** do often start with words like 'don't', 'never', 'you shouldn't'.
- Things you **might** need to do often start with words like 'if' or 'in the event of …'.

Make sure you take planks to walk on as the soil is still wet and don't leave your tools around where they will be dangerous to the public. If soil or mud is spilt on the public paths, sweep it up straight away.

Make sure you take planks to walk on as the soil is still wet and don't leave your tools around where they will be dangerous to the public. If soil or mud is spilt on the public paths, sweep it up straight away.

Star tips
- Repeat things back.
- Ask for further information.
- If you're still not sure – ask.
- Try to picture what you need to do in your head.

Following spoken instructions

Task

Task 1

41

Listen to the instructions. Circle the answers to the questions.

1 Which of these action words are used?

clean think help put walk fetch carry wait

2 What must you do?

put a muzzle on Butch take Butch out with Scottie
walk Butch on his own

3 What is it you must *not* do?

put a muzzle on Butch take Butch out with Scottie
walk Butch on his own

4 Which instruction do you only follow in a particular situation?

put a muzzle on Butch take Butch out with Scottie
walk Butch on his own

Tip
Listen carefully for any of these words.

Tip
Listen for any of the example 'must do' and 'must not' words shown on the focus page.

Tip
Listen for the word 'if'.

Task 2

42

Rewrite these instructions in the correct order.

At the end of the day can you return your protective clothing to the office? Your main job this morning is to collect the green bags from the business areas. But no black bags, please. This afternoon you can help Mike with the public litter bins. Oh, first can you report to Steve so he knows you're here?

Tips
- Highlight the key words about time to help you.
- Write short instructions without the time words.

Jobs

1 _____

2 _____

3 _____

4 _____

SLIr/E3.1; SLIr/E3.2

PAGES 6:8–6:9

Talking to people

Learners will come across a range of people both at work and in their personal lives, but may not be aware of the need to adapt their communication styles and language. It is however a skill by which most people are judged and its value needs to be emphasised. The aim of this theme is to explore how spoken language is adapted to audience and purpose. It also explores interaction, both face to face and on the phone. It is important that learners learn to differentiate between different types of speech and can recognise formal and informal forms of speech.

Role-play activities are suggested in this theme and should be tried where possible, although some groups will need additional support or time before they become comfortable with this type of activity.

Materials

Role-play cards (see introduction)

Video recordings or film extracts to illustrate open and closed body language

Audio equipment

Learning outcomes

1 To recognise the range of people with whom learners communicate on a day-to-day basis (focus page)

2 To understand that how learners speak and the choice of words used will vary with purpose and the person being addressed (focus page, Tasks 1–3)

3 To encourage learners to recognise the need to adapt to audience (focus page, Task 3)

4 To identify the things that can affect interaction, for example relationships, attitudes, purpose and understanding (focus page, Task 3)

5 To recognise that body language and tone of voice can support or confuse the message (focus page, Task 2 (tone))

6 To understand what contributes to effective communication face to face and on the phone (focus page)

Introduction

- Ask learners to think about all the people they communicate with. This might include family, friends and colleagues at work, college and training. Ask, *Who did you speak to on your way here today?*
- Ask, *Would you speak to/communicate with all these people in the same way?* Encourage learners to give reasons for their answers. Prompt learners to think about how they adapt their language to different situations. Consider the use of formal and informal language.
- Give pairs of learners a situation (on a card) to role-play. Ensure the cards cover a range of people speaking and the purpose for speaking (e.g. two friends going clubbing, a vet and groom talking, people talking in a shop, an interview for a job). Give learners guidance (e.g. you are going out with a friend and she asks you if she can borrow your favourite top. You don't like lending your clothes, but you agree). Give them some time to prepare the role-play. Ask them to use language appropriate to each person. (Note: you will need to adjust the complexity of these role-play situations according to the skills and experience of your learners. ESOL learners in particular may need more structured support for this type of activity.)
- As each pair role-plays their situation, ask the other learners to make notes under the following headings: tone of voice, appropriate informal/formal language used, clear language, body language. You may want to focus on only one or two of these headings if this is more appropriate to learners' skills.
- Explore the differences between the situations in terms of the different headings to examine the impact of the reason for speaking. The point is to illustrate that we use different language, body language, tone, etc. according to who we are speaking to.
- If learners are new to the concept of body language, this may need to be explored and modelled in more detail. Use video recordings or film extracts to identify the range of body language used in different situations. Introduce

the terms 'open' and 'closed' and demonstrate these to learners.

- As a group, discuss learners' findings.

Focus page 43

- Discuss how Pete communicates with the various people in the cartoons – verbally and non-verbally.
  1. **His mother** – how could he improve his communication with his mother in terms of body language, attitude, response?
  2. **His younger sister** – contrast with mother.
  3. **The bus driver** – casual.
  4. **A friend at college** – informal language, slang, swearing?
  5. **A lecturer at college** – body language. If learners have had no input on body language, then you will need to look at this, using standard exercises and activities. An activity in which learners attempt to communicate with a colleague who deprives them of any body language feedback (e.g. no verbal confirmation, no eye contact, bored pose, etc.) will get the point across.
  6. **The boss** – formal language; contrast with informal language used with friends.
  7. **A customer** – politeness, open body language.
  8. **A supervisor** – technical vocabulary; contrast with customer.
  9. **Girlfriend on the telephone** – contrast face-to-face communication with speaking on the telephone. What verbal prompts are necessary?
- The pictures used here can be extracted from the Word version of these materials (or photocopied) and made into cards for sorting. This may a useful aid for learners who find the amount of information on the page confusing.
- Emphasise that communication is two-way. How should responses be made in different situations?
- Explain conversational, abbreviated and colloquial language used in the text to ESOL learners. Consider the question at the bottom of the page.

Curric. refs	Key Skills
SLlr/E3.4 SLlr/E3.6 SLc/E3.1 SLc/E3.2 SLc/E3.3 SLc/E3.4	N/A

Task 1 44

Match the situation with the language used
SLc/E3.1
SLc/E3.2
SLc/E3.3

- Explain the listen-and-match exercise.
- Make sure learners know that they record their answers by writing the audio numbers in the boxes provided.
- Play the audio clip through once for gist.
- Play each speech separately. This time learners should listen to what is being said. Who is likely to be the audience for this? (e.g. the owner, a vet, etc.)
- Encourage learners to mark their answers in pencil initially in case they change their mind later.
- Listen a third time for the tone of voice and language used. Ask, *Is this the kind of language you would use with a vet? A friend?*
- Learners can check their own answers at the end but also discuss them as a whole group. Replay the audio clips as confirmation of each correct answer.

If the learner has difficulty

- Some learners might need to listen more than once. Replay the clips or read from the scripts if necessary.
- Learners may find it hard to sustain concentration. Leave plenty of thinking time between clips.
- Learners may not be confident about picking out some of the language changes. Put them in pairs rather than working alone.
- You may need to explain some of the language.

Extension

- Learners could listen on separate headphones and work at their own speed.

- Learners could role-play this scenario.
- Learners could develop a bank of appropriate expressions (from role-play, work experience or the audio work) to use in different situations.
- Learners could develop a checklist showing good practice points for talking to different types of people at work (e.g. use of formal language, using professional terms, using technical language).

Task 2 45

Select the clearest response to an enquiry from a member of the public
SLc/E3.1
SLc/E3.2
SLc/E3.3

- Listen to each person in turn for gist (introducing them as person 1, person 2, etc.), then to assess performance against each of the points on the checklist. Play the clips again for learners to confirm their choices.
- You may need to tackle this as a group discussion. What are the good and bad things about each speech?

If the learner has difficulty

- Learners may need to assess each speech against each point on the checklist one at a time (e.g. is it easy to understand – yes or no?)
- Check any language difficulties (e.g. environmental care, statutory responsibilities).
- It may not be clear to all learners what is or is not polite and this may need some work. You may need to unpick why person 1, who is clearly well informed, is not giving a response that is appropriate to the needs of the customer. You may need to discuss customers' needs.

Extension

- Which words are inappropriate in the clips? How could they be reworded?
- Role-play further examples of good and bad communication, using work placement experience. How can you do it better?
- Use the checklist on the page to assess the performance of other learners.

Theme assessment

Give learners to role-play in pairs situations in which they have to speak to a range of people, showing that they can use tone of voice, appropriate and clear informal/formal language. A checklist can be used by a third learner to review performance.

Talking to people

Focus

43 Every day you talk to many different people. **What** you say and **how** you say it will depend on **who** you are talking to. This is a typical day for Pete.

1

2

3

4

5

6

7

8

9

How did people speak to Pete?

Talking to people

Task

Task 1

44

Listen to the groom talking to three different people. Decide which person she is talking to. Write the number of the audio beside each person.

Groom ☐

Vet ☐

Trainer ☐

Task 2

45

Listen to the three people speaking. Decide which one gives the clearest answer. Use the checklist to decide why your choice is the clearest.

Can you tell me whether you will collect my old sofa if I leave it out next week?

	Person 1	Person 2	Person 3
Uses language that is easy to understand			
Speaks politely			
Knows about the subject			
Speaks clearly			
Not too formal or informal			

PAGES 6:10–6:11

Units of measure

Understanding units of measure is fundamental to many work settings, including in many outdoor and practical settings. Learners will have had experience of measuring during school years but may need some revision once its importance in the workplace becomes clear. This theme looks at a range of units of measurement, all familiar in many work placements. The theme deals with the language of measuring. Many of the words are defined in the glossary, but it will be useful to expand on this with concrete examples. You could also use this theme with learners working in other settings. Imperial measures are discussed, as they are still used at least in some areas, including everyday speech. Ensure that learners are aware that metric measures are the standard in the workplace.

Materials

Examples of materials measured using different units of measurement, e.g. foods (weight, liquid measure), map (km)

Dictionary

Learning outcomes

1 To understand a range of metric measures and what they measure (focus page, Task 2)

2 To understand a range of Imperial measures and what they measure (focus page, Task 3)

3 To know abbreviations for measures (Task 1)

Introduction

- Ask learners how things are measured and what units are used. For instance, how would they measure the distance between two places? Aim to get a good range of large and small measures, metric and imperial, then ask learners to group them (e.g. units for measuring weight). Relate this to common everyday materials (e.g. 1 kg bag of sugar, 500 ml bottle of shampoo, etc.).
- Relate this to work placement experience. What units are used at work?
- If necessary, discuss the difference between metric and imperial. Point out that some imperial units are still in common use (miles, stone, pounds). Note that many imperial units are still used in the US. Emphasise that metric units are now the accepted worldwide norm and that the maths is easier with metric measure as it is based on units of 10, 100, 1000, etc. You might want to demonstrate this with, for example, millimetres, centimetres and metres. You could also look at weight in imperial measure (stones, pounds, ounces).
- Note that, at this level, it is not a requirement to know and understand imperial units nor to be able to do conversion between the two systems. In practice, there are few work placement settings where it is necessary to convert between metric and imperial systems (although acres are still used extensively in agricultural settings). At this level, an awareness of the two systems and the units of measure within each system is sufficient.
- Learners may benefit from pacing out some distances to get a better feel of what a kilometre is and comparing this with a mile – the more frequently used unit of measure for distance.

Focus page

- Discuss meaning of prefixes: kilo- (one thousand), milli- (one thousandth), centi- (one hundredth). This helps to group measures and understand their relationship. Look up some of these words in a dictionary, to see other words starting with the same prefix and what they have in common. Look at the measures on the focus page.
- Look at the root words (gram, metre, litres, watt). What do each of these measure? If necessary, use cards to link prefixes and root words.
- Discuss use of abbreviations (shortened versions of words) g = gram, m = metre, etc. Look briefly at how these abbreviations are formed. Are there any that could cause confusion? (e.g. mm/m, ml/l) Look at the

degrees symbol used for temperature (°) and discuss what this means.

- Look at the other measures on the page. What does each of these measure?
- Look at the metric measures only. How many millimetres in a centimetre? In a metre? Write up this information. Develop a chart showing common measures in the learners' work placement, together with the appropriate abbreviations.

Curric. refs	Key Skills
RW/E3.5 MSS1/E3.8 MSS1/E3.9	N/A

Task 1

Understand abbreviations for units of measure
Rw/E3.5

- Explain that the task involves matching abbreviations to units of measure. You may have discussed this earlier.
- Remind learners about the focus page, which will help.

If the learner has difficulty

- Encourage learners to look at all words beginning with, for instance, 'c', and then make the decision based on the second letter.
- Ensure that spellings are copied correctly. This will make a resource the learner can use as a memory aid later on. This could be developed into a useful chart, particularly if the learner sets it up using ICT.

Extension

Find the abbreviations for all the other units of measure used on the focus page. A good dictionary should have these. Encourage learners to use a dictionary to find this kind of information.

Task 2

Sort units of measure into categories
RW/E3.5
MSS1/E3.8
MSS1/E3.9

- Discuss each of the categories in the table. Ensure learners understand what is meant by each one (e.g. capacity). Note: definitions for these are in the glossary.
- Discuss strategies learners can use to complete the task (dictionary, glossary, Internet). Type 'define …' into Google and click on 'Web Definitions' for Internet definitions.

If the learner has difficulty

- Encourage learners to complete as much as they can from their own experience. They should then use a dictionary or glossary to find out or check others.
- If the learner has problems with the alphabetic skills needed to use the dictionary or glossary, spend a little time supporting this. A written version of the alphabet may help.
- Write the words for learners, to take away the burden of writing.
- Put the words onto cards or sticky notes for the learner to move around and sort physically.

Extension

Ask learners to suggest other tools used to measure the units shown on the table.

Task 3

Decide which measures are metric and which are imperial
Rw/E3.5
RW/E3.5
MSS1/E3.8
MSS1/E3.9

- You may want to omit this task if learners are very confused by metric and imperial. It is sometimes better to focus on the one system they use at work, which is likely to be metric. Alternatively, you may want to focus this task on just the metric units and not bother with the imperial units.
- Discuss what is meant by metric and imperial. This task could be done using existing knowledge, though it is also possible to do it by considering whether the measures are based on units of 10, 100, 1000, etc.
- Discuss strategies learners can use to complete the task (dictionary, glossary, Internet).

If the learner has difficulty

- If the learner needs support, try to extract as much as you can from their general knowledge of the units used in the measure – if they are based on 10, 100, 1000, they are likely to be metric. Do this by questioning: *What units are in a metre (the name for the smaller parts)? (centimetres) How many centimetres in a metre?*

(100. So this is a metric measure). Encourage learners to find confirmation of this in a dictionary. Note: they may well need support to do this.

- You may want to focus this task on just the metric units.

Extension

Learners can develop the information into a chart, showing: the units of measure (e.g. kg, g) and how they relate to each other (1000 g in a kg), their abbreviations and whether they are metric or imperial. You may prefer to limit this activity to metric measures.

Theme assessment

Ask learners to find examples from the workplace or home environment of something measured using each of these units of measure. They should be prepared to tell someone how the units relate to each other (e.g. 500 ml of juice is half the quantity of a 1-litre container of milk).

Units of measure

Focus

Many outdoor and practical tasks require measuring skills. Here are some measuring devices and units of measure you might come across.

centimetre

centilitre

kilometre

kilogram

millimetre

milligram

millilitre

metre

gram

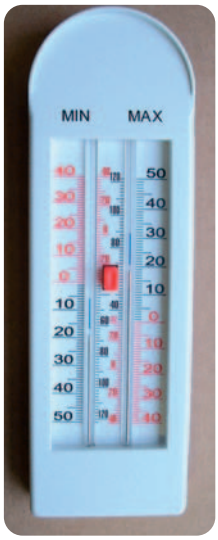
litre

pound

pint

mile

acre



degrees Celsius

tonne

hectare

gallon

degrees Fahrenheit

inch

yard

foot

Units of measure

Task

Task 1

Which units of measure have the following abbreviations?

1 °C _____
2 cm _____
3 °F _____
4 g _____
5 kg _____
6 km _____
7 l _____
8 m _____
9 ml _____
10 mm _____

Tip
Use the focus page to help with spellings.

Task 2

Sort the units of measure on the focus page into the table.

length	weight/mass
capacity	temperature
	area

Task 3

1 Circle the units of measure in the table above that are metric units.

2 Tick the units that are imperial units.

Rw/E3.5; MSS1/E3.8; MSS1/E3.9

PAGES 6:12–6:13

Metric measures

In practical outdoor settings, estimating skills will be used as often as accurate measurement. Being able to use everyday objects to judge distance, weight or capacity is a valuable skill and requires a good sense of size and proportion. In this theme learners look at strategies for estimating length and distance. It builds on work completed in the previous theme (Units of measurement) in which learners identified the range of units in the metric and imperial systems. Learners will require a lot of practice to be confident with these skills. Practical activities are the best way to achieve this.

The focus of the activities here is length, but it is anticipated that a similar model could then be applied to measurement of weight and capacity.

Materials

Range of objects that can be measured

Builders' tape measures of varying sizes

Pedometer if available

Learning outcomes

1 To understand that there are non-standard units of measure that can be used to estimate length (focus page, Task 1)

2 To relate measurement of length to everyday objects (focus page)

Introduction

- Recap on units used for measuring length. List these on the board/flipchart in order of size.
- Explain to learners that it is best to use metric units as these are now standard and are easier to calculate with. Explain that metric measures are all in 10s, 100s and 1000s. Numbers are recorded in decimal format like money so it is easy to use a calculator for adding, subtracting, etc. Demonstrate the difference between calculating with metric and with imperial to emphasise this point if necessary.
- Ask learners to think about the actual size of each unit. Which units would they use for measuring:
  - a football pitch
  - a room
  - the size of a fish tank
  - the length of a nail
  - the distance to the next town
  - the size of a drain pipe?
- Ask learners to estimate how far it is from their home to the centre. *How do they know this?*
- Ask learners to estimate the size of the room or the height of another learner. (Ask for estimates in metric measures only.) If they are unable to do this, ask the group to suggest ways in which they could estimate without using a tape measure or ruler. Guide them to the point that we can estimate by using our experience of other measures.

Focus page

- Look at the non-standard measures used on the focus page.
- Ask learners to suggest other items that measure about 1 mm, 1 cm, 1 m, 1 km.
- Discuss jobs where estimated measurements are used (e.g. planting distances, length of a strip of land, size of an animal, length of rope for a task). These are not measured accurately; estimated measurements are used instead.
- Ask learners to estimate the length, width, thickness of a range of items or distances. (Select things that are within the learners' experience and are relevant to it.) Say whether they are to estimate in mm, cm, m or km. Get everyone to participate by having a competition with 'closed bids'. Ask volunteers to stick their 'bids' on the board ranging from the smallest estimate to the largest estimate. Get another volunteer to measure the item and to judge whose estimate is closest.

Curric. refs	Key Skills
MSS1/E3.5	N/A

Task 1

Estimate and measure length
MSS1/E3.5

- Refer learners back to the activities used in the focus teaching.
- In this task they will need to first measure accurately and then use this measurement as a benchmark from which to estimate the sizes of other objects.
- Ensure learners have tapes and rulers that are consistent in format and check that they are able to use these.

If the learner has difficulty

- Identify the source of difficulty. This may be difficulty understanding different units of measure, with using tapes or rulers to measure accurately or it may be the concept of estimation. Some learners may also have difficulty adding estimated measures together.
- It is important to note that tapes and rulers are variable in the way information is shown. Many still show imperial measures. Some do not identify metre marks (i.e. they show from 0 to 100 cm and then start again) – the range of formats is confusing to many learners and it is worth selecting tapes and rulers that are consistent and also spending some time explaining how to use them.
- Some learners may experience difficulty owing to visual impairment or difficulty. This should be established as soon as possible.

Extension

Ask learners to suggest appropriate units to measure a football pitch, the height of a door, a nail, etc. (Select items that are within the learners' experience and relevant to it.)

Tasks 2–4

Estimate, measure and make simple calculations with units of length
MSS1/E3.5

- Explore situations in which learners may need to estimate areas of ground in their work (this may include leisure, horticulture, agriculture or animal-care settings or construction).
- Explain that knowing your stride length helps to make estimating a straightforward job and that it can also be quite accurate.
- Go through the task step by step.
- Learners should experiment with stride length. Whilst it is convenient if your stride is a round metre, it may be difficult for some to stretch their paces to this and to sustain it over greater distances.

If the learner has difficulty

These activities encourage learners to think within the metric system using 10s, 100s and 1000s. Learners may find it useful to relate things to money: 100 pence in £1; 100 cm in 1 metre.

Extension

- Ask learners to estimate 10 m on the ground without striding it out. They can then check their accuracy using strides. Do this a few times to develop skills of estimation. Repeat for 20 m, 100 m etc.
- If a pedometer is available, learners can take turns to record their steps and work out how many kilometres they cover in a day (or period of time).

Theme assessment

- Ask learners to sketch a plan of the room or an area which is known and accessible. Include a range of different-sized objects. Ask learners to estimate the lengths and sizes and write them in using pencil. Then ask them to use a tape in pairs to measure and confirm estimates.
- Learners who are able to can estimate and draw an area at their work placement or home.

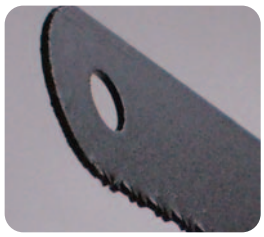
Metric measures

Focus

There are **four metric units** for measuring **length** that you might use when working outdoors. It is important to have a good idea of **how big** each one is.

smallest → largest

millimetre (mm) | centimetre (cm) | metre (m) | kilometre (km)



The **thickness** of a hacksaw blade is about **1 mm**.

The **width** of your finger nail is about **1 cm**.

The **length** of a stride is about **1 m**.

Two and a half times the **distance** of a running track is about **1 km**.

Estimate the size of these:

The **height** above ground of a lamp post

The **thickness** of a roof tile

The minimum **width** to build a path giving access to wheelchair users

Metric measures

Task

Task 1

1 Measure your own height in centimetres.
Use this to estimate the following:
   a the height of the ceiling
   b the height of the table.
2 Measure the span of your hand in millimetres.
Use this to estimate the following:
   a the width of a computer screen
   b the length of a folder.
3 Check your answers with a tape or ruler.

Task 2

Find out how many of your strides make 10 metres.

_____ strides = 10 metres

Method

- **Measure 10 metres** on the ground.
- **Count** the number of strides it takes to walk 10 metres.

Task 3

Work out how many of your strides make 100 metres.

_____ strides = 100 metres

Method

- **Multiply** your answer from Task 2 by **10** (10 × 10 metres = 100 metres).

Task 4

Work out how many of your strides make 1 kilometre.

_____ strides = 1 kilometre

Method

- **Multiply** your answer from Task 2 by **100** (100 × 10 metres = 1000 metres = 1 kilometre).

PAGES 6:14–6:15

Practical measuring

This follows on from the previous theme (Metric measures) and looks at converting measurements within the same system. This will be important for learners as they begin to do more calculations with measurement in their work settings. It is vital that learners understand the structure of the metric system and can then apply this to different situations. The activities are about length. A similar approach can be used to explore capacity and weight.

Materials

Tapes

Rulers

Calculators

Learning outcomes

1 To understand the relationship between different units of length (focus page, Task 1)

2 To convert measurements of length within the same system (focus page, Task 1)

Introduction

- Discuss that the metric system is all about 10s, 100s and 1000s. 10 mm = 1 cm. 100 cm = 1 m. 1000 mm = 1 m. Relate this to money, which is generally understood by everyone (100 pence = £1, 50 pence = £0.50. 150 pence is one pound fifty and is written as £1.50). This is a useful way to show how metric measures are recorded as decimals. Practise this as a group by giving measurements and asking learners to write them down.
- Discuss that in practical tasks you often need to convert between units, because measurements are taken in one unit but materials may be in another. Point out that many materials for practical construction tasks are given in millimetres, whereas tape measures usually label centimetres. Find examples of other construction/assembly tasks that are within and relevant to learners' experience.

Focus page

- Remind learners of the relationship between different units of measure. Discuss how to convert between millimetres and centimetres. Discuss quick methods and strategies that learners may have and check that they understand the concepts that underpin these strategies. Learners can explain strategies and methods they have to reinforce their own knowledge. (Note: Only include kilometres if this is relevant to learners. Few will need to convert measures to or from kilometres.)
- Work through the examples on the focus page, converting millimetres to centimetres together as a group. Complete a table together to show this. For example:

Millimetres	Centimetres	Metres
100 mm	10 cm	0.1 m
15 mm	0.15 cm	0.015 m
1500 mm	150 cm	1.5 m

Curric. refs	Key Skills
N1/L1.4 MSS1/L1.7	N1.1

Task 1

Read and convert measurements of length from a plan

N1/L1.4

MSS1/L1.7

- Remind learners of rule for converting millimetres to centimetres (divide by 10).
- Remind learners of the quick method for dividing by 10.

If the learner has difficulty

- There may be too much information on the plan for the learner to handle at once. Write each measurement on a separate card and present one at a time. Use a ruler or tape to show and check the conversion.

- If difficulties persist, present millimetre measurements that end in zero (10 mm, 20 mm, etc.) in sequence and practise dividing by 10. Repeat with millimetre measurements that end in a 5 (5 mm, 15 mm, 25 mm, etc.) presented in sequence and practise dividing by 10.
- Build on skills in small stages until the learner is confident.
- Bear in mind that dyslexic learners may have difficulty with large numbers, especially numbers with a lot of zeros.

Extension

Present the learners with additional problems related to the pergola. For example, the pergola is to be built over a path that is 5.5 metres long. How much of the path will not be covered? The path is 1 metre wide. Is the pergola wide enough?

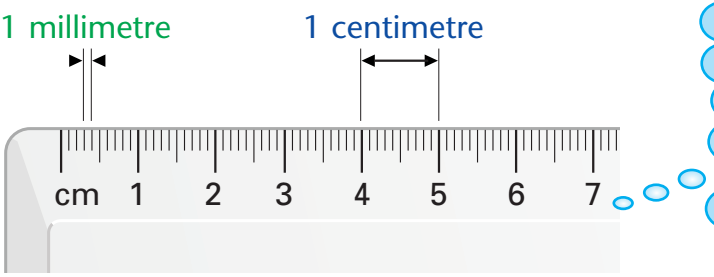
Theme assessment

Give learners a simple plan with a mixture of measurements. Ask them to convert all measurements to millimetres. The plan could be for a bird or bat box, a kennel, garden or fencing.

Practical measuring

Focus

Measurements for practical tasks are often given in **millimetres**. Most tape measures show measurements in **centimetres**. Being able to convert measurements is a very useful skill.



Try this

1 cm = _____ mm

2 cm = _____ mm

35 mm = _____ cm

1000 mm = _____ cm

Rules for converting mm to cm and cm to mm

If a measurement is given in **cm** and you want it in **mm**, **multiply by 10**.

Example: 15 cm = 15 × 10 = 150 mm

If a measurement is given in **mm** and you want it in **cm**, **divide by 10**.

Example: 125 mm = 125 ÷ 10 = 12.5 cm

*What is the **quick way** to multiply **by 10**?*
*What is the **quick way** to **divide by 10**?*

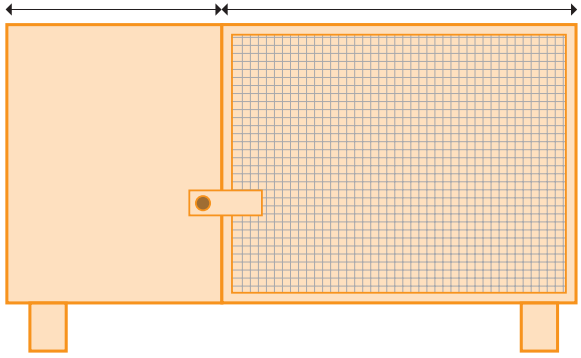
Try this

425 mm = _____ cm

700 mm = _____ cm

550 mm = _____ cm

95 mm = _____ cm



Remember!
10 mm = 1 cm

Practical measuring

Task

Task 1

Here is a plan for making a pergola.
Convert the measurements from **millimetres** to **centimetres**.

Remember!
10 mm = 1 cm

Pergola

Fig 1 – view from above

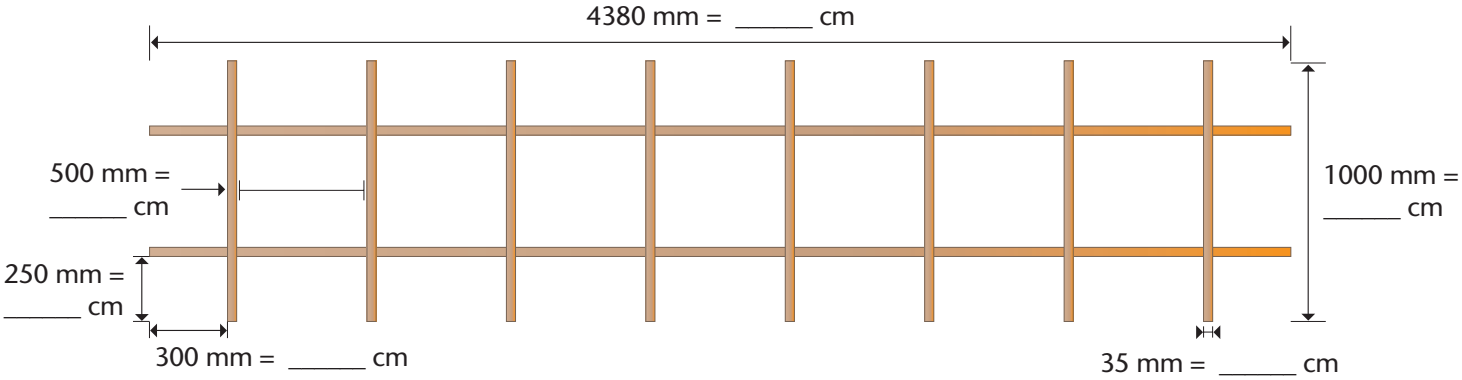
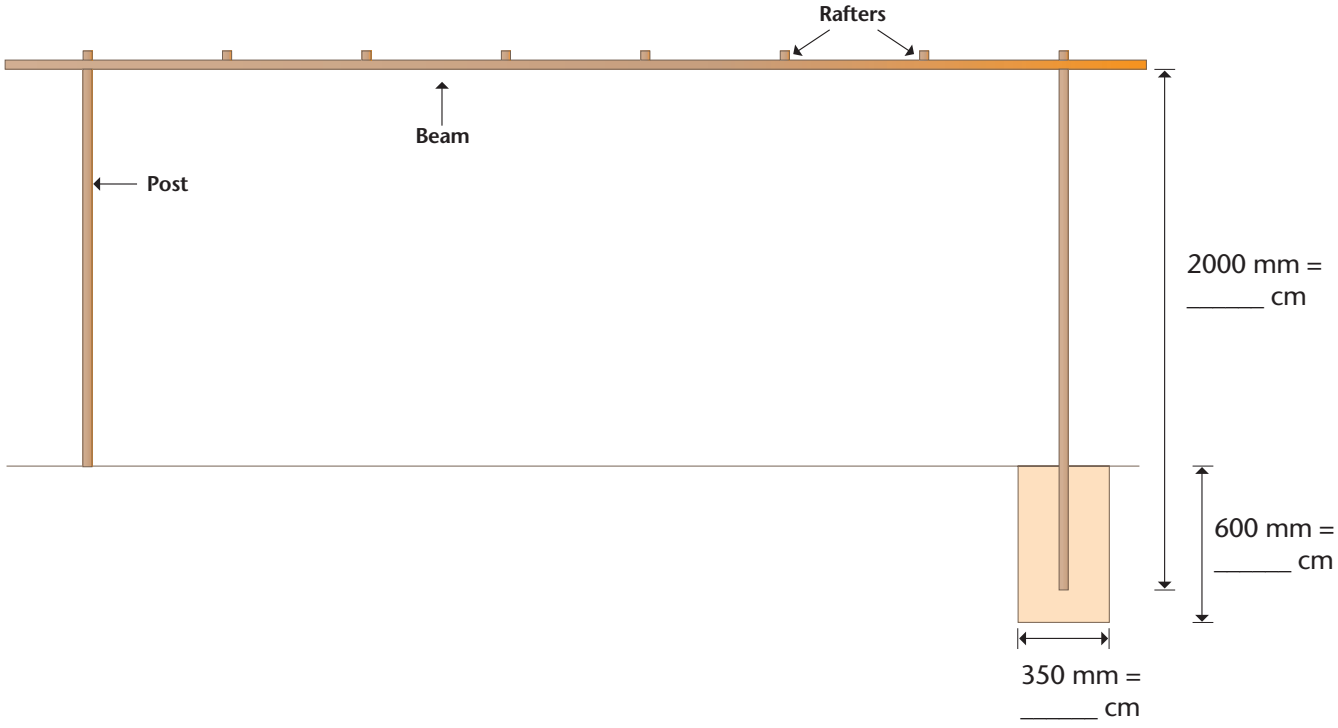


Fig 2 – view from side



PAGES 6:16–6:17

Using maps and plans

Outdoor workers will often come across plans of their sites. These may be street, site or garden plans. Layout or location plans can be quite complex. It is often assumed that learners can use these plans efficiently; however, learners can have difficulty translating the two-dimensional representations encountered on maps and plans into what they see on the ground. They may also have problems with the general concept of scale, or in orientating themselves with a plan, particularly when using positional vocabulary such as left, right, north, etc. Physically negotiating an area using a plan is the best way to understand how a plan works. It is anticipated the material presented here will be supported by practical work.

Materials

Plan of Bexley Nurseries from the Source material (0:58)

Further maps and plans (e.g. of the teaching room and other places relevant to learners' knowledge and/or experience)

Learning outcomes

1 To recognise that three-dimensional objects can be represented in two dimensions on paper (focus page, Tasks 1–3)

2 To use a plan to locate objects (focus page, Tasks 1–3)

3 To use a key to locate objects on a plan (focus page, Tasks1–3)

4 To understand positional and directional vocabulary (focus page, Tasks 1–3)

Introduction

- Discuss learners' experience of using location plans at work. How do they locate particular places or buildings at work? Is a location plan useful for this? Does it make it easier? Liken the location plan to a map, used to help people find their way about.
- Discuss any difficulties experienced with understanding location plans (e.g. use of keys).
- Explain the points of the compass, Get learners to give each other instructions to move using directional vocabulary (e.g. three steps east, two steps west etc), preferably in an open space outside.
- Use a plan of a nearby park or work area and ask learners to find their way around and to find information using the plan. A treasure hunt is a good way to practise this skill.
- If a plan has a key, explain its purpose and how to use it.
- Extend the activity by negotiating the area using positional vocabulary (e.g. left, right, straight on, in front, etc.) to guide learners to a particular point. This could be done using a blindfold in a safe area, though be aware that not all learners will want to participate in this kind of activity.
- Left–right or directional confusion may be a particular problem for learners with dyslexia. Think of ways to remember which is which (e.g. you write with your *right* hand and the other one is *left* over – for right-handers only!). Signal actions to reinforce the directional words.
- If no outdoor plan is available, use the classroom and negotiate tables, etc.

Focus page

- Discuss the plan on the page. Use question-and-answer techniques to ascertain from learners the location of particular features/directions using the key (e.g. *Where is the beech hedge? What is opposite the statue?*).
- Get learners to orientate themselves by asking questions such as, *If I have my back to the wall what is on my right? On which side of the garden is the gate – south, north, east or west?* This could be made into a quiz, devised by learners or the teacher.
- Explore learners' experience from the introductory activity and offer tips such as orientating the map. A mnemonic such as '**N**ever **E**at **S**hredded **W**heat' can assist learners to remember the location of points of the compass. (Learners must be aware that this only works in a clockwise direction.)

- This is a good opportunity to discuss issues such as south-facing and wind direction.

Curric. refs	Key Skills
MSS2/E2.3	N2.1
MSS2/L2.1	
HD1/E3.1	
SLlr/E3.2	

Task 1

Read and understand a plan
MSS2/L2.1
MSS2/E2.3
HD1/E3.1

- Before learners do the task you could try a similar exercise using the room plan and discussing the benefit of turning the plan around to match the direction that you are facing (orientating the map).
- Ensure that each learner has a plan of Bexley Nurseries from the Source material.
- Ask learners to look at Task 1 and draw their attention to the Tips.

If the learner has difficulty

- Read the instruction out to learners so that the burden of reading does not interfere with the task itself, which is to use the plan.
- Dyslexic learners may experience difficulties in the orientation and positional skills required for this task. Check they have a strategy for discriminating left from right. Check they can respond to positional instructions readily (e.g. turn right, pick the tray on your left, on my right, etc.). A model figure with left and right clearly marked may be helpful to move around the plan.
- Go through a room plan both physically and on paper. Encourage the learner to move around the room, turning the plan to match his/her direction.
- Provide a copy of the plan of the Bexley Nurseries for the learner to cut into sections – preferably into the grouped greenhouses. Does the learner understand the layout system well enough to be able to put it back together again?
- Taking one section of the plan at a time, ask the learner to imagine that he/she is standing in that section of the nursery. Turn the plan around several times and ask what is now in front, behind, to the left, to the right, etc. Repeat this for all the sections then ask the learner to place the cut-out sections on the complete plan. Can he/she see how it all comes together? Do the same task using the whole plan.

Extension

Provide another plan. Ask learners to set a quiz asking similar questions to Task 1.

Tasks 2 and 3

Read and understand a plan
MSS2/L2.1
MSS2/E2.3
HD1/E3.1

Remind learners that they can turn the plan as often as they like and draw attention to the Tip.

If the learner has difficulty

- Ensure that the learner can identify points X and Y and can point to the direction in which he/she is meant to be facing.
- Is the learner confident with left/right?
- If serious plan reading difficulties persist, additional support will be needed.

Extension

- Add in similar questions to the extension task set for Task 1.
- Ask learners to develop similar questions based on another plan.

Theme assessment

Ask learners to bring in plans of their various work placements. Select one or more and devise activities to reflect Tasks 1–3.

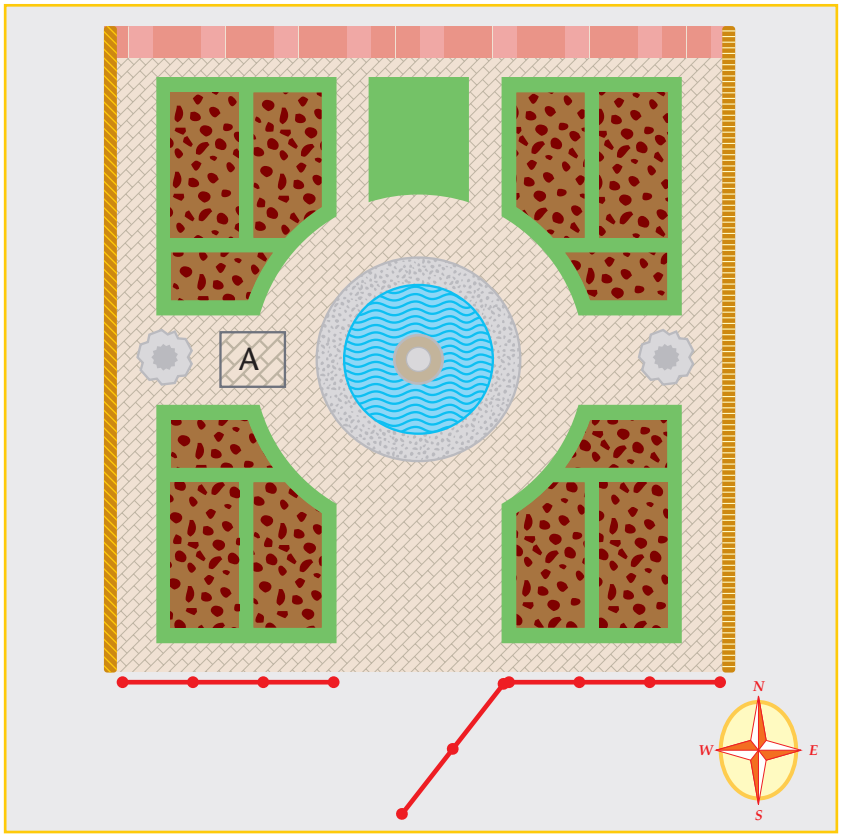
Using maps and plans

Focus

When you are working outdoors, it is important that you can find your way around. Being able to read maps and plans is essential to the job.

Maps and **plans** give you a 'bird's eye' view. It is like looking down from above.

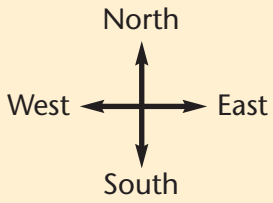
Plan of garden



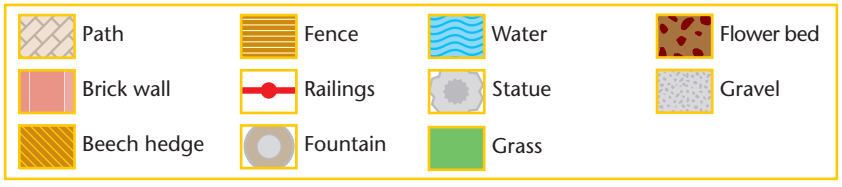
This is a **plan** of a garden. It shows you **what** is there and **where** everything is.

This sign tells you which direction is **north**. You can use it to work out other directions.

Remember!



Key



The **key** helps you to understand the plan.

It tells you what the **symbols** used on the plan mean.

Try this

If you are at **point A** facing **west**, what will be in front of you?

If you are at **point A** facing **east**, what will be in front of you?

Using maps and plans

Task

Use the Plan of Bexley Nurseries in the Source material to complete the following tasks.

Task 1

1 You are standing at point **X** looking towards the main driveway.

a Which greenhouse is on your left? _____

b Which greenhouse is on your right? _____

2 You are standing at point **Y** looking towards the main driveway.

a Which greenhouse is on your left? _____

b Which greenhouse is on your right? _____

Tips

- Turn the plan around to match the direction you are looking from.
- Follow the instructions on the plan with your finger.

Task 2

1 You are standing at point **X**.

You head east towards the main driveway and then turn right after greenhouse 11.

What is kept in the first store on your right?

_____

2 What is kept in the store that is west of the despatch shed?

_____

3 You are standing at point **Y**. You head south and walk past one greenhouse.

Then you turn west and continue walking.

Which building do you come to?

_____

Task 3

1 Go out of the main driveway and turn right.

Which town will you be heading for? _____

2 Is Bexley Nurseries located east or west of Bexley? _____

PAGES 6:18–6:19

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 focus page gives learners information on how safety signs are structured in terms of colour and shape according to the type of message they convey.

(Note that the use of coloured signs is essential here; black-and-white copies of the signs will need explaining in more detail and will be ultimately less helpful. Also people who are colour blind may have particular problems.)

Materials

Examples of workplace safety signs

Safety signs and symbols from the Source material (0:36)

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

Focus page

- Go through the meanings of the safety sign shapes and colours on the focus page.
- Ask learners to remember as many of these as they can.
- **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 what the general meaning of each sign is. 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 complete signs at the bottom of the page. Ask learners to think first about the meaning of the colour and/or shape. You could use the Cut and stick Safety signs and symbols from the Source material 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 meaning from the colour and shape and the meaning of the picture to make the full meaning of the sign.
- **Mixing and matching signs.** Use the Cut and stick Safety signs and symbols from the Source material for learners to cut out and stick different signs together. Encourage them to mix and match elements and discuss what message they have made. They can make correct signs or make up their own – serious or funny. The important point is that signs give messages by the shape, colour and picture or symbol.

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

Task 1

Match the 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 the Tip, which applies to both tasks.

- Get learners to match the ones they find easiest first. They can complete the task by a process of elimination.

If the learner has difficulty

- Learners may find this easier if the signs and meanings are cut out so they can physically mix and match them first.
- Get 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 may be useful here.)
- Act as scribe to write down the signs' meanings.
- Guide learners to consider the symbols next by asking *What can you see?*
- Ask any learners who are colour blind 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 placement. Learners can use a computer to do this. Make sure 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' and are 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 sign shapes and colour.

If the learner has difficulty

- Present the learner with just the shape and colour of the sign first (use 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.
- Go through the picture in each sign asking learners to tell you 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.
- Ask learners who are colour blind 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 the new sign would mean in each case. (Note that the symbols for signs 2 and 4 are the same.)

Theme assessment

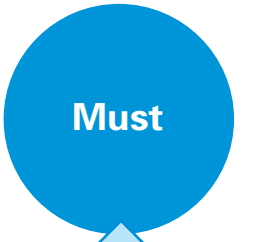
Ask learners to find examples of safety signs in their work placement and to make a table of what the safety signs mean and where in the work placement they can be found. Alternatively, learners could mark the locations on a plan of the work placement.

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.



A **blue circle** tells you that you **must** do something.

A **red circle** with a line through it tells you that you **must not** do something.

A **green rectangle** gives you information about **safe conditions**.

A **yellow triangle** warns you about a **danger**.

A **red square** is used to point out where **fire fighting equipment** is kept.

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

1

2

3

4

5

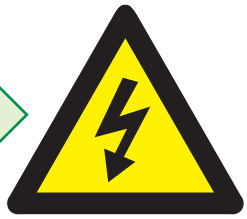
Work out what these five signs mean from:

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

Some signs use symbols rather than pictures, like this example.

The lightning symbol represents electricity.

What does this sign mean?



Safety matters (1)

Task

Task 1

Draw arrows to match the safety signs to the meanings.

Fire hose | Danger | Eye protection must be worn

1

2

3

4

5

First aid | No entry

Task 2

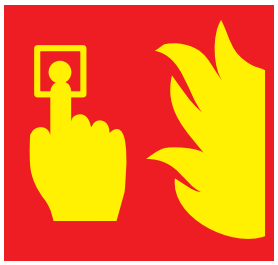
Work out the meanings of these safety signs.

1

2

Tip

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

3 

4

5

PAGES 6:20–6:21

Safety matters (2)

As well as verbal and visual instructions at work there will also be written instructions that must be followed. This second focus is about following fire safety instructions. This includes evacuation in the case of a fire and instructions for using safety equipment. This theme develops reading and 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 different types of fire information used at fire points, including signs and fire action notices

A large version of the fire action sign and the carbon dioxide fire extinguisher sign from the Source material

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 different types of fire, 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 particular circumstances of his/her place of work placement with regard to fire exits, fire procedures, etc. If any learners are hesitant with descriptions, suggest that they need to look carefully at their individual circumstances. Stress the need to know how to use fire extinguishers and which equipment to use for different types of fire.
- Explain that fire notices often use red and blue. Discuss the symbolism of red and blue as colours. What do they mean to you?
- **Visual memory exercise.** Give learners in pairs 1 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 or the colour or the words in bold for example 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 – red for danger, green for safety, blue for must do.

Focus page

- 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.
- Talk about the importance of colour in fire safety signs, particularly when it comes to fire extinguishers. Tell them that all new extinguishers are now 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.
- If possible, show learners a fire extinguisher that has pictures with the instructions. Point out the instructions section of the label to help them visualise it. Explain that some extinguisher labels have accompanying drawings to illustrate the instructions.
- Read through the instructions and points made on the focus page. Make sure learners understand the instructions and can read the capital letters.
- Discuss which small word has been left out of the instructions (the).
- As a group, rewrite the instructions in full, replacing some of the words with even simpler language. For example 'remove', 'aim', 'base'. (See task 3 for examples.)
- If possible, look at a carbon dioxide fire extinguisher and point out what is meant by the 'horn'.

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	Key Skills
Rt/E3.5 Rt/E3.8 Rt/E3.9 Rw/E3.2 Rw/E3.3	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, getting 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 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

- Get learners to highlight key words to look for in each scenario, for example cardboard, petrol, 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. cardboard boxes are paper, cloths are textiles, electric drill 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 meanings 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 workplace 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.

✓ do

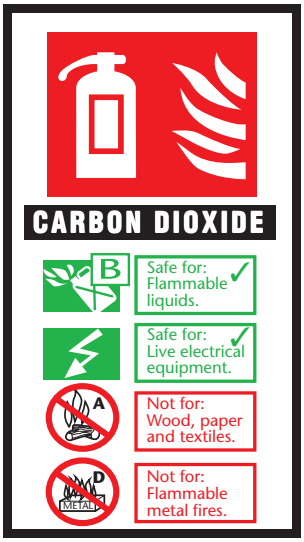
✗ do not

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.



✓ can

✗ must not

2KG 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.

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 in a waste paper bin? yes / no

2 a match dropped on a carpet? yes / no

3 a jammed photocopier? yes / no

4 a match dropped on a box of flammable cleaning fluid? yes / no

5 a cigarette burning through the cushion on a wooden chair? yes / no

Tip

Look carefully at what it 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 _____ the safety pin.

2 _____ nozzle at the bottom of the fire.

3 _____ the handle to ____ the water come out.

4 _____ of the handle to ____ the water coming out.

Tip

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

squeeze take out let go

stop make point

Read instructions on fire signs and equipment.

Check it

1 Look at the Job description on page 6:1. Which of these statements is false?

A The person taking this job is accountable to the Portering Services Manager.

B The job description is for a General Porter.

C One of the main duties is to collect clean linen and deliver it to the wards.

D One of the main duties is to deliver food trolleys to the wards. **Rt/E3.5**

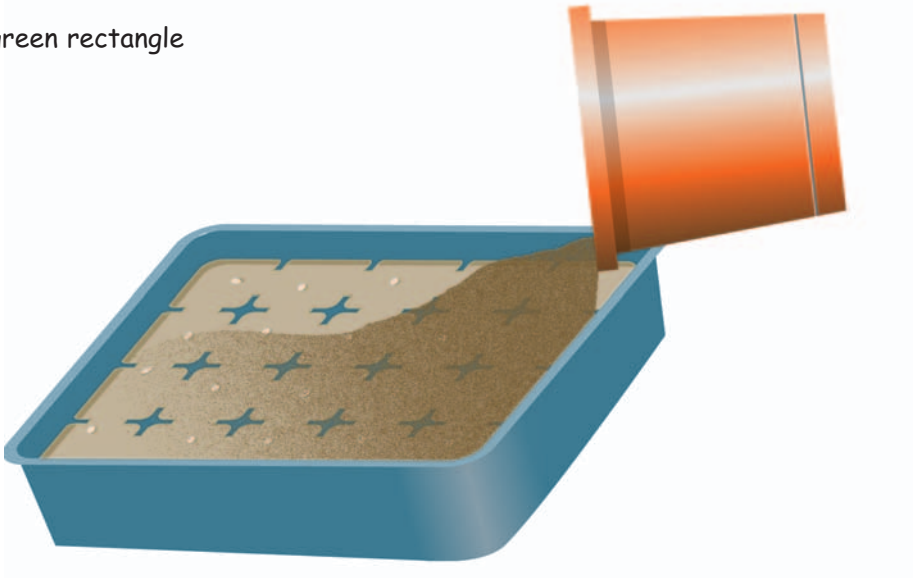
2 Which of these types of safety signs gives a warning?

A red circle

B yellow triangle

C blue circle

D green rectangle **Rw/E3.1**



3 Which of the instructions does this picture help to explain?

A Fill the seed tray or pot with compost.

B Water well and allow to drain.

C Sow the seeds evenly and cover with a layer of compost.

D Place a sheet of glass or polythene over the container to retain the moisture. **Rt/E3.9**

4 Look at the Boost® label on page 6:3. Which of these words appears most often in the potting instructions?

A Fill

B Pot

C Watering

D Plant **Rt/E3.7**

Before I forget, can you check the tools are all put away before you go home tonight. This afternoon there are some seedlings to transplant. Your main job this morning is to spray the weeds, but first can you pick up your spraying equipment from Gilda.

Jobs to do:
a Check tools are put away.
b Transplant seedlings.
c Spray the weeds.
d Pick up spraying equipment from Gilda.

5 What is the correct order to do these jobs in?

A b, c, a, d
B c, b, d, a
C d, c, b, a
D a, d, c, b

SLc/L1.4

I don't know much about plants. Is there such a thing as a blue rose?

6 Which of these would be the best response to this question from a customer?

A Roses are not naturally blue but it can be done. Some growers put a blue solution on white rosebuds to make them grow a blue colour.
B Actually delphinidin is not a pigment present naturally in roses, but it can be cultivated once introduced artificially.
C Sure, but it's all done with dyes you know. It's a right con!
D Well, I'm not really sure. I think it might be dye or something they use on it.

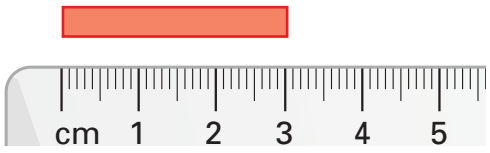
SLc/E3.2; SLc/E3.3

7 Which unit of measure has the abbreviation 'mm'?

A millimetre
B millilitre
C milligram
D metre

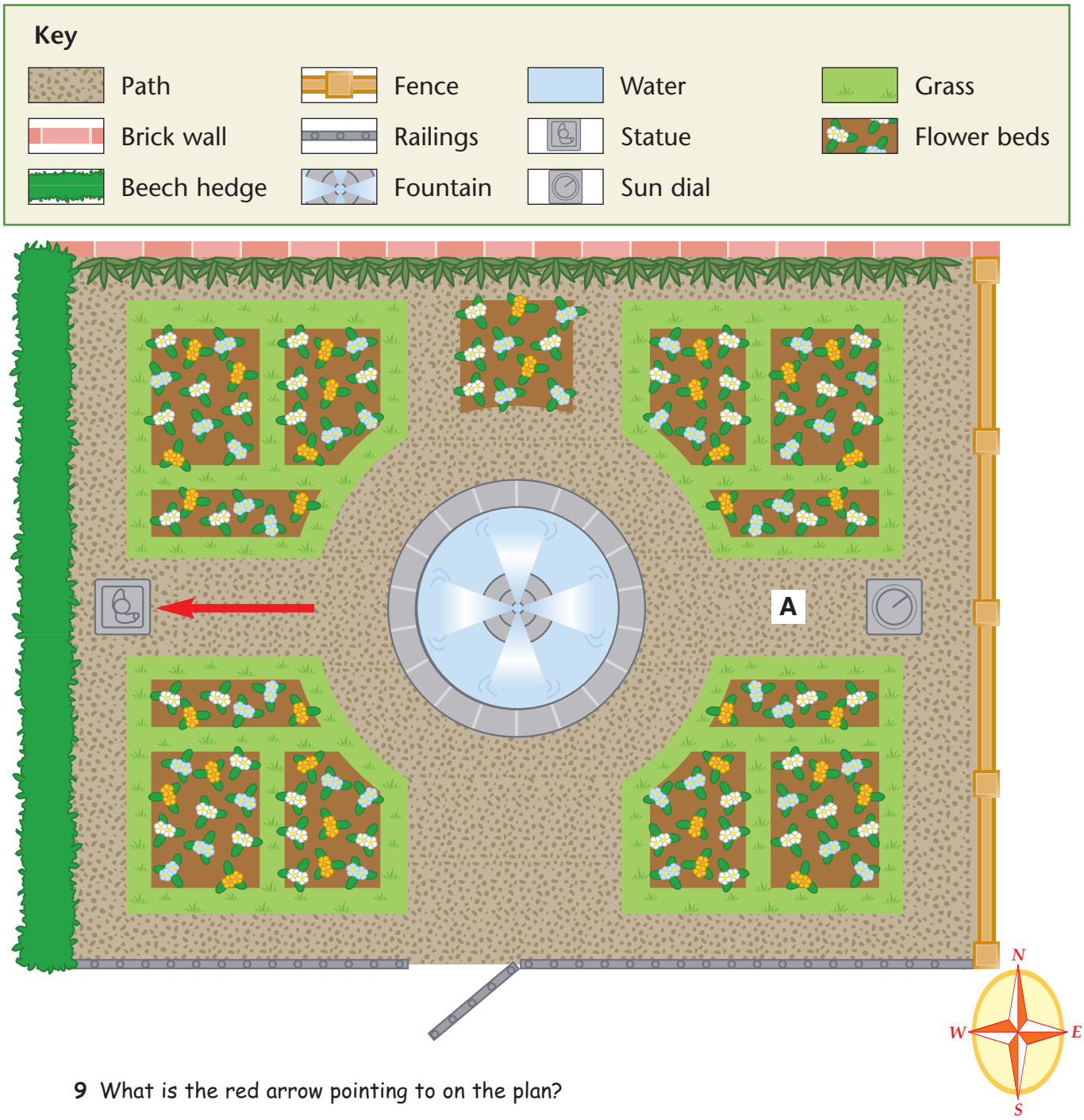
Rw/E3.5

8 How many millimetres long is the red object?



A 3
B 30
C 31
D 60

MSS1/L1.4; MSS1/L1.7



9 What is the red arrow pointing to on the plan?

A beech hedge

B fountain

C statue

D summer house

Rt/E3.9

10 If you are at point A on the plan, facing East, what will be in front of you?

A beech hedge

B fountain

C flower bed

D sun dial

MSS2/E2.3; MSS2/L2.1; HD1/E3.1

Audio

PAGE 6:5

Following spoken instructions

Focus page 39

Before I forget, at the end of the day, I want you to check the public paths are clear of weeds and litter. Work on planting the park beds this morning, but first can you help Steve with getting out the spring bulbs. This afternoon I want you to take the collected bulbs back to HQ.

40

Make sure you take planks to walk on, as the soil is still wet, and *don't* leave your tools around where they will be dangerous to the public. If soil or mud is spilt on the public paths, sweep it up straight way.

Task 1 41

Your main task today is to clean the kennels. Then you can help Janine with walking the dogs. You must put a muzzle on Butch. Don't take him out with Scottie. If you think he's in an aggressive mood, walk him on his own after the others. Oh, can you fetch me a cup of tea first.

Task 2 42

At the end of the day can you return your protective clothing to the office. Your main job this morning is to collect the green bags from the business areas. But no black bags, please. This afternoon you can help Mike with the public litter bins. Oh, first can you report to Steve so he knows you're here.

PAGE 6:8

Talking to people

Focus page 43

1 **Mother:** Morning. Are you off to college today?
Pete: Uh huh.

2 **Kim:** Bye, Pete.
Pete: Bye bye, Kim. Be good. Have a nice day. See you later.

3 **Pete:** Single to Anytown College, please, mate.

4 **Pete:** Go out last night?
Pete's friend: Yeh. Me and Kev had a right laugh in the pub. Them two girls was there again.

5 **College lecturer:** People read your body language when they are listening to what you have to say.

6 **Manager:** Welcome to your work experience at Town and Country Plant Centre. We'll get you working with the customers as soon as possible. I'll introduce you to Dave, who'll be your supervisor. He'll show you round.
Pete: Thank you.

7 **Customer:** Can you tell me if you have a Weeping Willow in stock?
Pete: Certainly madam. Would you like to follow me and I'll show you where they are?

8 **Pete:** I just sold the last Salix babylonica. Do I need to order another one?

9 **Pete (on phone to girlfriend):** I dunno about working in a garden centre. What d'you think? There's a lot to learn about plants. I sold one today though – and got its name right – so I must be doing something right!

Task 1 44

Audio 1: I have noticed that she is lame when we're warming up but she works out of it. She is wearing her toes more than her heels. I was wondering if it might be navicular disease.

Audio 2: She's a bit lame at the moment but there's nothing to worry about. Correct shoeing and trimming will cure it and keep her going for many years yet.

Audio 3: Look she's lame again this morning. What do you reckon is wrong?

Task 2 45

Audio 1
We offer the highest standards of environmental care and are committed to standards of waste disposal that exceed our statutory responsibilities.

Audio 2
You're the third person to ask me that today. Like I said to all the others … Yes. Not that it does my back any good.

Audio 3
No problem. Things such as old furniture can be removed free of charge, although fixtures and fittings such as kitchen units have a charge of up to £10 for three items. Just leave it outside and we'll deal with it. If you want more information ring customer services on 01234 567890.

Answers

PAGES 6:1–6:2

What do I do?

Focus page

The photographs, from left to right, show:
Chris, Supervisor
Suleiman, Manager
Sarah Jenkins, Hospital Director

Task 1

Show your completed job description to your teacher.

PAGES 6:3–6:4

Instructions

Task 1

1 Builders' sand

2 1000 kg

3 September 2004

4 **a** Keep bags level
b do – store under cover
don't – expose to sun and rain
c do – lift vertically
d do – always use safe handling system
don't – lift on a single loop

5 Show your pictures or diagrams to your teacher.

PAGES 6:5–6:7

Following spoken instructions

Task 1

1 clean, help, put, walk, fetch

2 Put a muzzle on Butch.

3 Take Butch out with Scottie.

4 Walk Butch on his own.

Task 2

1 Report to Steve.

2 Collect the green bags from the business areas.

3 Help Mike with the public litter bins.

4 Return protective clothing to the office.

PAGES 6:8–6:9

Talking to people

Task 1

Groom – Audio 3
Vet – Audio 1
Trainer – Audio 2

Task 2

The third audio clip is the best response as the person knows about the subject, uses language that is easy to understand and not too informal, speaks politely and clearly.

PAGES 6:10–6:11

Units of measurement

Task 1

1 degrees Celsius

2 centimetre

3 degrees Fahrenheit

4 gram

5 kilogram

6 kilometre

7 litre

8 metre

9 millilitre

10 millimetre

Tasks 2 and 3

length	**weight/mass**
kilometre (metric)	kilogram (metric)
centimetre (metric)	milligram (metric)
millimetre (metric)	gram (metric)
metre (metric)	tonne (metric)
mile (imperial)	pound (imperial)
foot (imperial)	
inch (imperial)	
yard (imperial)	
capacity	**temperature**
centilitre (metric)	degrees Celsius (metric)
millilitre (metric)	degrees Fahrenheit (imperial)
litre (metric)	**area**
gallon (imperial)	acre (imperial)
pint (imperial)	hectare (metric)

PAGES 6:12–6:13

Metric measures

Tasks 1–4

Show your answers to your teacher.

PAGES 6:14–6:15

Practical measuring

Focus page

Try this in thought-bubble

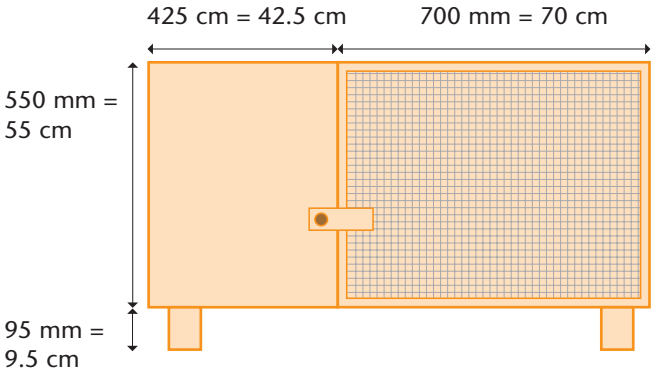
1 cm = 10 mm

2 cm = 20 mm

35 mm = 3.5 cm

1000 mm = 100 cm

Try this at bottom of page



Task 1
Fig 1

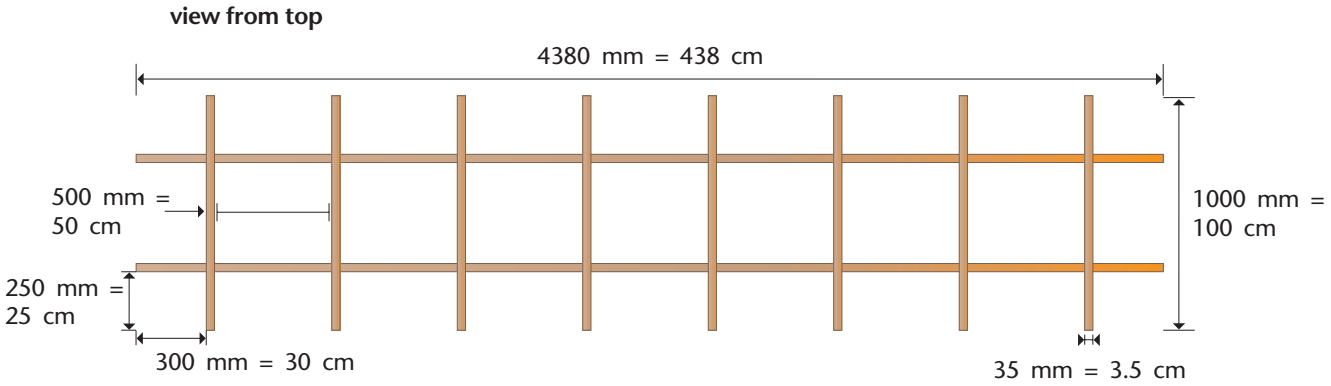
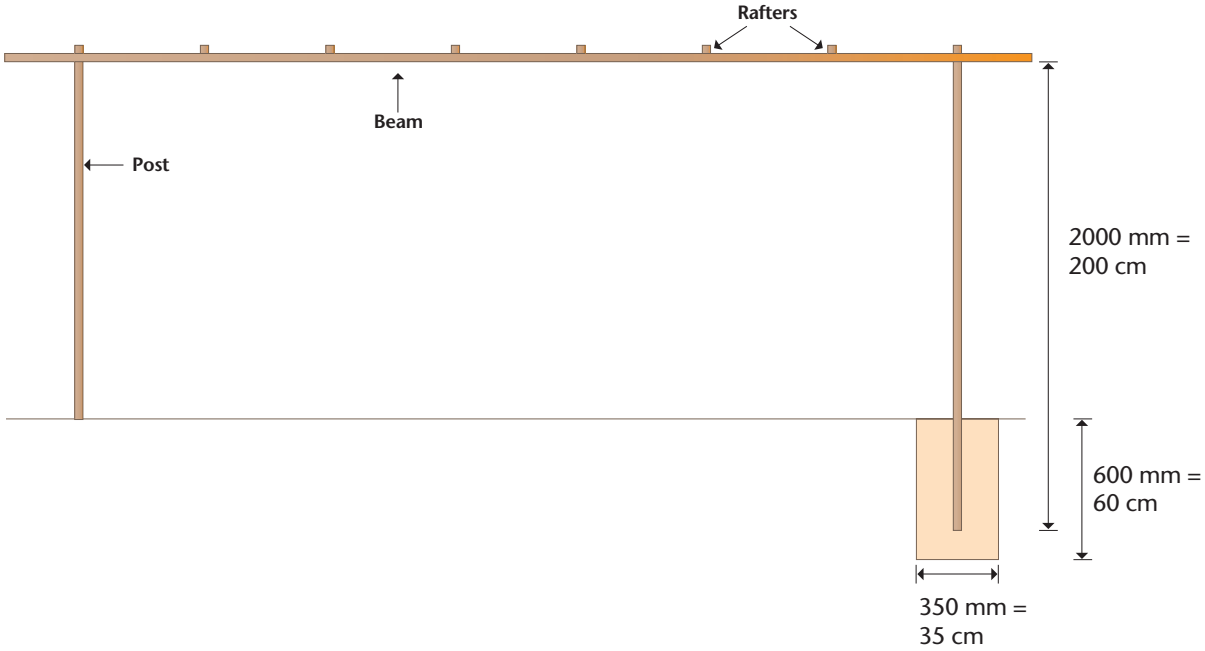


Fig 2 view from side



PAGES 6:16–6:17

Using maps and plans

Focus page

Try this

If you are at point A facing West, the statue will be in front of you.

If you are at point A facing East the fountain will be in front of you.

Task 1

1 **a** Greenhouse 19
b Greenhouse 12

2 **a** Greenhouse 1
b Greenhouse 9

Task 2

1 Bark chip store

2 Compost

3 Offices

Task 3

1 Bexley

2 east

PAGES 6:18–6:19

Safety matters (1)

Focus page

1 No smoking

2 Fire exit

3 Ear protection must be worn.

4 Danger – corrosive chemicals

5 Fire extinguishers are kept here.

Task 1

1 Danger

2 No entry

3 Eye protection must be worn.

4 Fire hose

5 First aid

Task 2

1 Safety helmets must be worn in this area.

2 Do not drink this water.

3 Fire alarm

4 Emergency eye wash

5 Warning – trip hazard

PAGES 6:20–6:21

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

5 yes

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.

Check it

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