

Source material

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What am I like?



I'm always on the move. Got things to do – places to go. If I stand still for more than 5 minutes I'm bored. I do stuff on impulse – sometimes it works, sometimes it gets me into trouble. I've got a bit of a mouth as well but I don't get physical. I've got asthma so I don't do sports – I live for my Playstation. People that impress me? Those rich blokes who were rubbish at school but made it anyway.



Some people think I'm a push-over cos I'm quiet but I know what I want and I'm really determined. I listen to other people but I make up my own mind and stick to it. I get upset if people rush me or hassle me. One step at a time, that's me. If I have a problem I look at it from all angles and ask people what they think before I make up my mind about it. I'm really good at maths – science and all that. I'll probably be an engineer, an inventor – who knows?



I'm cool – easy going. Nothing bothers me except people being cruel to each other and mistreating animals. I get on with just about everybody. That's what I want to do really – help other people. I'm a bit scatty though, always late, never organised – dead untidy. It's a bit of a nightmare really but I don't care. Oh and I hate being alone ...
Me – I'm a people person!



Sport's my thing – watching it, doing it, talking about it, love it! Always been good at physical things – always doing stuff. I really want to make it in sport. Mohammed Ali is my absolute hero of all time. School – it was OK – bit of a laugh really. I'm a practical person. Sitting around in an office would kill me. I reckon I'm pretty positive and like to be in control. I work things out properly and get the job done. Quite honestly I haven't got much time for moaners – that won't get the job done will it?

Making decisions quiz

We all have our own way of dealing with problems. What's yours?

1 The vacuum cleaner breaks down at home. Do you ...	
a Take it apart and see if you can fix it	
b Ask someone else to get it fixed	
c Think about it and try to find the manual, then try to fix it	
d Just let the place get dirty	

2 You have a big personal problem to work out. Do you prefer to ...	
a Think it through yourself	
b Talk about it to as many different people as you can	
c Do nothing and hope it will go away	
d Ask a close friend who you trust and then make up your mind	

3 You've been told to do a job at work that you hate because you always make mistakes. Your supervisor is dead scary. Do you ...	
a Come out with it and tell her you can't do it (or won't do it!)	
b Hope for the best and have a go anyway	
c Ask another workmate for help	
d Leave the job	

4 A team member is letting the side down. He is also your friend. What do you do?	
a Be dead straight and tell him he's rubbish, but talk to him and try to help him improve his game	
b Dump him from the team – no messing	
c Come up with a good but untrue reason for dumping him	
d Stick up for him and hope he gets better	

5 A supervisor at work tells you to do something which you think is unsafe. He insists that it will be OK. Do you ...	
a Keep quiet and be extra careful	
b Not do it and risk getting told off	
c Get angry and refuse to do it	
d Keep calm and explain why you can't do it	

Making decisions quiz

6 A really great offer comes up on a bike that you have wanted for ages. You could buy it now but you know you'll be struggling for months to pay it off. What do you do?	
a Buy it – live for today and deal with tomorrow when it comes	
b Do your sums and realise you can't afford it – feel miserable for a day but safe	
c Do your sums and work out ways that you can earn some extra cash	
d Talk to the guy and your dad about your problems with paying, and see if you can come to an arrangement	

7 Your mum looks dead tired. She's been overdoing it. You're pretty busy yourself. Do you ...	
a Bully other people in the family into giving her a hand	
b Take over some of the jobs and encourage her to go out for a break with her mates	
c Do nothing – she often moans about being tired	
d Try to persuade her not to do so much	

8 You meet a bloke/girl at a club – you really like him/her and arrange a date. All your mates think he/she is weird. Do you ...	
a Go out with him/her anyway	
b Not go out with him/her	
c Tell your friends you won't go out with him/her but go on the sly	
d Arrange to meet him/her at the club where there'll be friends around if it all goes pear-shaped	

Making decisions quiz – feedback

We all have our own way of dealing with problems. What's yours?

1 The vacuum cleaner breaks down at home. Do you ...	
a Take it apart and see if you can fix it	Shows you're a practical person, a doer. A bit impulsive – you could end up with a pile of bits!
b Ask someone else to get it fixed	This is also a practical solution if you can afford it.
c Think about it and try to find the manual, then try to fix it	This is a practical thinker's approach. A good solution if you can do it.
d Just let the place get dirty	Very laid back. This is definitely one way of dealing with it – does it actually deal with it, though?
2 You have a big personal problem to work out. Do you prefer to ...	
a Think it through yourself	Inward looking. You're clearly an independent thinker. This is good but you are missing out on a whole load of information that might be useful to you.
b Talk about it to as many different people as you can	You're probably a team player who values the opinions of others, which is good. Watch out for information overload!
c Do nothing and hope it will go away	This is not a solution!
d Ask a close friend who you trust and then make up your mind	This is a thoughtful approach and it's always a good idea to speak to someone, even if you don't like what they say.
3 You've been told to do a job at work that you hate because you always make mistakes. Your supervisor is dead scary. Do you ...	
a Come out with it and tell her you can't do it (or won't do it!)	This is straightforward and honest, but it depends how you do it. There are good ways and bad ways of dealing with this.
b Hope for the best and have a go anyway	This shows you're trying at least. But what happens if you make a mess of it?
c Ask another workmate for help	This seems like a good solution and might save you, but it might get your mate into trouble.
d Leave the job	This would be a bit impulsive. Stop and think of a better solution.
4 A team member is letting the side down. He is also your friend. What do you do?	
a Be dead straight and tell him he's rubbish, but talk to him and try to help him improve his game	This is a straightforward and honest approach. Helping him is good and if you're good mates it will be OK.
b Dump him from the team – no messing	This is a bit harsh! It may get the job done, but what about your mate?
c Come up with a good but untrue reason for dumping him	This shows you care about his feelings. Let's hope he doesn't find out.
d Stick up for him and hope he gets better	This shows you are a good mate but it might let the team down.

Making decisions quiz – feedback

5 A supervisor at work tells you to do something which you think is unsafe. He insists that it will be OK. Do you ...	
a Keep quiet and be extra careful	This is a bit risky. Whose fault will it be if something goes wrong?
b Not do it and risk getting told off	Not a good answer! You'll get into trouble and someone else may have to do something which is not safe.
c Get angry and refuse to do it	You're right to refuse to do it, but getting aggressive will not help.
d Keep calm and explain why you can't do it	This is a good answer. No-one should be asked to do something unsafe at work.
6 A really great offer comes up on a bike that you have wanted for ages. You could buy it now but you know you'll be struggling for months to pay it off. What do you do?	
a Buy it – live for today and deal with tomorrow when it comes	This is a risky approach and shows that you are an impulsive person. Let's hope you can get a job and pay for it.
b Do your sums and realise you can't afford it – feel miserable for a day but safe	You like to think things through. This may sound boring but you won't be the one with no money to go out!
c Do your sums and work out ways that you can earn some extra cash	There's usually more than one answer to everything. This a good practical way to get what you want.
d Talk to the guy and your dad about your problems with paying and see if you can come to an arrangement	This may work and shows that you are happy to talk to others about your problems. In the end, though, you still have to find the money for the bike.
7 Your mum looks dead tired. She's been overdoing it. You're pretty busy yourself. Do you ...	
a Bully other people in the family to give her a hand	Practical, if a bit selfish!
b Take over some of the jobs and let her go out for a break with her mates	Practical and caring! What a star!
c Do nothing. She often moans about being tired.	A tad on the selfish side, but hey – you're busy too!
d Try to persuade her not to do so much	Who are you kidding? This is no help at all!
8 You meet a bloke/girl at a club – you really like him/her and arrange a date. All your mates think he/she is weird. Do you ...	
a Go out with him/her anyway	Very independent. You think for yourself. But remember they are your friends and they may have a point!
b Not go out with him/her	You may always wonder about it.
c Tell your friends you won't go out with him/her but go on the sly	Why?
d Arrange to meet him/her at the club where there'll be friends around if it all goes pear-shaped	This is a practical solution that suits everyone.

Me as a learner – feedback sheet

V	L	H	O	□
Score:	Score:	Score:	Score:	Score:
V – visual This means that you like to learn in a visual way using graphics, videos, computer programs and demonstrations. You probably remember things in pictures as well. Your visual memory is powerful and it can help you remember spellings, people and where things are.	L – listener This means that you learn best by listening and talking things through. You enjoy discussions and group work. You may remember things by repeating them to yourself, and spell by sounding out words. You remember names and voices better than faces.	H – hands-on This means that you learn best by doing. You are a practical person and like to try things out, make things or move around when learning. You will remember things best if you have 'had a go' and actually experienced it.	This shows the ' big picture ' person. You are usually good at seeing alternatives and like new approaches and ideas. You like to know the purpose of learning things before you get involved. You have ideas and answers but can't always see the steps that will get you there. Detail is not your thing.	This shows the ' step-by-step ' thinker. You are good at organising work and may be a bit of a control freak. You have a great systematic approach to things, with good attention to detail. You like to have all the information before making decisions.
Learning strategies				
If you are strongly visual it will help to use pictures, colours, graphs and diagrams to record information. Try mind maps! You may be distracted by lots of clutter around you so keep your work station clear. Work on improving your listening skills and try to be a bit more 'hands-on'.	If you are a strong listener/speaker, it will help to talk things through with people or even repeat things back to yourself. Reading aloud will help things stick in your head. You may be distracted by noise or people chatting around you when you work. Work on improving your visual memory and try to be a bit more 'hands-on'.	If you are a strongly 'hands-on' learner you may find sitting still difficult. You need to find a strategy to deal with this. Walking about can sometimes help you to think, or even kicking a ball around or juggling. Try using sticky notes that you can move around if you are trying to solve problems. Work on improving your listening skills and your visual memory.	You are good at ideas and can often think of solutions to problems. You don't always see things through and may need help to keep on track. You will find pictures, colours and mind maps useful tools for learning and problem solving. Try working with people who have a structured approach – the step-by-step person – you'll make a good team.	Use your strengths for organising things and giving attention to detail. Lists will be good for you and you will benefit from setting small realistic targets. Try to see the big picture and listen to other people's points of view. Work with someone who is a 'big picture' person – between you, you'll make a brilliant team.
If you have ticked a mixture of all three it means that you are using a good range of learning strategies. This will help you to adapt to many situations and learning environments.			If you have ticked an equal number of these you are using your whole brain for learning and thinking. You will be able to work effectively because you have both creative ideas and the organisational skills to put them into practice.	

We are **all** a mixture of **all** these things. We would find it very hard to be just one or the other. It really helps to know about the way you learn now but this is only the starting point. The big challenge is to use this information, adapt your approaches to learning and use all your potential brain power.

Getting there

Setting key objectives and targets

Go through each of these steps to set some long-term targets for yourself.

Step 1: Long-term objective

Step 2: Set targets

Step 3: Mini-targets

Step 4: Set some time scales

Write next to each goal and target when you are going to get it done.

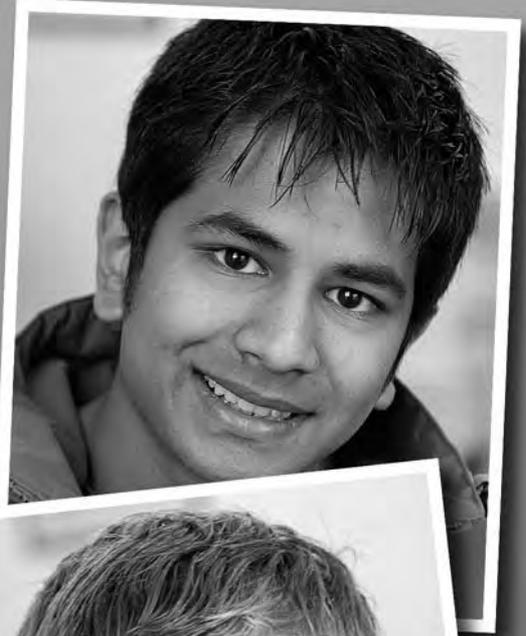
Ask yourself how you will know if you have achieved the target.

Step 5: Risk assessment

NEWS2U!

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Licensee fined for serving under-age drinkers

Man tells court he had no idea how old teen drinkers were.

The licensee of the Giant Oak, John Masters, 45, was fined £1000 plus costs today for serving alcohol to under-age drinkers. Video evidence was produced by the prosecution showing Mr Masters selling cider to a minor.

His solicitor said afterwards, 'It is hard to tell how old young people are these days and my client was taken in when they told him they were 18. He has learned the error of his ways. In future he will only serve drinks to youngsters who are able to show proof of identity.'

Should Mr Masters be caught again, he stands to lose his licence.

Demonstration takes place in GRIMTON



A demonstration took place today in the town of Grimton following the opening of a nightclub.

The demonstrators gathered along Main Street to await the arrival of nightclub owner Terry Sandford.

The crowd moved forwards as Mr Sandford's van came along the street.

Police asked people to move back behind the barriers along the pavement.

A member of the public who was watching the scene from her flat said, 'there seemed to be some sort of struggle going on'.

Man's court appearance after attack

Landmere Crown Court heard how 19-year-old local thug, Darin Dukakis, assaulted 18-year-old Mick Hanson outside the Jolly Fryer in Tetchford at around 10.30 pm on Saturday September 20th.

An argument started between the men over a spilt bag of chips. Hanson left the shop and Dukakis followed him, continuing the argument on the street.

Chip shop owner, Steve Hall, called the police when he heard a car window being smashed.

By the time the police arrived, Mr Hanson was lying on the floor covered in blood and Dukakis had fled.

Mr Hanson was taken to the Royal Infirmary with injuries to his hands and face. Police arrested Dukakis later the same evening. In court Dukakis, an unemployed builder, pleaded not guilty to the charge of wounding with intent. The case was dismissed due to lack of evidence.

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*Your house may be at risk if you do not keep up with your repayments

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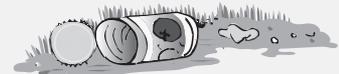
Filthy facts

- About 342 million pounds per year is spent on street cleaning and clearing litter in England.
- Cigarette ends, sweet wrappers and matchsticks are the most commonly found types of litter.
- There is an estimated 122 tonnes of cigarette butts, matchsticks and cigarette-related litter dropped every day in the UK.
- In the UK 20 million people chew more than 935 million packs of gum a year. Most of this is dropped or spat out on the street.
- Leaving litter is a criminal offence and either the police or the local authority can prosecute litter louts.
- You can be given a £50 on-the-spot litter fine.
- Litter fines can be as much as £2500.
- UK dogs produce 1000 tonnes of poo each day – much of this on the street.

FOR: I am always ashamed of our local streets with the amount of litter left lying around or thrown onto people's lawns. I think people who drop litter are selfish and fining them is the only way to stop them doing it.



AGAINST: If the truth be known, most of us would admit that we drop the odd piece of paper or chewing gum now and then. I think fining people is rather extreme. Also, there are a lot more important things that need to be sorted out in this world!





ASK FRAN

Dear Fran,

At the beginning of this year I thought I had plenty of money to spend so I bought everything I needed. I bought a lot of stuff by cash but I also used my credit cards right up to the limit. Trouble is I didn't think about my rent and stuff and now there are so many bills, I don't know who to pay first. On top of all that, I am now unemployed. I don't want to ask my parents for money because I'd feel like a failure. What should I do?

Worried (Exeter)

Dear Worried,

It is never too late to start dealing with your debts. Most creditors are pleased if you let them know what's happening because then they know where they stand and can come up with ways to help you pay off your debt to them.

So, the first thing to do is write a list of all the people you owe money to and send each one a letter telling them what's going on.

After that, think about which creditors are the most important ones to pay, such as your landlord and the companies that supply your gas and electricity. Make a plan of how much you can afford to pay them back each week. Don't worry if it's only a small amount – at least it shows you're trying! Send them another letter offering to pay this amount back until you get back on your feet again.

You can get some useful advice about how to deal with debt from The Citizens Advice Bureau in person or on www.adviceguide.org.uk or you could also try www.moneymatterstome.co.uk.

Good luck!

ASK THE READER

Do you have any advice for these people?

Write to: Ask the Reader, c/o News2U, Print Street, Anytown or email askthereader@news2u.co.uk.

Dear Fran,

I am 19 years old. My boss only pays me £2.50 an hour but he says cash in hand is better than paying all my wages to the taxman. What do you think?

Gemma, Leicester

Dear Fran,

My girlfriend and I love each other very much. We want to get married as soon as possible but her dad says we can't until she's 18 at least. That's not until 3 years' time! We've had so many rows with them but he won't change his mind. This is making us both very unhappy. What should we do?

Frustrated, Cardiff

Dear Fran,

I am 16 years old. My mum and dad say I can't have a tattoo but Carlo in the tattoo shop says he'll do one for me. What should I do?

James, Nottingham

Dear Fran,

I bought a new dress to wear to my friend's 18th. When I put it on to go out I noticed there was a big rip in the back seam. I couldn't wear it, it looked awful. It ruined the evening. The shop says I paid for it so there's nothing they can do about it now. Is that right?

Kylie, Stirling

FAST TRACK BANK

We want you to get your finances right on track

If you are under 21 we will give you:

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*Current rate of interest is 3.75% gross
Proof of age is required when opening this account

Alarming rise in car thefts leads to calls for buyers to beware

From our motoring correspondent

Police report that there has been a steep rise in car thefts, both nationally and locally over the past few months. 1679 cars were reported stolen in the Anytown area in March alone. Many of them are thought to be stolen to order. Police are investigating a trade in four wheel drive vehicles thought to be exported to European destinations. Meanwhile buyers are asked to be aware of the following when answering adverts for cars that are for sale privately.

Beware of:

- Mobile phone numbers in advertisements. They are hard to trace.
- Advertisements that give a time to call. It might be the number of a phone box.

Make sure that:

- The vendor is familiar with the controls of the car.
- You see the car at the vendor's house, not in a public place.
- There is a valid Registration Document (V5) for the car.
- The 17 character Vehicle Identification Number on the engine plate in the engine compartment matches the number on the V5 Registration Document.
- The VIN plate has not been tampered with.
- All the locks match and there is no sign of any damage to them.

NEVER PAY CASH.

You can get information about the car from the DVLA Vehicle Check Service.

Remember, if you buy a car that is later found to be stolen, you will lose both the car and the money you paid for it.

If you are in any doubt about a car – don't buy it.



TEST YOUR KNOWLEDGE

This week the quiz is about driving. How well will you do?

1. Before you can drive a car you need to be:

- a) 16 b) 17 c) 18

2. To accompany a learner driver you must be:

- a) 18 b) 21 c) 25

3. A provisional licence to drive a car is valid:

- a) for ever b) until you are 70 c) for 2 years.

4. A full driving licence is valid:

- a) for ever b) until you are 70 c) for 2 years.

5. Before you can take a driving test you must:

- a) have driving lessons
b) pass a driving theory test
c) have a provisional licence.

1. b)	2. b)	3. b)	4. b)	5. b) and c)
ANSWERS				

GOOD HEALTH 2U!

YOU ARE WHAT YOU EAT

How often do you think about what the food contains that you are putting in your mouth? Check it out:

ENERGY

Important to keep us going. The amount of energy that food gives is measured in calories (kcal) or joules (KJ). If you eat a lot of high calorie food without exercising rigorously, you will put on weight.

CARBOHYDRATE

Provides energy and refers mainly to sugars and starch. Labels usually tell you how much of the total carbohydrate is sugars. The remainder is mostly starch. Look for food with a higher starch content than sugar content. Avoid eating too much food with added sugar.

PROTEIN

Important for the growth and repair of the body.

FATS

There are different sorts of fats. Saturated fat is the least healthy as it may raise cholesterol levels, which can cause heart disease.

Mono-saturated and polyunsaturated fats are healthier, although it is better not to have too much fat in the diet.

FIBRE

Fibre is not a nutrient in itself but fibre is important for helping the digestive system and keeping you regular! It can stop problems occurring such as constipation, piles and bowel problems.

SODIUM

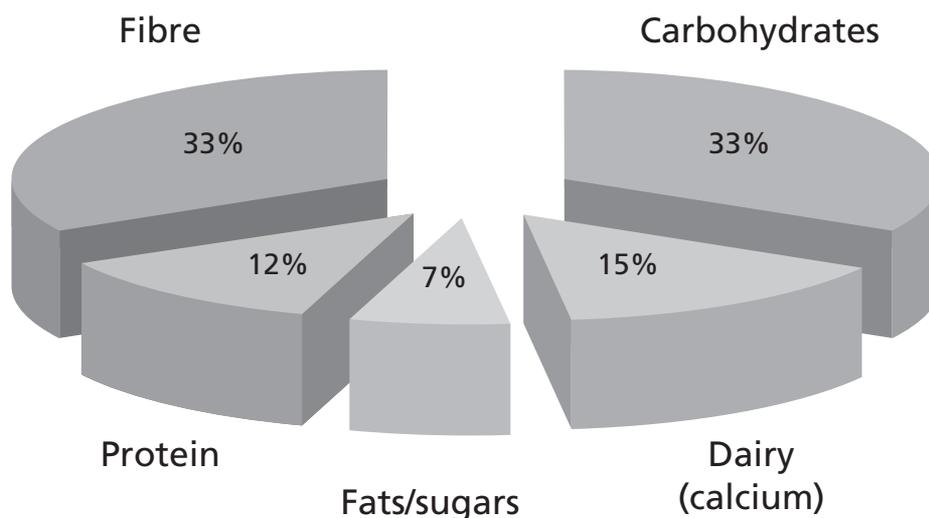
Most sodium in food is from salt. Sodium can cause high blood pressure so it is better to cut down on the amount of sodium. Look for foods that do not have a lot of sodium in them.

CALCIUM

Calcium is good for bones and teeth. Some dairy products such as milk and yoghurt are rich in calcium whereas butter and cream have more fat than calcium.

Healthy Food Balance

Recommended intake



Nutritionist Aisha Hassan answers your questions

Q

I love chocolate but I hate spots. Is it true that it causes spots?

Peter McHeath, Edinburgh

A

There is no clear evidence that spots are caused by the food you eat. However, my advice is that if you find you break out in spots after eating chocolate, it is probably better to avoid it just in case.

Q

I seem to suffer now and then with constipation. What sort of food would help me?

Name and address supplied

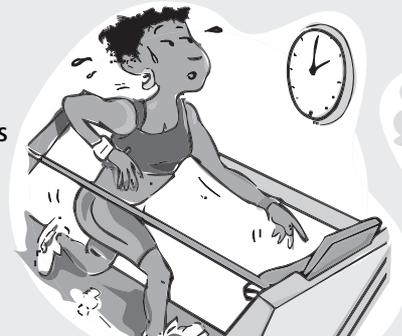
A

You need food that is rich in fibre, such as fruit and vegetables, wholemeal bread, baked or kidney beans and high fibre cereals.

FITNESS QUIZ

How fit are you? Answer these 4 questions to find out.

- Which of the following activities would be the most effective for building stamina and improving co-ordination?
 - Running for 15 kilometres every day.
 - Watching football on the television once a week.
 - Playing squash.
 - Cycling to work every day.
- Playing darts is a good way of improving your stamina.
True False
- To be a good footballer you need to have
 - a stupid haircut
 - good stamina, strength and co-ordination
 - a fast car
 - good co-ordination
- Exercising won't make any difference unless you do it for at least 2 hours at a time.
True False

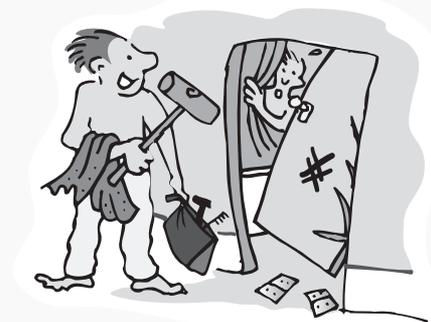


ANSWERS: 1 c) playing squash 2 False 3 b) good stamina, strength and co-ordination 4 False

FLAT SHARING — Can you live with it?

Are **YOU** a perfect flatmate? Try our fun quiz and find out!

- 1 Your flatmate has been in the bathroom for an hour and you need to get in there. Do you:**
 - a) Knock gently on the door and ask how much longer your flatmate will be.
 - b) Knock loudly on the door until your flatmate comes out.
 - c) Knock the door down.
- 2 You have left a pile of washing up by the sink and your flatmate asks when you are going to do it. Do you:**
 - a) Say that you were just about to start and then actually do it.
 - b) Say that you were just about to start but then watch TV instead.
 - c) Say you will do it when England win the world cup for snorkelling.
- 3 Your flatmate's new girlfriend is coming round for a romantic evening. Do you:**
 - a) Offer to make yourself scarce for the evening.
 - b) Leave notes all round the house for his girlfriend to find saying things like 'My pet python's escaped. Keep an eye out for him.'
 - c) Stay in and do the 'flatmate from hell' routine. After all – why should he have all the fun?
- 4 You have arranged a surprise birthday party for your flatmate but she gets the flu and has to stay in bed. Do you:**
 - a) Cancel the party until your flatmate is better.
 - b) Tell your shivering, sweating flatmate not to be such a wimp – it's only a cold.
 - c) Tell people to come anyway – after all, there's no point in wasting a party.
- 5 Your aunt is worried that you are not eating properly and sends you a hamper of food. Do you:**
 - a) Share it with your flatmate.
 - b) Give your flatmate the jar of olives.
 - c) Hide it in your room and deny it ever arrived.
- 6 Your flatmate has arranged a party but you want a quiet night watching TV. Do you:**
 - a) Go somewhere else so that you can watch the TV without spoiling the party.
 - b) Stay in and put the TV on loud. Ignore everyone.
 - c) Ring everyone and say it has had to be cancelled as your flatmate has developed a very catching disease.



Scoring: a = 0 b = 1 c = 2

Here is the expert's advice:

- | | |
|-------|--|
| 0 | You are 100% perfect flatmate. Live wherever and with whoever you choose. |
| 1–3 | You're a fairly good flatmate but you occasionally make bad decisions. Share with at least 2 people. |
| 4–6 | You're not ready to share a flat yet. Try living with a pet instead. |
| 7–10 | You're a long way from being the perfect flatmate. Consider a beach hut in Skegness. |
| 11–12 | Do everyone a favour and live on your own! |

VEHICLES FOR SALE

1990 BEDFORD ASTRA

Max van, 6 mths MOT
£150 011234 123456

FORD ESCORT

M reg. 10 mths MOT. Tax til next year.
Nice clean car.
£480 ono 011234 234567

VW POLO

1994 59,000 miles, Fsh, Vgc, Tax and Mot,
Metallic blue
£850 ono 011234 345678

VAUXHALL CORSA

Silver, 1.4, S Reg, 42K miles, Cd player, alarm,
Alloys, Air-con Tax & Mot, VGC
£2800 011234 456789 between 5 and 6 weekdays.

HONDA CIVIC

Red, Good runner
£1295 077914 334295

V reg FIESTA ZETEC

5dr, A/C
£3,495 or £15.05 per week. 011234 567890

98 (R) LANDROVER DISCOVERY

2.5 Tdi, Rioja red, 3 owners, history, freestyle
alloys, 7 seats
£7895 011234 678901

HELPLINES

SHELTER

A national organisation that works to improve
the lives of homeless and badly housed people.

www.shelter.org.uk

NEED HOUSING ADVICE?

Contact the Council's Housing Advice Office or
Youth Services at the Council.

CITIZENS ADVICE BUREAU

Offers free, confidential and impartial advice on a
range of issues including housing.

www.adviceguide.org.uk

ACCOMMODATION

HOUSE SHARE near centre Anytown, own room
with key, well equipped.
011234 678901

FLAT SHARE, Anytown, £250 per month, excluding
telephone.
011234 789012

ONE BEDROOM FLAT, outskirts Anytown,
furnished, refs required. No DSS or pets, £300 pcm.
011234 890123

NON SMOKER to share with one other. Own room.
£375 pcm including bills. 011234 901234

ANYTOWN Two bed unfurnished house, employed
only, no smokers, £365 pcm (deposit)
011234 012345

ROOMS TO LET in beautiful country house near
Anytown.
011234 123456

ONE BEDROOM APT. carpets, curtains, cooker,
fridge, freezer, washing machine, no pets, wage
earner only, £350 pcm 011234 456789

FLAT TO LET central heating, fitted kitchen,
Anytown area 10 mins from shops and public
transport.
Telephone 011234 567890

MODERN 3 bed dtchd, ch, dg, gdn, gge, £550 pcm
011234 234567

COTTAGE Rural location, three bedrooms, near
Anytown
Tel. 011234 345678

STATIC CARAVAN 4-6 berth. Local site. Electricity
and water connected TV, kit, bath.
011234 9876543

Personnel Assistant

Our Eastleigh-based client is
looking for a reliable person
with a bright and bubbly character
and excellent computer skills.
£12K pa. Prospects for career
progress in a large organisation.

Call **Tori Smith** at Extra Staff
01640 648 210

CLEANERS

Required for part-time am and pm. Also
full-time janitors. Good rates. Must be 18+.
Local interviews. Telephone **01967 651264**
Quoting reference: **GJ6734**

YOUNG ENERGETIC

Person for deliveries/charity bag drops.
Clean driving licence required.
Telephone **01341 233144**. Ask for **Sheila**.

If you can set the timer
on your video, you could
be a full- or part-time
assistant
here at our store.

Call **01346 844721**
Em's Electrics

WINDOW FABRICATORS

8am-4.30pm, £4.50 per
hour to start. Aluminium
or UPVC experience.

Tel **01751 241054**
(Agency)

Production Operatives

£4.80-£6.50 per hour
(after successful trial period).
Permanent position if suitable.
• Full training given
• Three shift system
Transport from town centre available.
Call **01511 300542** (Agv)

J ARCHER DAIRIES

Require a MILK ROUND SALES PERSON
at our Green Heath Depot. A secure job with
good basic pay. The job is an outdoor one with
early starts and early finishes, including work at
weekends. Good bookkeeping skills and a clean
driving licence essential. Please ring **Mr Archer**
to arrange an interview on **01664 314001**

WORKING to the MAX

Measuring your pulse before, during and after you exercise will let you see just how hard your body is working and how quickly your body recovers. The quicker the recovery time, the fitter you are.

Taking your pulse.

1. Feel at the base of your thumb on the inside of your wrist.
2. Press gently with the fingers of your other hand.
3. Count how many beats you feel in 10 seconds.

Multiply this by 6 to find out your heart rate per minute.

When you exercise, your **maximum** heart rate should be approximately 220 minus your age for a man or 226 minus your age for a woman.

You should aim to exercise at **75%** of your **maximum** heart rate. However don't do too much at first. If you are new to exercise, aim to exercise at **50%** of your **maximum** heart rate.



Ready to get fit?

What is your pulse in beats per minute?

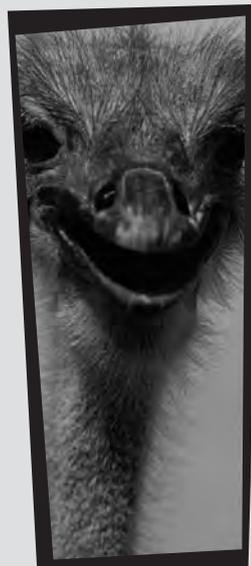
What is your maximum heart rate?

What is 50% of your maximum heart rate?



Enter our fun caption competition and win a great prize!

It's simple – just write an amusing caption for this picture and fill in the entry form below.



Last week's £100 first prize went to D. Patel with the caption '*Apart from the embarrassment of being late for his date, Dave wished that he hadn't also run into that electric fence.*'

2 runner-up prizes of £50 go to P. Matthews for '*The deodorant advert never mentioned any side effects*' and N. Lane for '*Margaret knew that the electrical perm she'd just had suited her down to the ground.*'

News2U caption competition No.292

Title: Mr/Mrs/Miss/Ms/Other (delete as applicable)

Surname: _____

Forenames: _____

Home address: _____

_____ **Postcode:** _____

Tel no (inc STD): _____

Email address: _____

Caption (no more than 20 words): _____

Tick here if you do not wish to receive promotional material

Terms and conditions: Entrants must be 18 and over. The judge's decision is final. Relatives of employees of the News2U group are not eligible to enter.

Ready-meal label

INGREDIENTS

Cooked pasta, tomato, British beef (15%), water, onion, milk, red wine, medium hard fat cheese, whipping cream, mushroom, carrot, vegetable oil, modified maize starch, flavouring (with yeast extract), celery, cheddar cheese, basil, parsley, chicken stock, sugar, malt extract, black pepper, nutmeg.

NUTRITION (per serving)

Energy	2955 KJ (705 kcal)	Of which saturates	14.0g
Protein	35.0g	Mono-unsaturates	14.5g
Carbohydrate	67.0g	Polyunsaturates	2.0g
Of which sugars	7.0g	Fibre	2.5g
Fat	33.0g	Sodium	2.1g

This pack contains 2 servings.

Allergy advice

Contains milk, wheat, gluten, yeast

Storage

Keep refrigerated

Use by: 07 SEP

Freezing guidelines

Freeze on day of purchase.

To oven cook (not from frozen)

Remove outer packaging and film lid.

Place on a baking tray in the centre of a pre-heated oven (190°C/375°F/Gas mark 5) for 25–30 minutes.

To oven cook from frozen:

Follow conventional oven instructions above, adjusting heating times to 40–45 minutes.

To microwave:

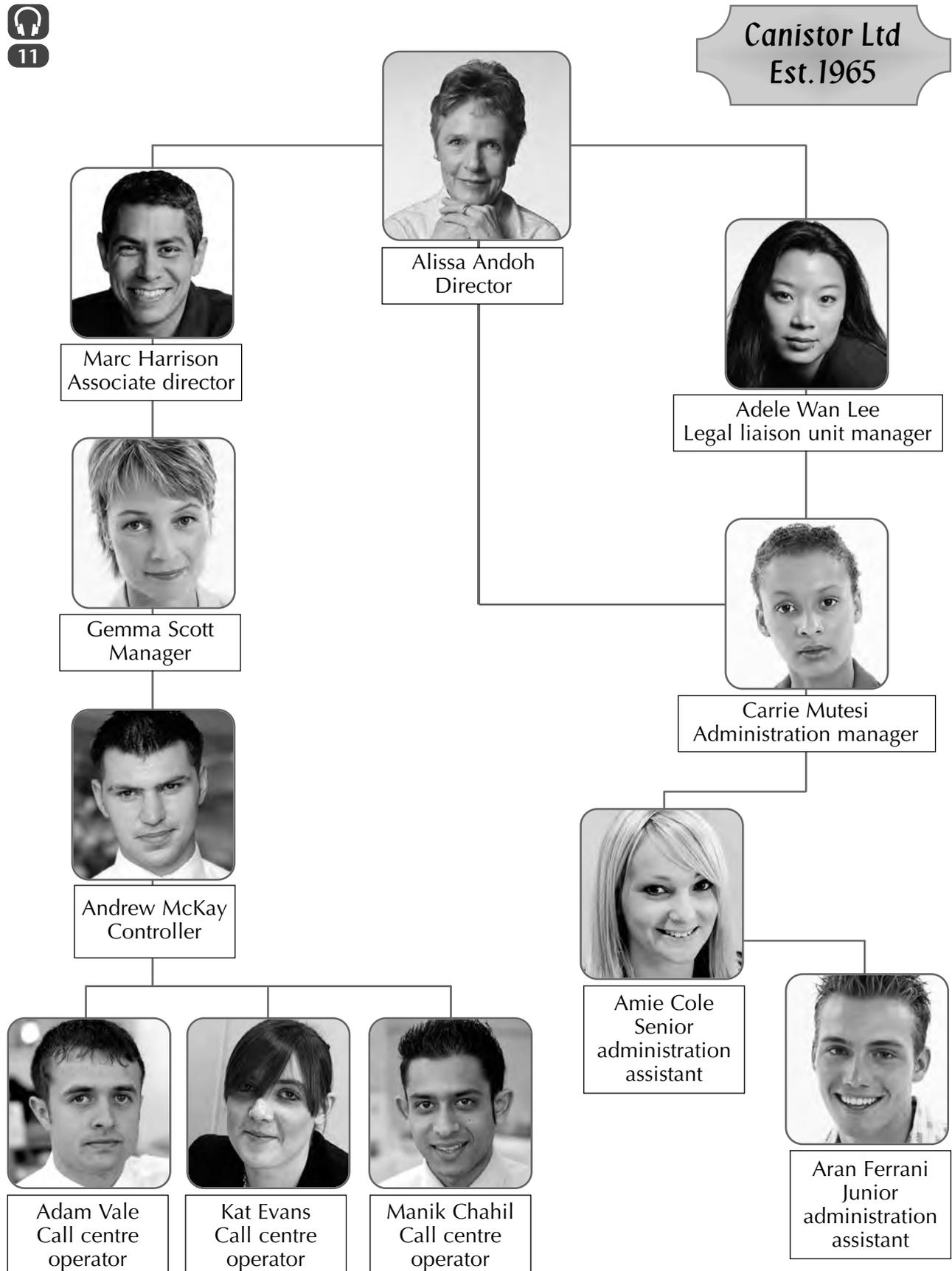
Remove outer packaging.

Pierce film lid several times.

	650 w	750 w	850 w
Full power	14 mins	11 mins	9 mins
Stand	1 min	1 min	1 min

Not suitable for microwave heating from frozen.

Organisation chart for Canistor Ltd



Job description

Canistor Ltd
Est. 1965

JOB DESCRIPTION

Reception/office support

Key role

To answer all calls to the main switchboard, receive all visitors and carry out general office administration.

Report to: Human resources officer

Key tasks

1. Reception cover

- Carry out switchboard operations.
- Receive visitors.
- Deal with the post (sort and distribute all incoming post and frank all outgoing post).
- Maintain kitchen and drinks area.
- Purchase coffee and tea with petty cash.

2. Operations administration

- Make sure the office meets health and safety standards.
- Deal with stationery orders for staff.
- Maintain photocopier room (paper stocks etc.).

3. Administration support

Administration backup for:

Customer services

- Filing letters
- Answering calls

Events

- Numbering course manuals
- Keeping the diary up-to-date
- Sending follow-up letters to customers after events

Marketing

- Collecting and sorting office mailings
- Updating database

General

Contribute whenever required to the work of other staff.

Take part in staff meetings.

Adhere to health and safety requirements.

Skills and experience

Good communication skills

Good multi-tasking skills

Good team-working skills

Good understanding of office systems (including computers)

Good telephone manner

Accurate typing skills

Experience of working with customers

Staff guidelines – speaking on the telephone

Securidoor Company



Staff guidelines – speaking on the telephone

1 Answering the call

- Give an appropriate greeting such as ‘good morning’.
- Give the company name.
- Say who you are.
- Offer help in an appropriate way.

2 Listening to the caller

- Find out who is calling.
- Listen carefully to what the caller is saying.
- Jot down any key things you need to remember.

In some cases you may need to:

- ask for things to be repeated
- repeat things back to the caller to check the details
- ask a colleague for help (but never let the caller know you cannot understand what he or she is saying).

3 Dealing with the caller’s request

- Be positive (see examples below).
- Give clear information.
- Check the caller has understood.

In some cases you may need to:

- ask for any further information you require from the caller
- explain that you will find out the information and call back
- pass on messages to the correct person.

Positive ✓

Yes
Certainly
I’ll check for you.
I’ll do that now.
I can ...
I’ll see whether ...

Negative ✗

No
I’ll try, but ...
I don’t know.
Unfortunately, ...
Possibly.
I’m afraid that ...

4 Finishing the call

- Ask if you can be of any further assistance.
- Thank the person for calling – use the person’s name.
- Say goodbye.

Telephone messages

TELEPHONE MESSAGES

To: John Hannah

From: Sarina Abdul

Date: 15th September

MESSAGE

Please call Jane Davies from Hadley Farm back this afternoon between 2 o'clock and 4 o'clock on 01947 684032.

TELEPHONE MESSAGES

To: _____

From: _____

Date: _____

MESSAGE

Client list for Farrows Road

Barlowe, Henry

Brown, Maria

Butler, Mr A

Cartwright, John

Edwards, Mrs J

Griffiths, Martin

Johnson, Miss L

Millington, Susan

Tyler, Mr W

Watson, Andrew

Daily breakdown sheet

Number of hours worked each day = _____		
Task	Describe the task	Time spent on the task
1		
2		
3		
4		
Total number of hours:		

Daily planner

09:00	
09:30	
10:00	
10:30	
11:00	
11:30	
12:00	
12:30	
13:00	
13:30	
14:00	
14:30	
15:00	
15:30	
16:00	
16:30	
17:00	
17:30	

Ms Norman's diary

May

Monday 6

09:00 Meeting with Board of Directors

09:30

10:00

10:30

11:00 No appointments

11:30 No appointments

12:00 Meeting with Jane

12:30

13:00 Working lunch with Mr Barrett

13:30

14:00

14:30 Briefing from Leslie

15:00

15:30 No appointments

16:00 No appointments

16:30

17:00

17:30

Completed letter

WORKFORCE

Development

Bexley College, Tower Road, Belvedere DA17 6JA

Mr K Jones
15 Valley View
Belvedere
Montshire
DA3 6PU

7th April

Your purchase order number 29402

Dear Mr Jones

Re: Working CD-ROM

Thank you for your order of 3 April.

The Working CD-ROMs previously available have a few errors that we need to rectify, and are therefore not currently being dispatched. We are in the process of upgrading the CD-ROM and hope that it will be available again late summer.

We will keep you on our records and notify you as soon as they become available.

If this causes any inconvenience or you have any queries, please do not hesitate to contact me. If, however, you wish to withdraw your order we will understand.

Yours sincerely

V. Smith

Victoria Smith

Letter template

WORKFORCE

Development

Bexley College, Tower Road, Belvedere DA17 6JA

Your purchase order number

Dear

Re: Working CD-ROM

Thank you for your order of

The Working CD-ROMs previously available have a few errors that we need to rectify, and are therefore not currently being dispatched. We are in the process of upgrading the CD-ROM and hope that it will be available again late summer.

We will keep you on our records and notify you as soon as they become available.

If this causes any inconvenience or you have any queries, please do not hesitate to contact me. If, however, you wish to withdraw your order we will understand.

Yours sincerely

V. Smith

Victoria Smith

Memo

Memorandum

To: Office assistant

From: Victoria Smith

Date: 12th March

Re: Purchase order number 61930

Please write a standard letter to Mr F Marsh at
11 Marigold Cottage, Pandon, Berkshire, BS1 6PT
about his purchase order of 10th March.

Thank you.

Memo template

Memorandum

To:

From:

Date:

Re:

Office orders sheet

OFFICE ORDERS SHEET							
Date	Person ordering	Ordered from	Product code	Item	Quantity	Cost	Signature
05/08/05	Emily	LB Stationery	279984	paper	5 reams	£9	M. Jordan
10/08/05	Wendy	Ideafields Ltd	55340D	chair	1	£27.99	M. Jordan

JB Office Supplies order form

PRIORITY ORDER FORM		<h2><i>JB Office Supplies</i></h2>				
Account No:		Company:				
Tel No:		Address:				
Email:						
CODE	DESCRIPTION	PKD QTY	PRICE £	QTY	TOTAL £	
RING BINDERS						
40433	A4 2 RING BINDER RED	EACH	0.69			
40432	A4 2 RING BINDER BLACK	EACH	0.69			
40431	A4 2 RING BINDER BLUE	EACH	0.69			
DIVIDERS						
59303	SUBJECT DIVIDER 5 PART PUNCHED 4 HOLES	SET	0.29			
59358	SUBJECT DIVIDER 10 PART PUNCHED 4 HOLES	SET	0.49			
94992	TABBED INDEX 1-10 PART	SET	0.69			
94997	TABBED INDEX 1-20 PART	SET	1.39			
94985	TABBED INDEX A-Z 26 PART	SET	1.59			
WRITING INSTRUMENTS						
23215	PERMANENT EXTRA FINE MARKER RED	10	5.95			
23228	PERMANENT EXTRA FINE MARKER BLACK	10	5.95			
23237	PERMANENT EXTRA FINE MARKER BLUE	10	5.95			
23245	PERMANENT ULTRA FINE MARKER RED	10	5.95			
23248	PERMANENT ULTRA FINE MARKER BLACK	10	5.95			
23258	PERMANENT ULTRA FINE MARKER BLUE	10	5.95			
23172	DRY WIPE MEDIUM MARKER RED	10	6.95			
23177	DRY WIPE MEDIUM MARKER BLACK	10	6.95			
23179	DRY WIPE MEDIUM MARKER BLUE	10	6.95			
23185	DRY WIPE FINE MARKER RED	10	6.95			
23187	DRY WIPE FINE MARKER BLACK	10	6.95			
23189	DRY WIPE FINE MARKER BLUE	10	6.95			
32723	RETRACTABLE BALL-POINT RED	10	0.95			
32725	RETRACTABLE BALL-POINT BLACK	10	0.95			
32721	RETRACTABLE BALL-POINT BLUE	10	0.95			
32758	ROLLER BALL-POINT RED	10	0.85			
32769	ROLLER BALL-POINT BLACK	10	0.85			
32762	ROLLER BALL-POINT BLUE	10	0.85			
ENVELOPES						
53252	WHITE PLAIN	500	10.99			
53254	WHITE WINDOW	500	11.99			
53268	WHITE SELF-SEAL PLAIN	500	12.99			
53265	WHITE SELF-SEAL WINDOW	500	13.99			
53234	BUFF RECYCLED PLAIN	500	8.99			
53242	BUFF RECYCLED WINDOW	500	9.99			
ALL PRICES INCLUDE VAT. MAKE CHEQUES PAYABLE TO JB OFFICE SUPPLIES				TOTAL £		

Postal rates chart

Special Delivery Next Day™

For all those important packages, our premium express service guarantees delivery by the next working day – or your money back.

Delivery of packages to remote parts of Scotland and some other outlying districts of the UK may take a little longer.

Weight	Special Delivery Next Day™		
	Compensation for loss or damage		
Not over	Up to £250	Up to £1,000	Up to £2,500
100g	£3.75	£4.20	£5.10
500g	£4.05	£4.50	£5.40
1000g	£5.20	£5.65	£6.55
2000g	£6.55	£7.00	£7.90

First Class letters

We aim to deliver all First Class items by the next working day.

Weight	First Class	Weight	First Class
Not over	Price	Not over	Price
60g	£0.28	500g	£1.68
100g	£0.42	600g	£2.03
150g	£0.60	700g	£2.38
200g	£0.75	750g	£2.55
250g	£0.88	800g	£2.73
300g	£1.01	900g	£3.10
350g	£1.15	1000g	£3.45
400g	£1.33	Each additional 250g	£0.86
450g	£1.50		

Airmail letters

We aim to deliver Airmail to Western Europe in three days, and to countries outside Europe in five days.

Weight	Europe	World Zone 1	World Zone 2
Not over	Price	Price	Price
100g	n/a	£0.47	£0.47
200g	£0.40	£0.68	£0.68
400g	£0.57	£1.05	£1.12
600g	£0.74	£1.42	£1.56
800g	£0.91	£1.79	£2.00
1000g	£1.08	£2.16	£2.44

For more information about Royal Mail Services, visit our website at www.royalmail.com

(These postal rates were correct at 1 March 2005.)

Special Delivery 9.00am™

When it simply won't wait, this new service guarantees delivery by 9.00am – or your money back.

Delivery of packages to remote parts of Scotland and some other outlying districts of the UK may take a little longer.

Weight	Special Delivery 9.00am™		
	Compensation for loss or damage		
Not over	Up to £50	Up to £1,000	Up to £2,500
100g	£6.95	£7.40	£8.30
500g	£7.65	£8.10	£9.00
1000g	£9.85	£10.30	£11.20
2000g	£12.30	£12.75	£13.65

Second Class letters

We aim to deliver all Second Class items in three working days.

Weight	Second Class	Weight	Second Class
Not over	Price	Not over	Price
60g	£0.21	500g	£1.48
100g	£0.35	600g	£1.75
150g	£0.47	700g	£2.00
200g	£0.58	750g	£2.12
250g	£0.71	The Second Class service is available for items up to 750g. For heavier items you might consider using the Standard parcels service, prices are given below.	
300g	£0.83		
350g	£0.94		
400g	£1.14		
450g	£1.30		

Standard Parcels

We aim to deliver Standard Parcels within the UK in three to five working days.

Weight	Standard Parcel
Not over	Price
1kg	£3.46
1.5kg	£4.45
2kg	£4.78
4kg	£7.20
6kg	£7.86
8kg	£8.96
10kg	£9.62
30kg	£11.21

Face to face graphics



supervisor



colleague



boss

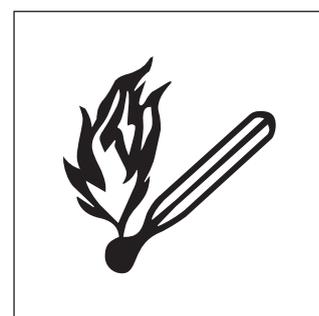
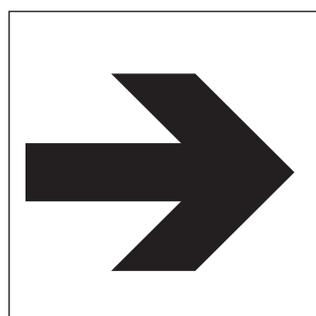
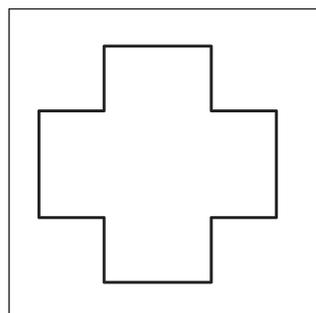
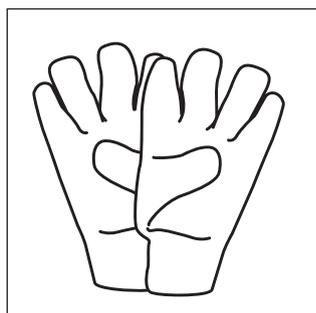
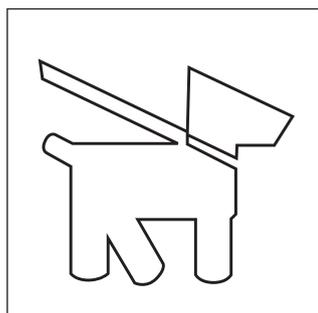
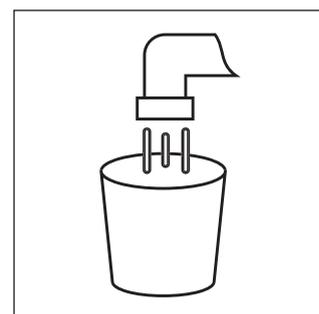
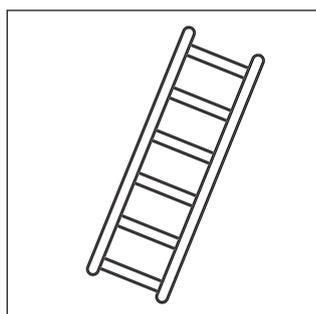
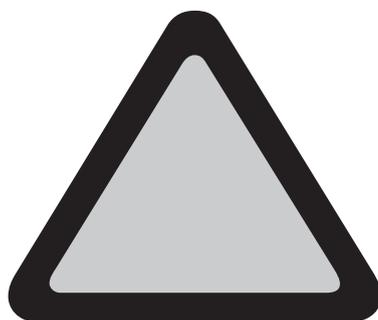
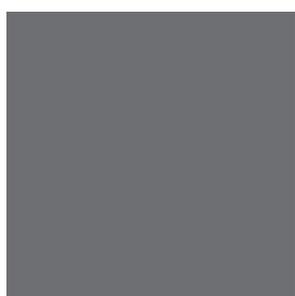
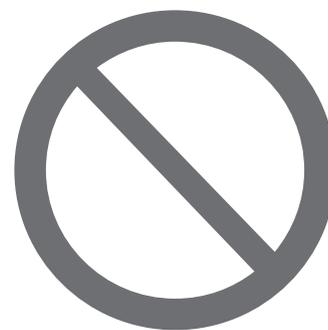
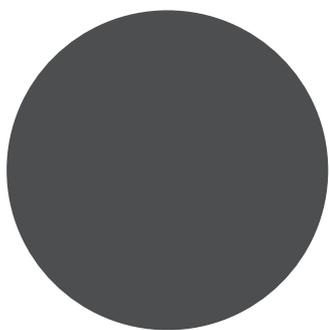


postman



client

Cut and stick safety signs and symbols



Fire extinguisher label – carbon dioxide



CARBON DIOXIDE



Safe for:
Flammable liquids. ✓



Safe for:
Live electrical equipment. ✓

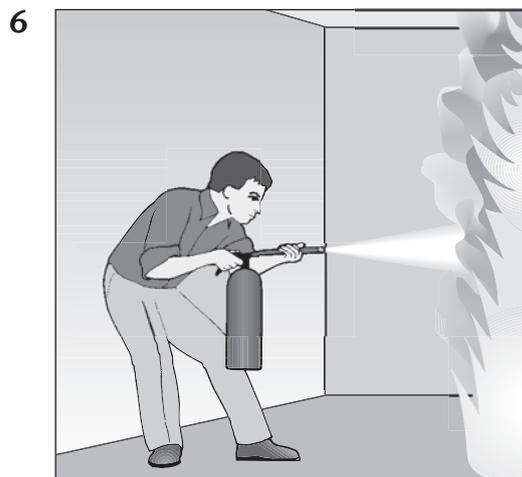
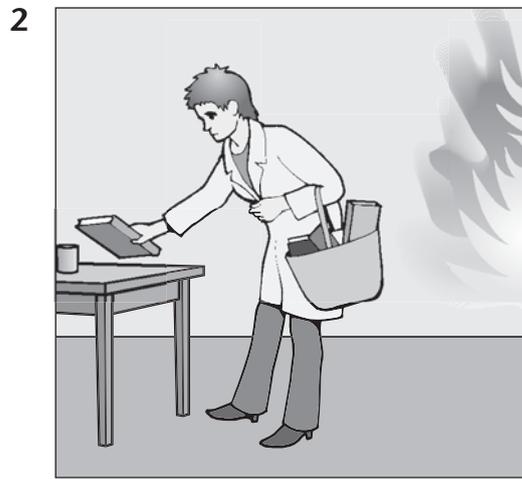
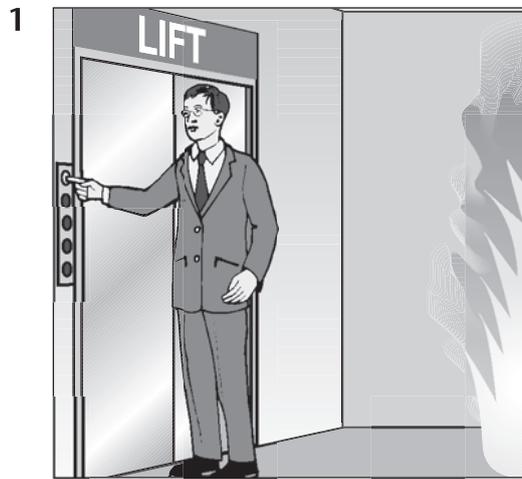


Not for:
Wood, paper
or textiles.



Not for:
Flammable
metal fires.

Dealing with a fire



Fire action notice

Fire action

ON DISCOVERING A FIRE:

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

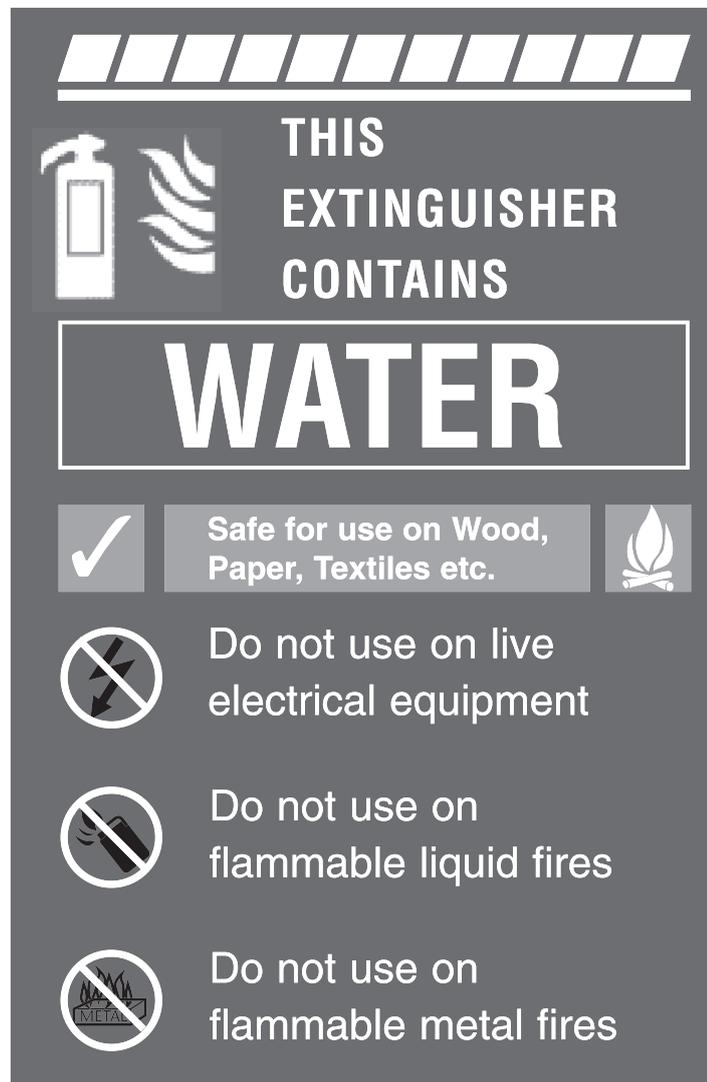
ON HEARING THE ALARM:

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



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

Label and instructions for water-filled fire extinguisher



9 LITRE WATER FIRE EXTINGUISHER

TO OPERATE

1. REMOVE SAFETY PIN
2. AIM NOZZLE AT BASE OF FIRE
3. SQUEEZE HANDLE TO OPERATE
RELEASE HANDLE TO INTERRUPT

Safety in the office – information sheet

Safety in the office

Did you know that over 5000 injuries are sustained every year in the UK by people working in offices? These are some of the most common causes of injury:

- 1 Falls, including slips and trips
- 2 Stepping on and bumping into things
- 3 Falling objects
- 4 Damaged equipment and furniture or incorrect use of equipment and furniture
- 5 Fire

Here are some examples of the sort of things you should look out for.

Falls, slips and trips

- Damaged floor coverings or broken stair rails
- Objects left in the way on the floor
- Trailing leads from equipment
- Slippery surfaces, such as spillages or polished floors

Stepping on and bumping into things

- Sharp objects left on the floor, such as broken glass or drawing pins
- Badly sited furniture such as sharp corners of desks jutting out
- Drawers and cabinets left open
- Poor lighting, especially in dark places like store cupboards
- Badly placed switches that are hard to reach

Falling objects

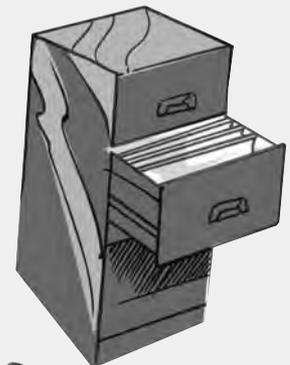
- Objects stacked unevenly so that they are likely to overbalance and fall
- Objects stacked too high
- Broken or cracked plaster on ceilings
- Boards, clocks and other wall coverings not fixed properly

Damaged or incorrect use of equipment

- Damage to machines such as computers, photocopiers or fax machines
- Broken office equipment such as chairs and desks
- Chairs or other furniture being used to reach things from high places
- Broken step ladders
- Worn out plugs and wires showing through leads

Fire

- Fire-fighting equipment missing or damaged
- Fire doors left open
- Objects left in front of fire exits
- Fire exit signs missing or damaged
- Damaged electrical equipment



You might be able to deal with some things yourself straight away. Other things should be reported to the correct person urgently.

General health and safety guidelines

General health and safety guidelines

Employees should take reasonable care of themselves, other employees and other persons on the premises. This means looking out for hazards and taking action to prevent injuries.

Advice for dealing with general hazards

1. Trips, slips and falls

- Staff should look out for hazards and act quickly.
- Moveable trip obstructions such as cables should be removed immediately and the situation reported to the supervisor. The obstacle or item should be put in a safe place out of the way. Damage to fixed items such as carpets or floors should have a free-standing warning sign and should be repaired urgently.
- Newly polished or wet floors should have a 'wet floor' warning sign. Any spillages should be reported and a warning sign put up.

2. Bumping into objects

- This might involve fixed objects such as pillars and doors or moveable objects such as plants and furniture.
- Warning signs are best on fixed objects such as steps if accidents happen regularly.
- Moveable objects should be put in a place where they are clearly visible or out of the way.
- Drawers should be closed.

3. Falling objects

- Shelves should not be stacked too high with heavy books or files.
- All ceiling and wall fittings such as lights, clocks and information boards should be fixed properly so that they cannot fall. Warn people of the danger and report all damages to the supervisor.

4. Damaged or incorrect use of equipment

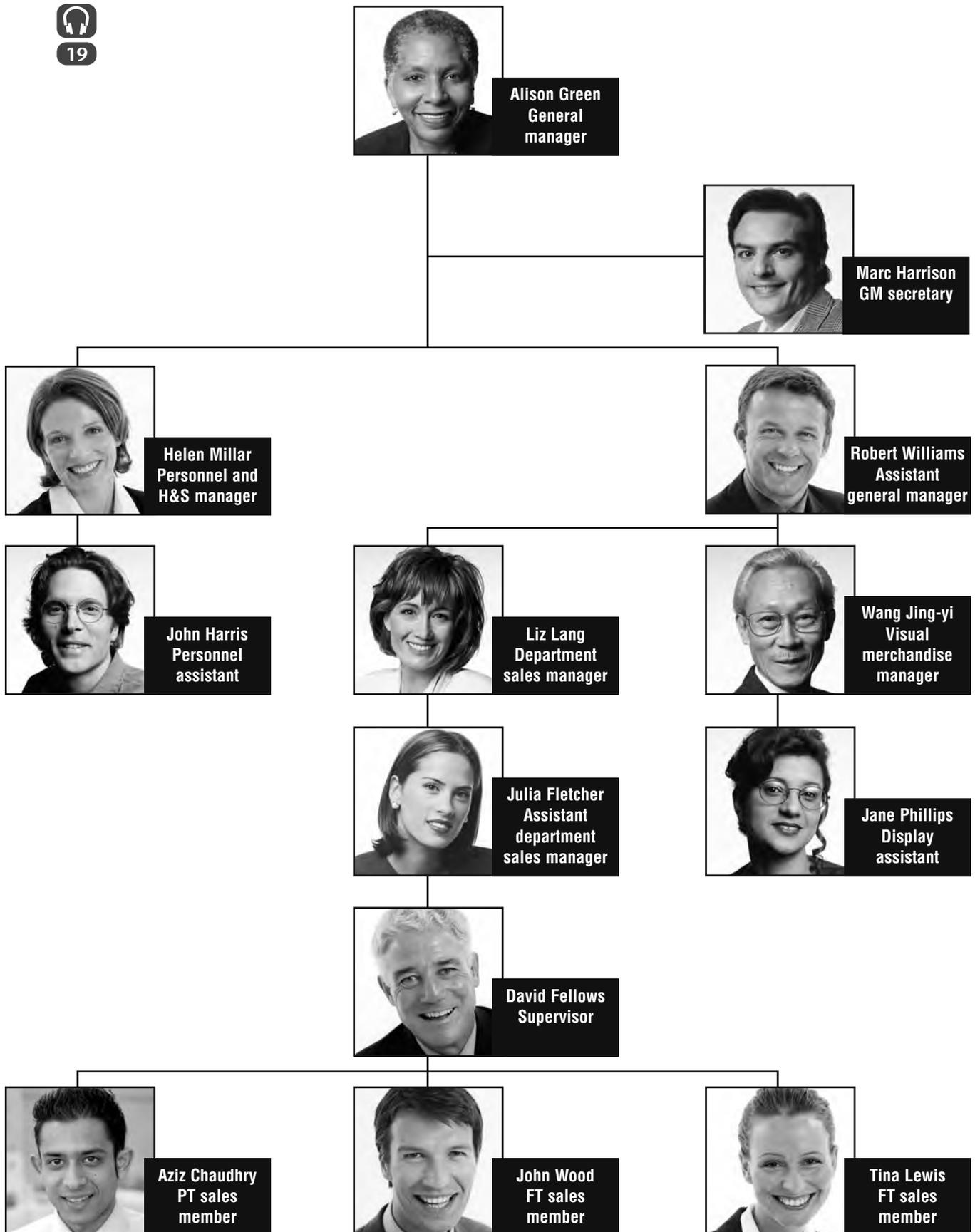
- Equipment should be regularly checked, especially electrical equipment.
- Moveable furniture that is damaged should be removed immediately. If furniture cannot be removed, a warning sign should be put up and the damage should be reported to the maintenance department.
- Furniture and equipment should only be used for the purposes for which they were designed. Stop anyone using things such as chairs to reach items – use step ladders.
- Staff should have full training in using equipment.

5. Fires

These can be electrical or caused by cigarettes or matches.

- Staff should be aware of the fire drill and locations of fire exits and fire points. Training will be given on fire safety, including fire fighting equipment and procedures. (There is an annual check of fire equipment such as extinguishers.)
- Staff should look out for any sign of fire such as smoke.
- Fire exits must be clear of obstructions at all times, without exception. Any obstruction of fire exits should be cleared and the situation reported to the supervisor, who will keep a record of these instances for safety meetings.

Organisation chart for Electrical Direct



Job description

Electrical Direct

JOB DESCRIPTION

POSITION: Sales Member

RESPONSIBLE TO: Supervisor

RANK: Sales Member

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

RESPONSIBILITIES:

1 Customer Service and Selling Standards

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

2 Payment Procedures

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

3 Control and Care of Merchandise

- i) Ensure that fixtures are well stocked and collect stock from stockroom as required.
- ii) Clean fixtures and stock and maintain both in a pristine condition.
- iii) Book in, price and return stock to suppliers as required by the Department Sales Manager, in accordance with Company procedure.

- iv) Carry out stock counts and place orders as required by the Supervisor.
- v) Inform the Supervisor on occasions where sales are lost through lack of availability of stock in order to avoid repetition and to record this in the SWOP book.

4 Display of Merchandise

- i) Present and display merchandise as required by the Supervisor.
- ii) Change department displays as required by the Supervisor.
- iii) Use all fixtures and fittings in a correct manner.

5 Security of Merchandise

- i) Attach and use merchandise security aids and devices correctly as instructed by the Supervisor.
- ii) Observe all members of the public entering the department and, if suspicious about a member of the public, follow Store Security Procedures.
- iii) Inform the Department Sales Manager of any observed or suspected abuse of Company Security Rules.

6 General Duties

- i) Carry out other duties in the department as required by the Supervisor.
- ii) Work in any department within the store as required by the Personnel Manager.
- iii) Act as a mentor if required.
- iv) Represent members on the Store Council or other consultative body if elected to do so.
- v) Carry out duties in a safe manner and follow Company Health and Safety Policy.
- vi) Follow Store Emergency Procedures as laid down in Store Regulations.

Customer service guidelines

Customer Service Guidelines

Good customer service is about:

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

To provide a good service:

- Find out as much as you can about the services you provide.
- Keep up to date with any changes to products or services.
- Ask a colleague for advice if you are not sure about a service – don't guess the answer.
- Always greet customers politely.
- Don't ignore customers.
- Look out for customers who look confused or lost.
- Speak clearly and politely.
- Be positive.
- Don't pressurise customers the moment they walk in through the door.
- Listen to customer requirements.
- Match the offer of help to the situation.
- Offer appropriate help.
- If necessary, offer alternatives.



Role-play cards

CUSTOMER CARD

C

You have moved to a new area and want to make an appointment to see the manager of a clothing store about applying for a job. You are in a hurry because you need to pick up your son from school. You do not want the assistant to know exactly why you want the appointment and you do not know the name of the store manager (or manageress).

ASSISTANT CARD

A

You work in the customer service department of a large clothing store. The customer is new and wants to make an appointment to see someone. You need to take some details, including the customer's name and telephone number. You also need to know who the customer wants to see, when and for what purpose, in order to pass the information on.

Giving advice and information

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



Service information sheet

Type of service	Time (maximum)
1. Shampoo and set	35 minutes
2. Blow dry only	30 minutes
3. Cut and blow dry – short hair	30 minutes
4. Cut and blow dry – long hair	45 minutes
5. Dry trim or wet cut	30 minutes
6. Colour – full head, permanent colour or bleach	45 minutes
7. Colour – regrowth, permanent colour or bleach	25 minutes
8. Highlights/lowlights	45 minutes
9. Perm	35 minutes
10. Dress long hair	30 minutes
11. Multiple single plaits (partial head)	2 hours
12. Scalp plaits (full head)	2 hours
13. Shampoo, blow dry and finish African Caribbean hair – short	1 hour 30 minutes
14. Shampoo, blow dry and finish African Caribbean hair – long	1 hour 45 minutes
15. Scalp massage	20 minutes

Salon appointment booking sheet

DATE: 19th July - Tuesday						
STYLISTS						
	Laura		Sam		Charlie	
8	00					
	15					
	30					
	45					
9	00	Mrs Smith			Mr Andrews	
	15	P/W			D/T	
	30		Mrs Potter			
	45		S/S		Mrs Simms	
10	00	Amanda			C/B/D	
	15	C/B/D				
	30		Miss Foot		Mr Ross	
	45		C/B/D		C/B/D	
11	00					
	15	Ms Khan				
	30	W/C		Linda Franks	Frankie	
	45			C/B/D	Paul	
12	00				X2 D/T	
	15					
	30					
	45					
1	00	Mrs Easterby				
	15	H/L				
	30					
	45					
2	00	Rikki Masters	(short)		Mrs G Harris	
	15	C/B/D			S/S	
	30					
	45	Mrs O'Reilly				
3	00	H/L				
	15		Mr Highland		Miss Connor	
	30	Patsy Jason	W/C	cancellation required with Charlie after	W/C	
	45	Plaits		3pm for wet cut		
4	00				Mrs Peters	
	15				B/D	
	30					
	45					
5	00				LEAVING	
	15				EARLY	
	30					
	45					
6	00					
	15					
	30					
	45					

Face to face graphics



supervisor



colleague



boss



delivery driver



client

Safety in the salon – information sheet

Safety in the salon

These are the most common causes of injury in the salon:

- 1 Falls, including slips and trips
- 2 Falling objects
- 3 Damaged or broken equipment
- 4 Incorrect use of equipment and furniture
- 5 Fire

Here are examples of the sort of things you should look out for.

Falls, slips and trips

- ✗ Damaged floor coverings or broken stair rails
- ✗ Objects left in the way on the floor
- ✗ Trailing leads or wires from equipment
- ✗ Slippery surfaces, such as spillages or polished floors

Falling objects

- ✗ Objects stacked unevenly so that they are likely to overbalance and fall
- ✗ Objects stacked too high
- ✗ Broken or cracked plaster on ceilings
- ✗ Mirrors, clocks and other wall coverings not fixed properly

Damaged or broken equipment

- ✗ Damage to equipment such as hairdryers, computers or fax machines
- ✗ Broken equipment such as chairs or basins
- ✗ Broken step ladders
- ✗ Worn out plugs, wires showing through leads



Incorrect use of equipment

- ✗ Chairs or other inappropriate furniture being used to reach things from high places
- ✗ Not following the instructions for use correctly

Fire

- ✗ Fire fighting equipment missing or damaged
- ✗ Fire doors left open
- ✗ Objects left in front of fire exits
- ✗ Fire exit signs missing or damaged
- ✗ Damaged electrical equipment

You might be able to deal with some things yourself straight away. Other things should be reported to the correct person urgently.

General health and safety guidelines

General health and safety guidelines

Employees should take reasonable care of themselves, other employees and other persons on the premises. This means looking out for hazards and taking action to prevent injuries.

Advice for dealing with general hazards

1 Trips, slips and falls

- Staff should look out for hazards and act quickly.
- Moveable trip obstructions such as cables should be removed immediately and the situation reported to the supervisor. The obstacle or item should be put in a safe place out of the way. Damage to fixed items such as carpets or floors should have a free-standing warning sign and should be repaired urgently.
- Newly polished or wet floors should have a 'wet floor' warning sign. Any spillages should be reported and a warning sign put up.

2 Falling objects

- Shelves should not be stacked too high with products.
- All ceiling and wall fittings such as lights, clocks and mirrors should be fixed properly so that they cannot fall. Report all damages to the supervisor and make sure they are fixed.

3 Damaged or broken equipment

- Equipment should be checked regularly, especially electrical equipment.
- Moveable furniture that is damaged should be removed immediately. If furniture cannot be removed, a warning sign should be put up and the damage should be reported.

4 Incorrect use of equipment

- Furniture and equipment should only be used for the purpose for which it was designed.
- Staff should have full training in using equipment.

5 Fire risks

These can be electrical or caused by cigarettes or matches.

- Staff should be aware of the fire drill and location of fire exits and fire points. Training will be given on fire safety, including fire fighting equipment and procedures. (There is an annual check of fire equipment such as extinguishers.)
- Staff should look out for any sign of fire such as smoke.
- Fire exits must be clear of obstructions at all times, without exception. Any obstruction of a fire exit should be cleared immediately and the situation reported to the supervisor, who will keep a record of these instances for safety meetings.



Blank job description form

JOB DESCRIPTION FORM	
Name:	
Job title:	
Accountable to:	
Responsible to:	
Main purpose of job:	
Duties and responsibilities <i>Description of duties and responsibilities. Please list in order of importance.</i>	
Personal qualities: <i>List the special qualities required to do the job.</i>	

Accident report book

Date	Time	Place	Name of injured person	Type of injury	Action taken	Reported by
16/05/05	10.15am	Work station 15a	Juan Rodriguez	Cut on hand (from glass)	Washed and dressed by first aider	Gary Ford (first aider)
12/05	6.30	workshop	Chris	leg	plaster	GD

In December 2005 one of the workers Christopher Blake had an accident in work station 3 of the workshop. He cut his leg on a sharp corner of a work bench. This was at 6:30 – he was on the early morning shift. His leg was scratched. I helped him clean it up and then I put a plaster on the wound for him.



Gary Dawson

On 12th May the cleaner, Christine Fordham, had an accident in the workshop near the fire exit. She tripped over some boxes that had been left on the floor. She was in some pain so I took her directly to hospital. It turned out that she had broken her leg in several places. They put it in plaster and told her it would take at least 6 weeks to mend. This happened at half past six in the evening.



Gina Devises

Safety in the workshop – information sheet

Safety in the workshop

These are the most common causes of injury in the workshop:

- 1 Slips and trips
- 2 Improper use of equipment (PPE, forklifts and machines) and ignoring safety measures
- 3 Damaged or broken equipment
- 4 Fire

Here are examples of the sort of things you should look out for.

Falls, slips and trips

- Damaged floor coverings
- Objects left in the way on the floor
- Trailing leads or wires from equipment
- Slippery surfaces, such as oil or water spillages

Improper use of equipment and ignoring safety measures

- PPE such as eye and ear protection not being worn
- Machine guards left off machines
- Forklift trucks with unstable loads
- People trying to carry heavy loads without using lifting aids
- People walking past working machinery instead of using the safe way route marked by arrows
- Machines not being switched off before cleaning or repair

Damaged or broken equipment

- Damage to any PPE equipment
- Broken machine guards or machine parts
- Safe way route not clearly marked
- Damaged or obscured safety signs
- Worn out plugs and wires showing through leads

Fire

- Fire fighting equipment missing or damaged
- Fire doors left open
- Objects left in front of fire exits
- Fire exit signs missing or damaged
- Damaged electrical equipment
- Sparks from welding equipment igniting workshop materials
- Litter and waste materials left on the floor or on work surfaces
- Smoking in unauthorised areas
- Flammable liquids not properly stored

*You might be able to deal with some things yourself straight away.
Other things should be reported to the correct person urgently.*

General health and safety guidelines

General health and safety guidelines

Employees should take reasonable care of themselves, other employees and other persons on the premises. This means looking out for hazards and taking action to prevent injuries.

Advice for dealing with general hazards

1 Trips, slips and falls

- Employees should look out for hazards and act quickly.
- Moveable trip obstructions such as cables should be removed immediately and the situation reported to the supervisor. The obstacle or item should be put in a safe place out of the way. Damage to fixed items such as floor coverings should have a free-standing warning sign and should be repaired urgently.
- A warning sign should be put up near any spillages. Spillages should be reported and cleaned up as soon as possible.

2 Improper use of equipment and ignoring safety measures

- If you spot anyone not wearing protective equipment or not using it properly, you should remind the person immediately and if necessary report the incident.
- If a machine is running without a guard, switch the machine off then apply the safety guard. Report the incident to the safety officer.
- Stop anyone using a forklift truck with an unstable or unsecured load. Tie the load down in a way that makes it stable.
- Share the lifting of loads and make sure people are using lifting equipment where necessary.
- Make sure you and fellow workers follow the safe way route marked by arrows.
- Switch off machines before cleaning or mending. Put up a warning sign to stop others turning on the machine.

3 Damaged or broken equipment

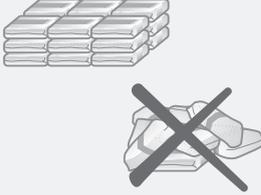
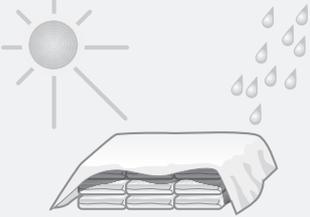
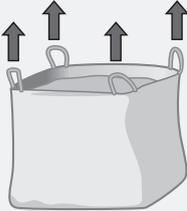
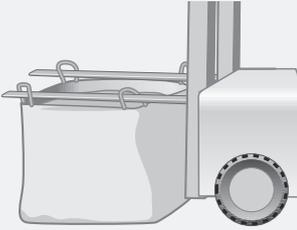
- Check PPE equipment before use. Report any damage to the equipment and make sure no-one uses the damaged item.
- Make daily checks on machine parts and safety guards. Make sure the guards are properly fixed before using the machine.
- Make sure employees and visitors follow the safe way route.
- Report any damaged safety signs. Remove obstacles that are covering or in front of safety signs.
- Make regular checks on plugs and wires for machinery. Report any damage and put a warning sign on the machine to stop other people using it.

4 Fires

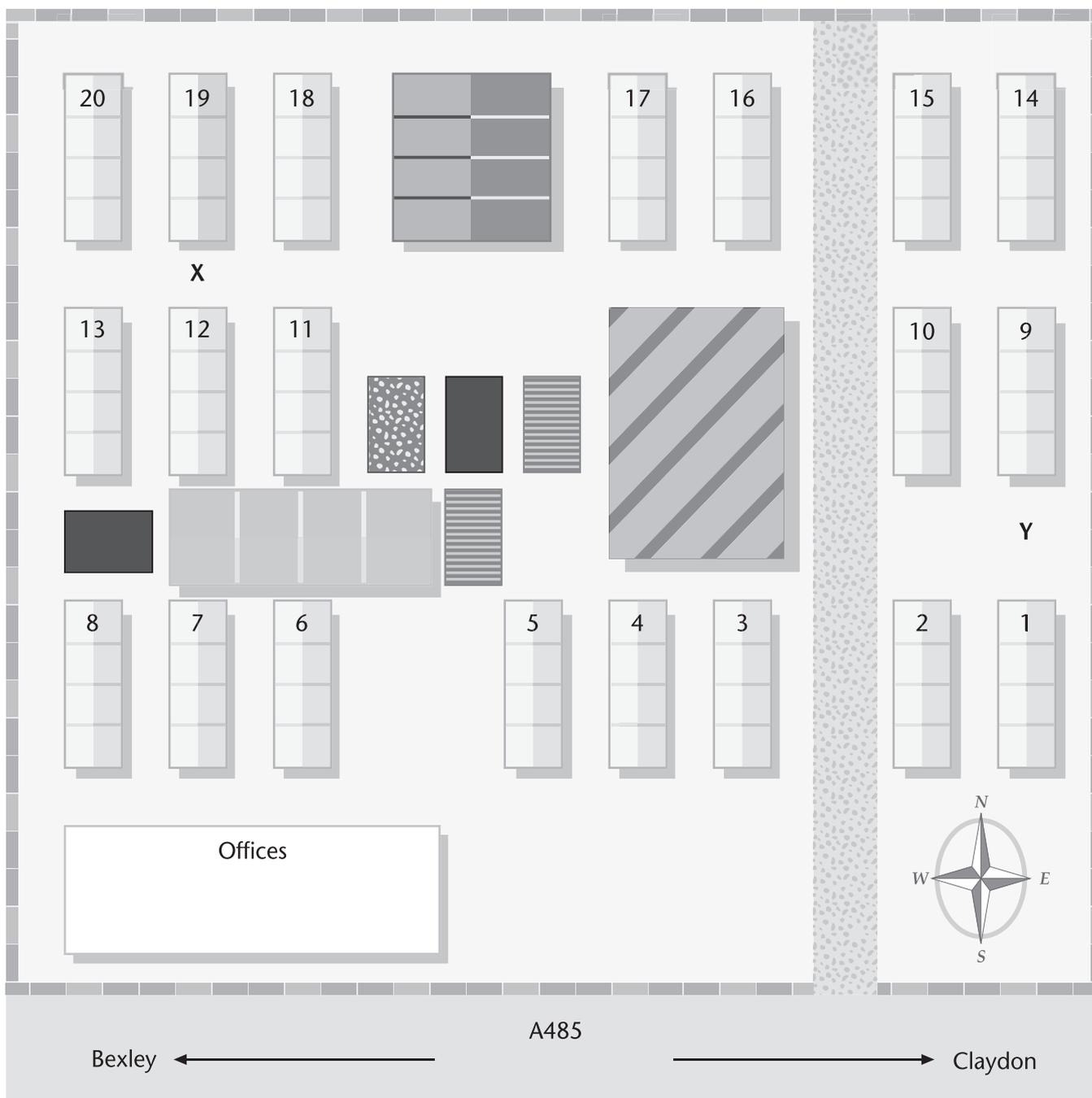
These can be electrical or caused by cigarettes or matches.

- Employees should be aware of the fire drill and locations of fire exits and fire points. Training will be given on fire safety, including fire fighting equipment and procedures. (There is an annual check of fire equipment such as extinguishers.)
- Employees should look out for any sign of fire such as smoke.
- Fire exits must be clear of obstructions at all times, without exception. Any obstruction to fire exits should be cleared immediately and the situation reported to the fire officer, who will keep a record of these instances for safety meetings.

Product label

BEST QUALITY BUILDERS' SAND for use in all mortar mixes							
A GUIDE TO MORTAR MIXES							
Application	Cement	Builders' sand	Lime	Sharp sand			
Brick house wall	1	5	2				
Retaining block wall	1	3	1	1			
Pointing brickwork	1	3	2				
HOW TO MAKE MORTAR							
<ol style="list-style-type: none"> 1. Mix together builders' sand, lime and sharp sand if used (use table above to decide on quantities). 2. Form a circle with the mixture and hollow out the centre. 3. Shovel in the required amount of cement. 4. Mix together, shovelling in towards the centre. 5. When mix is one colour, hollow out the centre again. 6. Tip water into centre. (Start with $\frac{1}{2}$ a bucket and add more if necessary.) 7. Mix everything into the middle again and keep turning over until the whole mix is one colour and consistency. 							
Weight 1000kg							
Order number: NTX 02173 Supplied September 2004							
YEAR AND MONTH OF SUPPLY	2004	JAN	FEB	MAR	APR	MAY	JUN
	2005	JUL	AUG	SEPT	OCT	NOV	DEC
				DO: <ul style="list-style-type: none"> • Always use safe handling system. • Store under cover. • Lift vertically. • Keep bags level. 			
				DON'T: <ul style="list-style-type: none"> • Use sharp-edged lifting devices. • Lift on a single loop. • Drop on floor. • Expose to sun or rain. 			
Best before:0070008009							

Plan of Bexley Nurseries



Key

	Greenhouse		Compost store		Potting shed
	Cane store		Main driveway		Loading bay
	Bark chip store		Despatch shed		

Where am I now?

Focus



There are many different things that contribute to your personality and your skills – have a think about it.

1

Ability (characteristics)

We are all born with different strengths and abilities. These are just building blocks. Life experience will strengthen or change these characteristics.

People may describe themselves as

Thinkers	Doers	Practical
Independent	Team players	
Sporty	Positive	Cautious
Thoughtful	Creative	Caring
Inquisitive	Funny	Imaginative
Patient	Impulsive	Assertive
Outgoing	Inward looking	
Strong	Well coordinated	
Clumsy	Straightforward	
Laid back	Easy going	Jumpy
Active	Quiet	Loud
	Conformist	

What's in
your genes?

Skills and knowledge

This is what you have learnt through education and life experience. Skills and knowledge build on your natural abilities. For example:

- Driving
- Communication skills
- Facts and figures
- Reading and writing
- Riding a bicycle
- Number skills
- Using tools
- Computer skills
- Playing a musical instrument
- Sports



Where does *confidence*
fit into all of this?
Do we have it already?
How does it grow?
How do we lose it?

Likes and dislikes

These are personal preferences. They will have an impact on how you learn and where you choose to work.

For example:

- Being outdoors/indoors
- Getting dirty
- Being alone/working in groups
- Tidy places/new places/busy places
- Things staying the same/things changing
- Quiet/noise
- Pressure/making my own decisions
- Having decisions made for me
- Time

Things that influence me

People – family, friends, mentors, advisors, teachers

Media – films, TV, radio, newspapers, magazines, Internet, books

Religion ...

Where am I now?

Task

Complete the 'Making decisions' quiz from the Source material. Think about where you are now – your abilities and skills. Fill in each box and get some photos in here!

Be honest!
Be positive!
Abilities (characteristics)

Skills and knowledge

Likes and dislikes

Things that influence me


Me as a learner

Focus

As an adult you can make choices about what you learn and how you learn it. It helps to understand more about how **you** learn best.

- **What** you're learning about makes a big difference.

- **How** you get the information will also make a difference.

- The **environment** you learn in will also have an impact.

- How your **brain** deals with information is really important.

What you learn

You might be learning a skill or learning facts and figures.

You do it best if it is:

- ✓ relevant
- ✓ interesting
- ✓ useful
- ✓ fun!

If it's not any of these things, then ask yourself why you are learning it.

And what about the learning environment?

- You might like a quiet, tidy environment.
- You might like noise and clutter.
- You may like learning with others.
- You may like to get on with it on your own.
- You may like working to deadlines.
- You may hate time pressure.

Information input – how you get the information

We all learn in different ways. Some of us learn best by listening, some by watching and some by doing. Most of us use **all three**.

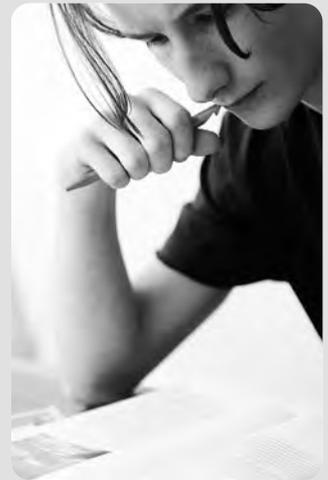
We listen (talk to people, listen to teachers, discussions, radio, etc.)

We look (pictures, graphics, TV, video, demonstration)

We do (practical, hands-on activities, experiments)

Big chunk/small chunk

- Some of us like information in small chunks, step by step, a bit at a time.
- Some of us like it all at once – the big picture.
- Some of us like to have the big picture first and then the small chunks.



Processing and problem solving

What your brain does with all this stuff is a bit of a mystery, but you might recognise these people.

- This person likes to deal with one piece of information at a time. They like lots of detail and can do things like filing and organising things very well. They are usually tidy and on time.
- This person likes to think about the big picture and is not so bothered about details. They are happy to deal with information in any order. They jump to conclusions and trust their feelings.

Me as a learner

Task

Task 1

Do this quiz to find out what kind of learner you are.

1 Tick all the statements that apply to you.

V I remember things in pictures.

L I remember what people say.

H I remember things by doing.

O I like to have the big picture first.

□ I learn best if information is given to me in small chunks one step at a time.

H I most enjoy active things like sports, games and dancing.

L I most enjoy music and talking to people.

V I most enjoy TV, films, computers and things with graphics.

□ I am very straightforward and realistic.

O I am a bit of a dreamer.

□ I am creative and artistic.

O I am good with numbers.

Task

- I like to solve problems using a step-by-step approach.
- I often come up with the right answer, but can't work out how I got there.

- I am good at guessing the right thing to do.
- I like to have all the information before I can decide what to do.

- V** I remember telephone numbers by seeing them in my head.
- L** I remember telephone numbers by saying them again and again in my head.
- H** I remember telephone numbers by knowing the pattern of numbers on the keypad.

- H** I am easily distracted by movement.
- L** I am easily distracted by noise. I'm better working in a quiet place.
- V** I am easily distracted by untidiness.

- I am usually on time.
- I am not a good timekeeper – I am late more often than I am on time.

2 Count up your ticks for each symbol and write your scores in the table.

Symbol	Score
V	
L	
H	
○	
□	

3 Go to the 'Me as a learner – feedback sheet' in the Source material for feedback about how you like to learn.

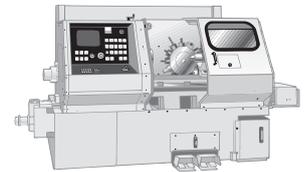
Making choices

Focus

You can only make choices if you know what is available.



I'm a practical person who likes to be out and about doing things and I don't mind getting wet and cold – although being warm is good too! I like meeting new people. I think I am caring and I like helping and looking after people and animals. I definitely don't want to do the same boring stuff every day! What could I do? By the way I'm having driving lessons.



Do you fancy working with animals?

Interactive questionnaire



Personal interview



Internet search



Books and magazine articles



Voluntary work or work experience



Making choices

Task

- 1 Use your personal profile to make a list of all your characteristics and preferences that affect your choice of job.

I am ...

Answer these questions on a separate piece of paper.

Interactive questionnaire

- 2 Think about the questionnaire you completed (or complete one if you haven't already).
- Do you agree with the results?
 - Make a list of the areas of work you want to consider.

Personal interview

- 3 Make a list of the questions you would want to ask at a personal interview to help you find out what your options are in your chosen area of work.

Internet search

- 4 a What key words would you put into a search engine to find information about your chosen area of work?
- b What websites would you recommend to a friend?

Books and magazine articles

- 5 Think about your chosen area of work. Use magazines or books to find out about:
- the rates of pay
 - who you could work for
 - what qualifications you could work towards.

Voluntary work or work experience

- 6 Think about some work experience or voluntary work you have done.
- Make a list of the things you liked about it.
 - Make another list of the things you didn't like about it.

Tips

- Keep your characteristics and preferences in mind.
- Be open-minded about different job possibilities.
- Make a list of pros and cons before you decide whether a job is for you.

Getting there

Focus

You know where you are.
 You know what sort of learner you are.
 You have started to make choices about where you want to go.
 What next?

You need to work out how to get there – and that means setting **objectives** and **targets**.

Objectives

This is the 'big picture' stuff. Look into the future and decide where you want to be in 2 years' time.

These may also be called aims, ambitions, purpose or objective.

I want to do something with cars. I could work for 'Fit-up' straight away but is it going anywhere? What about a motor vehicle course? I might earn more money in the long run.

Tips

Think about:

- where you *don't* want to be
- what kind of person you are
- what your strengths and abilities are.

Is this realistic?

Picture yourself achieving this goal – how good does it make you feel?

If you have trouble thinking about all this just bash down some ideas on a piece of paper and go through each one asking yourself these questions.

Targets

These are the steps that will lead you to your objective. You may break these down into bigger steps (monthly) and smaller steps (weekly or even daily!)

I know I can do this, but I need to sort out some transport.

Tips

Targets have to be **SMART**.

Small, specific steps are best – you can tick things off as you do them.

Measurable – how you will know if you've made it?

Achievable – don't be too ambitious!

Realistic – take the risks into account. Can you really do this?

Timed – put a time limit on each target and make sure you (and others involved) stick to it.

Don't set targets that don't go anywhere.

Make sure each step takes you a bit closer to your goal.

Risk assessment

Think about things that might stop you achieving your objectives and targets:

Influences – people, lifestyle ...

Opportunities – courses, jobs ...

Restrictions – money, transport, people, confidence, motivation, personal history ...

Tips

These things are real and important. Don't ignore them. Make a list of all the risks.

Decide which ones are the most important.

Decide which ones you can do something about.

Plan to get rid of these risks if at all possible. Write how you will do this into your action plan.

Getting there

Task

Task 1

Go through each of these steps to set some long-term objectives and short-term targets for yourself.

Step 1: Long-term objectives

Make a list of any objectives and ambitions that you have. Think about each one. Highlight the one that suits you and your situation best.

Step 2: Set targets

Jot down any steps that you need to take to get to this objective. These can be in any order. Decide which target comes first and highlight it.

Step 3: Mini-targets

Most targets need to be broken down into smaller steps. Take one target at a time and start thinking about the smaller steps you will need to take.

Step 4: Set some time scales

Next to each objective and target write when you are going to get it done. Ask yourself how you will know if you have achieved the target.

Step 5: Risk assessment

Check through all your steps and targets. Where is there a risk that you won't get it done? Why is it a risk? What can you do to eliminate this risk?



Use the information to help you complete the review sheet in your Entry to Employment passport.

It can also be used to complete some sections of the Initial Assessment Form.

Budgeting

Focus

<p>Forty pounds! Not a lot to live on, but if I'm careful I should be OK.</p> 	<p>Sorry. Here's ten pounds towards my board.</p>  <p>It's not a hotel you know, Josh!</p>	<p>That's so cool!</p> <p>Yeah. I've just got to buy it!</p> 
<p>£40</p>	<p>-£10</p>	<p>-£9.99</p>
<p>A double quarter-pounder, fries and a large cola? That's £5.25 please.</p> 	<p>A ten-pound phone card and a pack of AA batteries please.</p> 	<p>Hey! Have you got that ten pounds you owe me? You said you'd definitely pay me back this week.</p> 
<p>-£5.25</p>	<p>-£14.75</p>	



Budgeting

Task

Task 1

1

List the money you have coming in each week.

Money I receive each week

Wages £

Benefit payments £

Other £

MY TOTAL INCOME £

2

List the money you cannot avoid spending each week.

Money I cannot avoid spending each week

Rent/board £

Food £

Travel expenses £

Other £

TOTAL ESSENTIAL SPENDING £

3

Work out how much money you have left over each week.

MY TOTAL INCOME £

Less TOTAL ESSENTIAL SPENDING £

MONEY I HAVE LEFT OVER £



Any money left over can go towards some new clothes and a holiday!

Bank accounts

Focus

statement

interest

 credit
balance

 cheque
book

ACER — Ace accounts for U21s

The better way to bank!

Get your own:

- Cheque book
- Debit card
- Standing order and direct debit arrangements
- Monthly statement
- Interest* on credit balances
- Overdraft facility**

Plus if you open an U21 Ace Account today you will receive a free gift of £25 cash credited to your account!

What could be more 'Ace' than that?

* Interest rates are variable. Currently 2.45% gross p.a.
** Up to £150. If you exceed this overdraft limit, we will charge a £25 fee plus an interest rate of 18% per calendar month on the full overdraft until the overdrawn amount falls to £150 or below.

overdraft

 standing
order

direct debit

 overdraft
limit

debit card



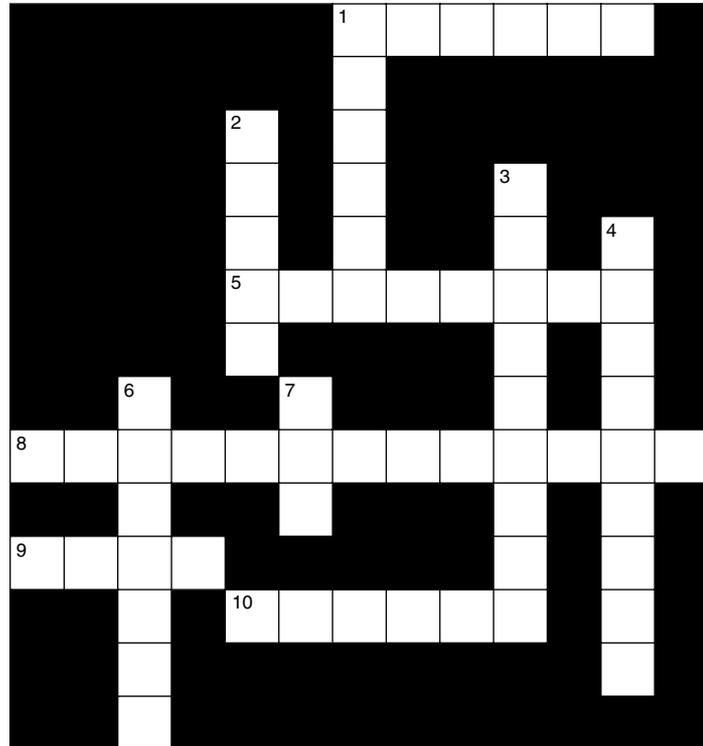
So what's the difference between debit and credit then?

Bank accounts

Task

Task 1

Complete the crossword.



Across

- 1 You can use one of these to pay money to another person. You write the name of the person on it, together with the amount that you want to pay them. Then you date and sign it. (6)
- 5 A bank may add this to money that you save. They will also add this to money that you owe them. (8)
- 8 If you want your bank to pay somebody the same amount of money each month, you ask them to set up one of these. (8, 5)
- 9 An amount of money that is borrowed from a bank and paid back over a period of time with interest. (4)
- 10 An estimate of the amount of money you earn and the amount of money you spend over a period of time. (6)

Down

- 1 You use this type of card to buy things now and pay for them later. The money is borrowed from the bank and you get charged interest. (6)
- 2 You use this type of card to pay for things that you buy. The money comes out of your current account straight away. (5)
- 3 If you withdraw more money from your account than is in it, then you will go into this. (9)
- 4 This tells you how much money you have in your account. It is sent to you by post or you can order one. (9)
- 6 The amount of money in your account at a given time. (7)
- 7 Common abbreviation for personal identification number. (3)

Ways to pay

Focus

Would you like to take out a store card? You can save **10%** on anything you buy today, plus get credit of up to **£250**.

Not for me, thanks.

Yes, that sounds great!

Two weeks later.

I'm going to use my new store card to treat myself. Are you coming?

Yes, but I can't afford to buy much. I've been saving **£5** a week and I've only got **£10** so far.

Another two weeks later.

Wow, Jo, are you sure you can afford all that?

Yes, it's OK. This card lets you buy now and pay later.

Four more weeks pass.

Oh, I didn't realise that I'd reached my credit limit. Does that mean I'll have to put these back?

I'm afraid so, love.

Two weeks later.

I've saved up **£50** to spend in the sales. Are you coming, Jo?

At the sales.

Everything I bought is marked down by **50%**. I owe the credit card company **£250 plus 20% interest**.

Jo saved **10%** on an item that costs **£19.90**.

How much did she save? How much did she pay?

Jo has to pay the credit card company **£250 plus 20% interest**.

How much is the interest? How much must she pay back after one year?

Ways to pay

Task

Task 1

Work out the saving on these sale items.

1



50% off

Save £ _____

Pay £ _____

2



50% off

Save £ _____

Pay £ _____

3



50% off

Save £ _____

Pay £ _____

Tip

50% off is the same as $\frac{1}{2}$ price. To find 50%, divide by 2.

Example

50% off £34
 $\text{£}34 \div 2 = \text{£}17$
 Save £17
 Pay £17

Task 2

How much will you have to pay back on these loans if you are charged interest of 20%?

1 On a loan of £100: the interest is £ _____. You pay back £ _____.

2 On a loan of £150: the interest is £ _____. You pay back £ _____.

3 On a loan of £180: the interest is £ _____. You pay back £ _____.

Example

How much will you have to pay back if you are charged interest of 20% on £160?

10% of £160 = £16 (160 ÷ 10 = 16)

20% is 2 × 10% so

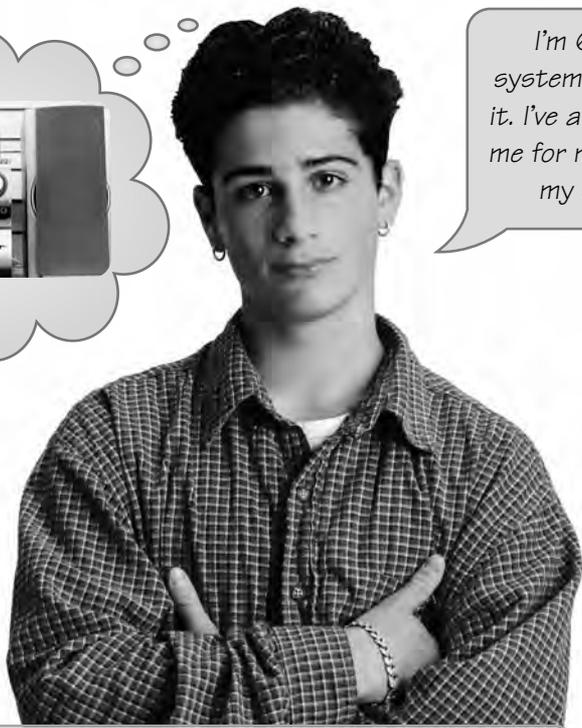
20% of £160 is 2 × £16 = £32

The interest is £32.

You pay back £192. (160 + £32 = £192)

Debt management

Focus



I'm 6 weeks behind on the payments for my sound system. The credit company is threatening to repossess it. I've also got catalogue debts and my dad keeps asking me for money for my keep. The truth is, I'm in a mess with my money and I haven't a clue how to sort it out.



What you need, mate, is a plan!

- Step 1**
Make a list all the people you owe money to and how much you owe.
- Step 2**
Let them know you've got problems keeping up with your payments. Ask for a little time to plan how to sort out your payments.
- Step 3**
Make a list of the money you have coming in and going out each week. Try to put some aside for future bills. This will tell you **how much money you have available to pay back what you owe.**
- Step 4**
Plan **how much you can pay** those you owe. You may decide to pay more money each week on debts where the consequences of not paying are most serious.
- Step 5**
Write to each person to say how much you can afford to pay them. Ask if they can agree to your repayment plan.

VJ Finance (sound system)	£1450
Jay's Catalogue	68
Xpo Catalogue	45

Dear Sir,
Account Number: 6213-39-3

I wrote to you recently to let you know that I am not able to keep up my normal payments now that I am unemployed. I am writing to all my creditors asking for details of how much I owe them. Could you let me know how much I owe you?

When I have sorted it all out I will contact you again with an offer for paying back the debt

<u>Money in:</u>	E2E money	£40
<u>Money out:</u>	Board	£10
	Phone	£6

Plan for paying debts

VJ Finance	Pay off £5.00 per week
Jay's Catalogue ...	Pay off £1.50 per week
Xpo Catalogue	Pay off £1.50 per week

Dear Sir,
Account Number: 6213-39-3

I wrote to you recently to let you know that I am not able to keep up my normal payments now that I am unemployed. I have calculated that I can afford to pay £5 per week. Please see a copy of my calculation attached. I am currently looking for work and hope to be able to increase my payments shortly. I hope that you are able to accept my offer in the meantime.

I look forward to hearing from you as soon as possible.

Yours faithfully

Debt management

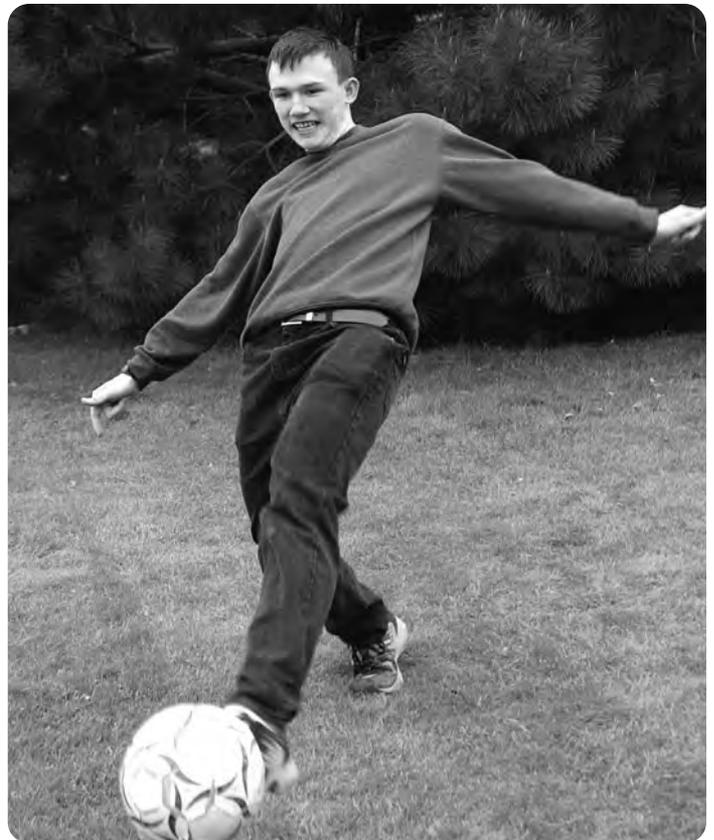
Task

Task 1

Look at what Sam says. Use the information to complete his weekly budget and the plan for paying off his debts.

I get **£90.75** a week for helping out at a local sports shop. I've just moved into a flat with a couple of mates. Being independent is great, but it's not cheap. We each pay **£40** a week for rent and **£15.50** a week for bills. On top of that there's the weekly food bill. My share of that is **£20.25**.

My passion in life is football. I couldn't afford to buy my gear up front so I got it on credit. **It's £14.95 a week for 26 weeks.** I've also got some catalogue debts – **£10.50 a week for 42 weeks.** The trouble is I can't keep up both lots of payments now I live at the flat. I need to plan what I can afford to pay and write to the companies.



Coming in each week

Wages £

Going out each week

Rent £

Food £

Bills £

Cash available for paying debts

Cash coming in take away cash going out

= amount each week

£ _____ - £ _____

= £ _____ each week

Plan for paying debts

Offer to pay the credit company

£ _____ per week

Offer to pay the catalogue company

£ _____ per week

Wages

Focus

HOLLYWOOD CINEMAS

Assistant Film Technician

Salary £9600 pa

An exciting opportunity for an energetic person

You must be:

- enthusiastic
- technically minded
- interested in film and projection.

No previous experience necessary.

 Please apply in writing to:
 Steven Peel, Hollywood Cinemas,
 Festival Park, Telford.

Northwood Tree Services

Due to growth in the business, we are looking for an enthusiastic person to assist with tree felling and pruning.

If you:

-  like to work outdoors,
-  have a head for heights,
-  would like to branch out into something new, you could be the person we're looking for.

Full time £5 per hour

Ring Rob Northwood on 0987 654321 to arrange an interview.

1 year = 52 weeks
 $£9600 \div 52 = £184.61$ per week

1 year = 12 months
 $£9600 \div 12 = £800$ per month

Average working week = 37 hours
 $£5 \times 37 = £185$ per week

1 year = 52 weeks
 $£185 \times 52 = £9620$ per year

Connell's Leisureworld plc

 NAME Greg Bromley
 WORKS/DEPT No 3229

 W/E 27/04/04
 Tax Code: 474L
 Tax Week: 4

GROSS WAGES TO DATE	TAX DEDUCTED TO DATE
£740.00	£63.92

	£	p
DEDUCTIONS		
CO. PENSION		
INCOME TAX	15	98
NATIONAL INSURANCE	10	34
OTHER		
TOTAL DEDUCTIONS	26	32

PAY
STANDARD
 HRS 37 @ £5.00

OVERTIME
 HRS @
 BONUS, SICK
 PAY, SMP

GROSS PAY
 DEDUCTIONS
NET PAY

	£	p
	185	00
GROSS PAY	185	00
DEDUCTIONS	26	32
NET PAY	158	68

Everyone pays **income tax** and **National Insurance** contributions out of their wages. **'Net pay'** is the amount you take home.



Wages

Task

Scratches requires a full-time experienced assistant to help with tattoo work and piercings.

Must be over 18, smart and hardworking, with good understanding of hygiene matters.

Basic wage £620 per calendar month.

Call Bob Bloom on
0201 848 488453

Despatch riders and pedal cyclists required

Must have own vehicle and be road competent.

All CCs considered.

40 hours per week

£4.10 per hour

Beginners welcome

Tel: Speeds
0201 984 3992292

Visitor Centre Assistant

North East Wildlife Trust is looking for someone to assist in its busy visitor centre. Duties include dealing with visitors and maintaining the tidiness of the site. Knowledge of local wildlife is an advantage.

£180 per week.
Live in if required.

For details email
Jasonfrogmore@newt.com
or telephone 0202 300233

Task 1

Use the job adverts above to answer these questions.

1 How much would you earn **per week** at Speeds?

2 How much would you earn **per year** at Scratches?

3 How much would you earn each month at North East Wildlife Trust?

Task 2

1 Which company pays the most?

2 Which company pays the least?

Remember!

There are **52 weeks** in a year.

There are **12 months** in a year.

Tip

To convert weekly pay to monthly pay, multiply by 52 and then divide by 12.

Where does the money go?

Focus

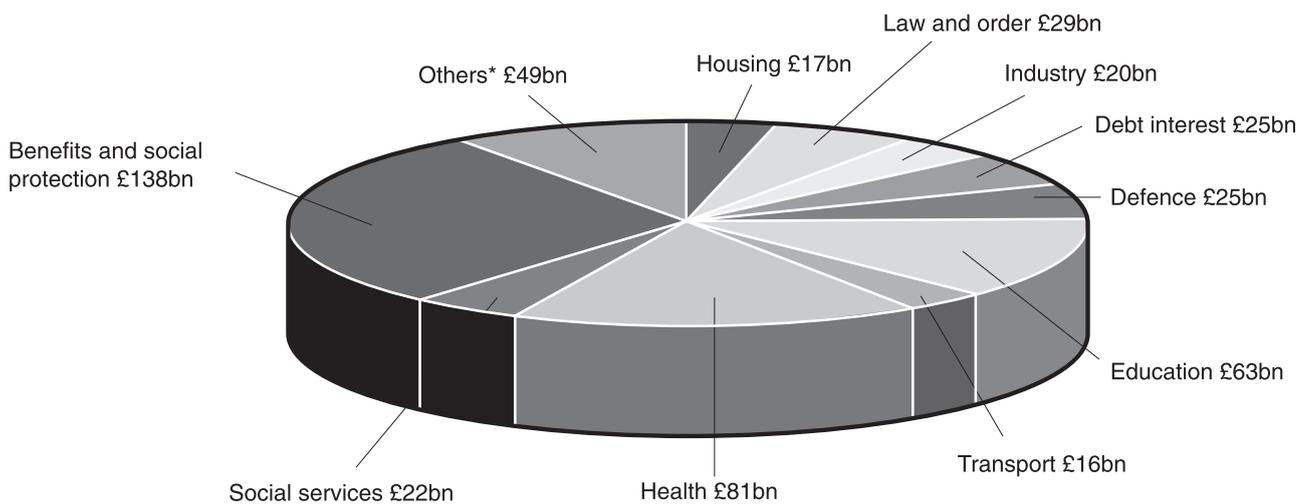
We all pay income tax out of our wages. Where does all the money go?

The pie chart tells you where the money goes. The bigger the slice, the bigger the amount of money spent in that area.



Where taxpayer's money is spent

(based on 2004/5 spending figures)



*Others includes recreation, culture and religion, international cooperation and development, and public service pensions

Where does the money go?

Task

Task 1

Make a pie chart to show how Council Tax money was spent in Eastleigh.

Follow these five steps, then print your pie chart.

- 1 Open **Microsoft Excel**.
- 2 Type in the following information.

	A	B	C	D	E	F
1	Education	Social services	Libraries and leisure	Waste disposal	Roads	Fire and police
2	82,000,000	34,000,000	8,000,000	7,000,000	14,000,000	8,000,000

- 3 Highlight the information you entered.
- 4 Click on the chart wizard icon.  Then click on the pie chart icon. 
- 5 Experiment with the different settings. Remember to give your pie chart a title.

Task 2

Make a pie chart using your own data. Choose from one of the following:

- You are the Prime Minister with a budget of £500 billion to spend on the benefit of the country.
- You are a football manager with a budget of £100 million to spend on the benefit of the team.
- You have won the jackpot on the Lottery. You have £19 million to spend as you please.

Remember!

The slices of your pie chart must add up to the amount of money you have to spend.

Age limits

Focus


Age	What it is legal to do
10	<ul style="list-style-type: none"> You can be held responsible for a crime if it is proved that you knew that what you were doing was wrong.
12	<ul style="list-style-type: none"> You can buy a pet. You can see a 12-rated film.
13	<ul style="list-style-type: none"> You can work for a certain number of hours a week.
14	<ul style="list-style-type: none"> You can go into a pub but not buy alcohol. You are responsible for wearing a seatbelt.
16	<ul style="list-style-type: none"> You can buy cigarettes or tobacco. You can leave school. You can choose your own doctor. You can claim Social Security benefit. You can work full time. You can hold a licence to drive a moped. You can get married with one parent's consent. You can drink wine or beer at a meal in a restaurant. You can leave home with your parent's consent. You can buy a lottery ticket.
17	<ul style="list-style-type: none"> You can hold a licence to drive any vehicle (except some heavy vehicles). You can hold a private pilot's licence. You can be a street trader. You can buy an air rifle. You can leave home without your parent's consent. You can give blood.
18	<ul style="list-style-type: none"> You can appear before adult courts. You can vote. You can bet. You can buy fireworks. You can change your name. You can apply for a passport. You can own a house. You can sit on a jury. You can buy alcohol. You can get a tattoo. You can get married without your parent's consent. You can act as an executor of a person's will.
21	<ul style="list-style-type: none"> You can become an MP, a local councillor or a mayor. You can adopt a child.



Age limits

Task

Task 1

- 1 Read the application form and the instructions about how to complete it.
- 2 Fill in the parts that apply to you.
- 3 Who would you ask to fill in Part C?

PROOF-OF-AGE CARD APPLICATION FORM					
INSTRUCTIONS		PART A Notes for Applicant: Use black ink. Write in BLOCK CAPITAL LETTERS. Fill in every box. If you are under 16, ask a parent or guardian to complete Part B.		Part C: to be completed by a person in authority, such as a teacher or tutor, doctor, police officer or other such person who can confirm your identity and age. Enclose two passport size photographs. Enclose a copy of your birth certificate.	
PART A Applicant to complete					
Male			Female		
Forenames			Surname		
Home address (including full postcode)					
Email			Full telephone number		
Date of birth	day	month	year	Age	
Date					
<i>I confirm that the information above is true and correct.</i>				Signature	
<i>If you are under 16 ask a parent or guardian to fill in Part B.</i>					
PART B Parent/Guardian to complete					
Full name			Relationship to applicant		
Date			Signature		
PART C Authorising person to complete					
<i>I confirm that this person is known to me personally and is _____ years old. I am not related to the applicant. I have signed the reverse of the photo to certify that it is a true likeness of the applicant. I confirm that this information is true and correct.</i>					
Signature					
Name and title					
Address					
Full telephone number					

Responsibilities and rights

Focus

Do you know your legal rights? Do you know what responsibilities go with these rights?



I can get care from a hospital or doctor whenever I want it.



I can go where I like in the park.



I can get my money back if the goods are faulty.



I don't have to give my age, name and address if a policeman stops me in the street.



I'm allowed to vote for whoever I like.

Responsibilities and rights

Task



Task 1

2

Listen to Laura asking for a refund.

Does Laura have the right to be given her money back?

Laura should/should not be given a refund because:



Task 2

3

First listen to what Andy says, then to what the police officer says.

In the space below, make a note of any behaviour that is incorrect.



Incorrect behaviour: Andy	Incorrect behaviour: police officer

Task 3

What is the police sergeant actually saying?

Write it in your own words.

You do not have to say anything. But it may harm your defence if you do not mention when questioned something which you later rely on in court. Anything you do say may be given in evidence.



Driving

Focus


You have to start somewhere! What will it cost to start?
Get a rough idea without using a pen or pencil:

Driving Lessons £300.00
(20 hours at £15 an hour)

Multiplying by 10 may be a good place to start:
 $15 \times 10 = 150$
Do you know any quick methods for doing this?
Two tens are twenty, so double £150 is £300.

Highway Code £1.49

Make a number ending in 9 up to the nearest pound or 50p. (Take the pence off at the end of the calculation.) £1.49 is nearly £1.50.
 $£300.00 + £1.50 = £301.50$

Theory Test £15.50

Add on the 50p first (£302). Then add on £10.00 (£312). Then add on £5.00 (£317).

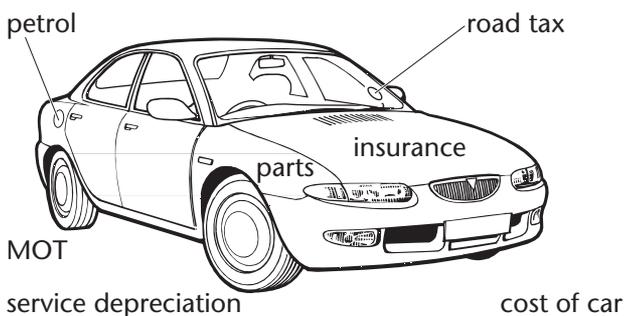
Driving Test £38.00

Call this £40 and add it on in tens. (Take off the £2 at the end of the calculation.)
£327 £337 £347 £357

Total

Take off the £2 (£355).
Take off the 1p (£354.99).
Write the answer in the space.

A car of your own! What's it going to cost?



1984, 51k miles, black, petrol, s/roof, air-con, alloys, alarm, c/lckng, CD player, long MOT, taxed, vgc, must be seen. £150 ono 07865 678234

Driving

Task

Task 1

Use some of the strategies for mental calculation to find out how much it costs to run a 1200 cc car for a year. Check your answer with a calculator.

1

2 new tyres @ £60 each	£	
1 can engine oil	£	9.99
2 bottles wiper fluid	£	8.00
1 headlamp bulb	£	5.99
1 pair wiper blades	£	9.99
1 hubcap	£	12.00
polish	£	7.50
shampoo	£	4.99
Total		

2

Insurance	£	350.00
Tax	£	250.00
MOT	£	33.00
Service	£	49.50
Wear and tear	£	179.00
Depreciation	£	845.00
Total		

Tip

With large amounts of money you can add the pounds first and then the odd pence. Use the strategies on the focus page to help you.

Task 2

Use the questions and car adverts from the Source material to answer the questions.

1 What do these words and abbreviations mean?

- a vendor b tamper c vgc
d fsh e mths

2 What should a buyer beware of in:

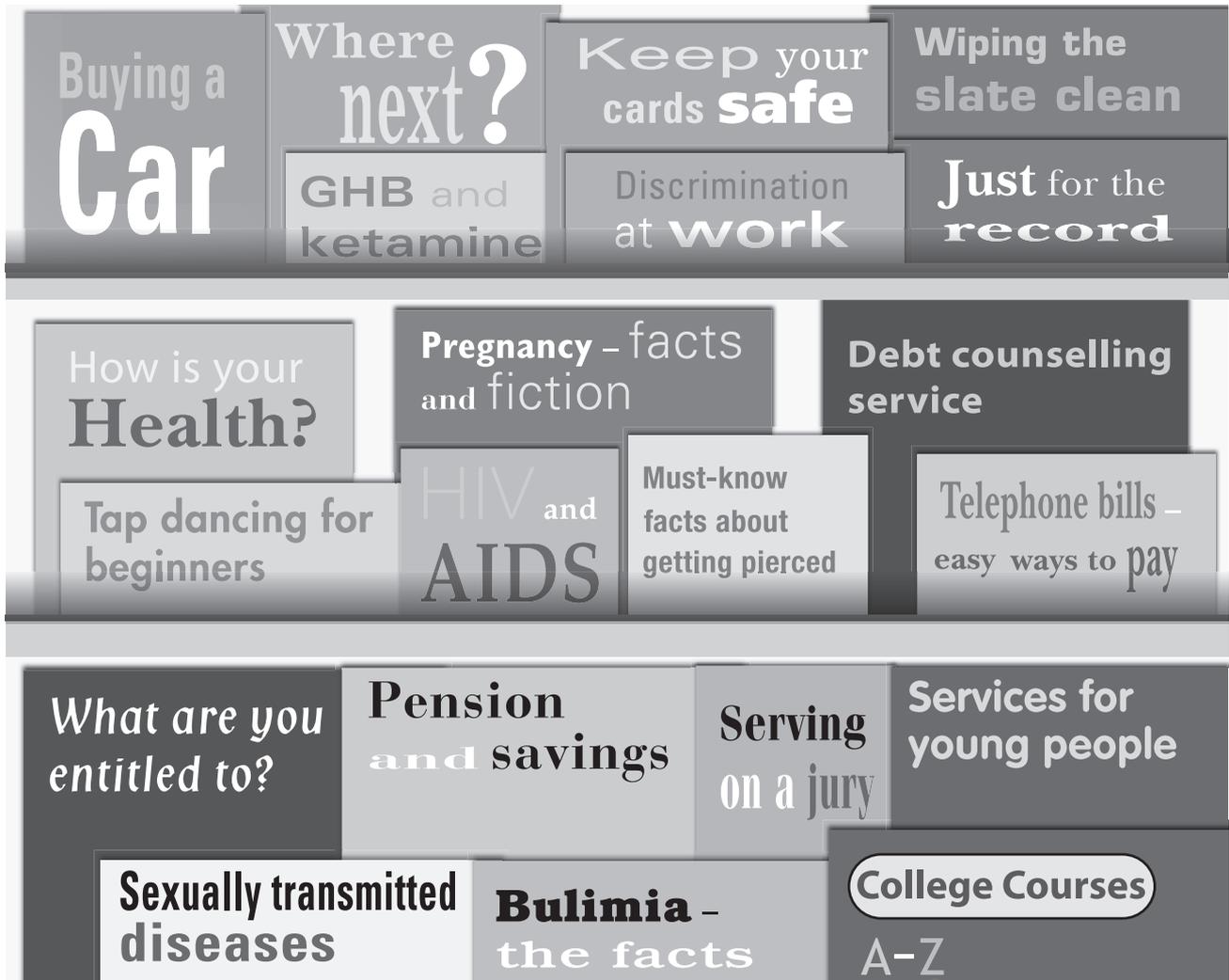
- a the advert for the Vauxhall Corsa?
b the advert for the red Honda Civic?

3 Explain in your own words why you should never hand over cash for a car that you buy privately.

Getting help

Focus

Have you noticed how much information there is around you? How do you find the bit you need?



Leaflets, leaflets everywhere ...

What do you want information about?

I think I'll do a course at college next year.

Scan the leaflets looking for the words course and college.

If you don't find what you need at first, look for something connected to what you want.

For instance, 'Where next?' could be to do with going on to college after school.

Highlight the titles of two leaflets that might contain information about HIV.

Getting help

Focus

Look it up in a book ...

The Directory

**All the numbers
you need to find
in one place**

If you need an address or telephone number, a telephone directory or a directory of local services can help.

Tip

Use the same technique when you look in any dictionary or reference book.

Contents

Local information

2. Emergency numbers
4. Helplines
5. Local services
9. Recycling
11. Getting around
15. Tourist information

The **Contents** will tell you what page to look on. Check out the titles, headings and subheadings to find your way around without reading everything on the page.

4. HELPLINES A-Z

Alcohol

Alcoholics Anonymous

0845 769 7555**

Drinkline

0800 917 8282**

Bereavement

Cruse Bereavement Care

0870 167 1677#

Children and Young People

Childline 📞 0800 1111*

Get Connected 0800 096 0096*

The information is arranged in alphabetical order. Check out the words written in **bold**, different colours or *styles of type*.

Which page is about helplines?
What is the phone number of *Drinkline*?
Is *Childline* a 24-hour helpline?
Is *Get Connected* a free helpline?

KEY

📞 24 hour helpline

* calls are free

** calls charged at local rates

calls charged at national rates

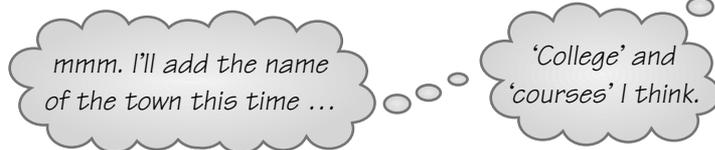
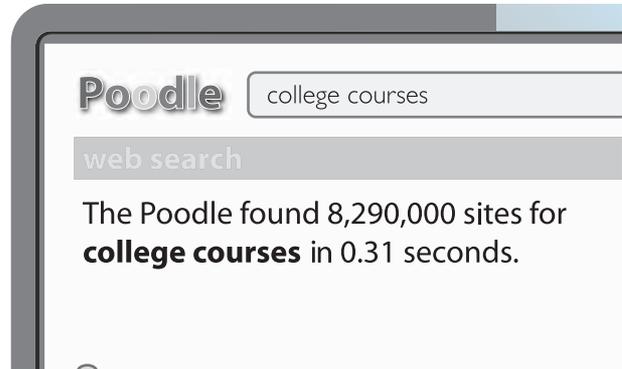
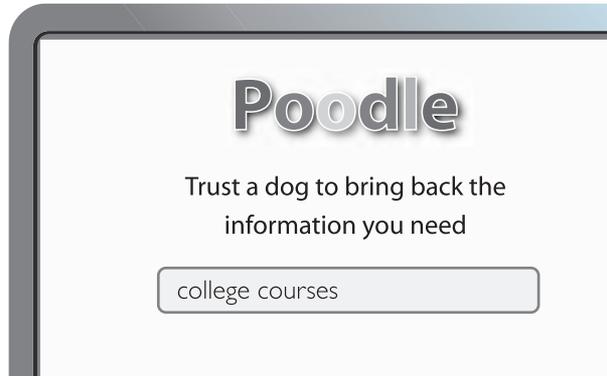
There may be a key to help you.

Getting help

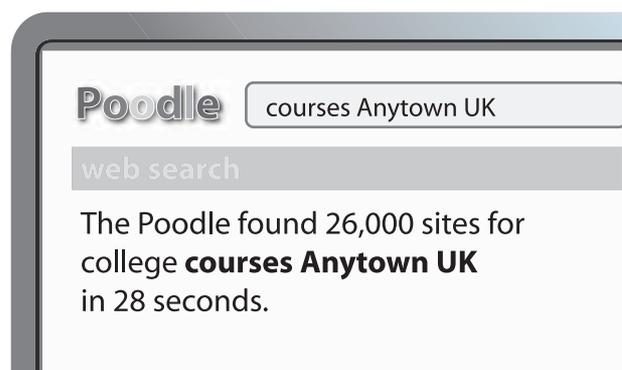
Focus

The Internet has information from all over the world ...

Think carefully about the words to type into the search engine or there'll be too much to choose from.



You may need to add 'UK' too. If you don't you will get all the possible sites from around the world!



Which words would you type into the search engine to find out about the minimum hourly wage you should be paid?

Results 1-10

Higher Education **courses** at **Anytown** College **Anytown** 6th form College on line. **Courses** for... **Anytown** College of Arts and Technology new **courses** starting all the time...

Salsa? Want to learn more? Of **course** you can. Try **Anytown** School of Dancing.

Getting help

Focus

Real people can be helpful too ...

Before you approach somebody for help, either in person or on the phone, think about what it is you want to know.

I wonder if the college runs a course about computers on Thursday evenings ...

Tip

Make a note of your questions. Jot down the answers.



Listen to the telephone conversation. Jot down:

4

- the name of the course
- the telephone number to ring
- the name of the person to speak to.



That's a fact (1)

Focus

A demonstration took place today in the town of Grimton following the opening of a nightclub.

Police use force against peaceful demonstrators

The demonstrators gathered along Main Street to await the arrival of nightclub owner Terry Sandford.

The crowd moved forwards as Mr Sandford's van came along the street.

A peaceful demonstration took place today in the town of Grimton following the opening of a seedy nightclub.

Police forced people to move back behind the metal barriers along the pavement.



Police prevent injury to riotous demonstrators

A member of the public who was watching the scene from her flat said, 'I think it just made matters a lot worse'.

The silent crowd walked forwards as Mr Sandford's van came along the street.

The quiet demonstrators gathered along Main Street to await the arrival of notorious nightclub owner Terry Sandford.

Police asked people to move back behind the barriers along the pavement.

Police encouraged people to move back behind the safety barriers along the pavement.

A violent demonstration took place today in the town of Grimton following the opening of a plush nightclub.

Demonstration takes place in Grimton

The angry crowd surged forwards as Mr Sandford's van came along the street.

The riotous demonstrators gathered along Main Street to await the arrival of famous nightclub owner Terry Sandford.

One of these extracts contains an opinion but does not appear to be on anyone's side in particular.

That's a fact (1)

Task

Task 1

Put the extracts of the article on the focus page together to make one full article that matches the headline.

Headline	
Sentence 1 – Introduction	Photograph
Sentence 2	
Sentence 3	
Sentence 4	
Sentence 5	

Tip

Keep in mind whether you are making the version of the article that is **for** or **against** the demonstrators.

Tips

- Underline words that show a positive or negative opinion of the **demonstrators**, the **police** and the **nightclub owner**.
- Does the writer like or dislike the person or people being described?

Task 2

Underline the positive or negative words.

Task 3

Compare your version with someone who has created the opposite version. Discuss the positive and negative words that have been underlined in the two versions.

That's a fact (2)

5

Focus

Does Darin's diary tell the truth, the whole truth and nothing but the truth?

Fact – played football, scored 2 goals.

Opinion – Amie was impressed.

Fact – saw Meena, had a coffee.

Opinion – Hanson is two-timing her.

September 2005

15 Monday

Went to football with Habib. Scored 2 goals against Hanson's team! Could tell Amie was well impressed. Didn't see Meena. She's OK – I like her.

16 Tuesday

Saw Meena in town. Went for a coffee. She said she hasn't seen Hanson much lately. I reckon he's been two-timing her.

17 Wednesday

Dentist 4.30. Nothing much on today. Stayed in and watched TV.

18 Thursday

Saw Hanson today. He told me to leave Meena alone. He thinks he owns her. Nearly had a scrap with him but luckily Habib stopped me.

September 2005

19 Friday

Did usual community service at the old people's place. Hate gardening. Later met Meena and Amie in the cinema then went for a curry.

20 Saturday

Went to the pub with Habib. Later met Hanson in the chip shop. He knocked my chips out of my hand so I had a go at him. The idiot smashed a car window so I legged it.

21 Sunday

Been at the police station today. Hanson's got me in trouble. He's a liar! I hardly touched him. They reckon I'll probably have to go to court. I bet I get sent down this time. No one's going to believe me. Hanson is such a jerk.

Sometimes it's hard to tell what are facts and what is Darin's opinion.

That's your opinion!

That's a fact (2)

Task

Task 1

These questions are about the extract from Darin's diary on the focus page. Discuss the questions with a partner and write your answers.

- 1 What does Darin think Hanson has been doing to Meena?
- 2 What sort of appointment did Darin have on 17th September?
- 3 What does Darin say happened to his chips?
- 4 Where did Darin go with Habib on Saturday?

The next four questions are about the newspaper article from the Source material. Discuss the questions with a partner and write your answers.

- 5 At what time did Darin attack Hanson?
- 6 What was the argument about?
- 7 Who was injured?
- 8 Why was the case dismissed?



Task 2

6

Listen to three people giving a statement about the case. Discuss each one and write by each picture whether the person gave mainly facts or opinions.

Tip

The ones that give facts should not show any sort of opinion about other people.



1 Mick Hanson



2 Dukakis's neighbour



3 A police spokesman

Task 3

Here are a mixture of extracts from the diary and the newspaper article. Tick the ones that are just facts.

19-year-old thug,
Darin Dukakis

The case was dismissed
due to lack of evidence.

Dukakis had fled.

He thinks he owns her.

Chip shop owner Steve
Hall called the police.

Saw Meena in town.
Went for a coffee.

I hardly touched him.

Stayed in and watched TV.

Writing a letter

Focus


What should Patrick do now?
What could he have done differently?

Where can he go for help and advice?
How can he get out of debt?

Writing a letter

Task

Task 1

Put a letter together for Patrick to send to his creditors.

The diagram shows a large rectangular box representing a letter. Inside this box are several smaller dashed-line boxes indicating where to write. Arrows point from these boxes to external text boxes that provide instructions:

- Top-left dashed box:** Points to a box containing the text: "The name and address of the person he is writing to goes here."
- Top-right dashed box:** Points to a box containing the text: "His name, address, telephone number and email address go in the top right-hand corner."
- Second dashed box from top-left:** Points to a box containing the text: "Don't forget to put a date and mention your account or reference number."
- Large central dashed box:** Points to a box containing the text: "Explain the situation." Below it, another arrow points to a box containing the text: "Explain what you plan to do." Below that, another arrow points to a box containing the text: "Ask for what you want."
- Bottom-left dashed box:** Points to a box containing the text: "End the letter politely."
- Bottom-right dashed box:** Points to a box containing the text: "Sign 'Yours sincerely' if you know the name of the person. Sign 'Yours faithfully' if you don't."

Tip

Read the letter through when you have finished to check it makes sense.

Finding a flat

Focus

ONE-BEDROOMED unfurnished flats for rent, Anytown, £55 to £65 per week, deposit and references required.
01234 234567 between 9 am and 5 pm.

Can you tell me exactly where the flats are?

I must get away from home and live my own life.

Where would be the best area for me to live?

Is there a garden?

Who would I ask to provide a reference?

- Council tax
- Heating bills
- Water rates
- Telephone bills
- Connection charges
- Television licence

What other bills will I have to pay?

Can I afford it?

What does the rent include?

Flat? House? Room? Hostel?

I must have my cat with me.

Are pets allowed?

Shall I share or live by myself?

Is the bedroom big enough for two people to share?



Where can I find out what my choices are?

Kitchen? Bathroom? Furnished? Unfurnished? What is important to me?

Can you tell me whether you have any flats for rent?

Can you tell me if I would have to share a bathroom?

- Personal contacts
- Local newspapers and magazines
- Shop windows/ notice boards
- Letting agencies
- Advice centres

Private?
Housing association?
Social Housing?

Your home. What must you have?

Finding a flat

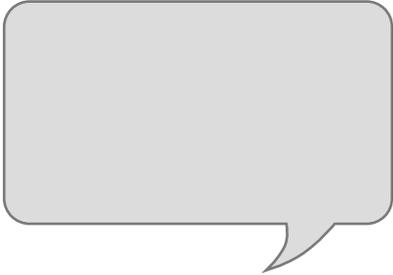
Task

Task 1

What questions could Chantelle ask when she phones up about this room? Write your questions in the speech-bubbles.

HOUSE SHARE near centre Anytown, own room with key, well equipped. **01234 678901**

I don't want to share with too many people.



I've already got my mobile.

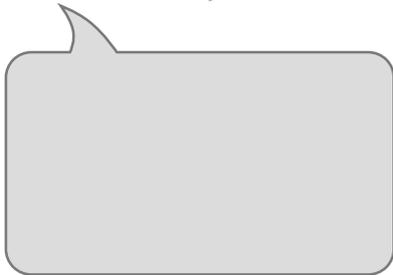
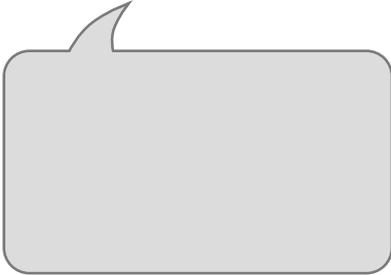
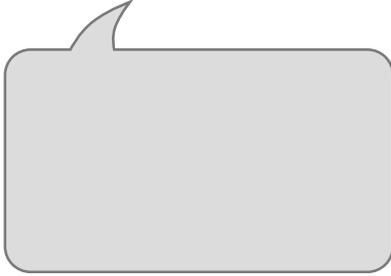
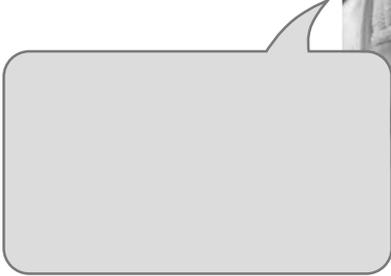
I've got to go to college every day.



I can only afford £35 a week for rent.



Launderettes are expensive.



Flatmate

Focus

Matt is looking for a flatmate to share with. He's got to make sure he'll get on with the other person!



Hi, I'm Matt. I'm 20 and I work part-time in a chemist shop. I have a cat that has the run of the flat. I like the flat to be kept clean and tidy so I couldn't live with a messy person. I love music and I do play it quite loud sometimes – that could be a problem for some people. I'm a vegetarian and would prefer to share with a person who doesn't eat meat. I like quiet evenings reading or watching sport on television. I could only share with a non-smoker.

Checklist for a flatmate

Name: Matt

Name of person interviewed: Raffi

1. Fine with cats.
2. Clean and tidy.
3. Likes loud music.
4. Vegetarian.
5. Likes sport on TV.
- 6.

Perfect flatmate? YES NO

Reason:

Tick the things on Matt's list that are true of Raffi. Put a cross by the things that are not true.

What might cause problems if these two shared a flat?



- Add the point that Matt has left out.
- Discuss how Matt could use these as questions.
- Listen to Raffi's answer for point 6.



What questions would Raffi ask?

Hi, I'm Raffi. I'm a 21-year-old student. I don't keep pets. I'm allergic to fur so I can't live where there's pet fur around. I like to get up early and shower every morning. My pet hate though are people who leave the bathroom in a mess or spend hours in the shower until the water runs cold. I like sport but I can't stand watching it on TV. I eat anything really and I love meat so it would be no good sharing with a vegetarian! I play the drums in a rock band and need a flat where we can practise regularly.

Flatmate

Task

Task 1

Is your perfect flatmate closer than you think?
Can you spot who could turn out to be your 'flatmate from Hell'?
Find out before it's too late!

Here's what to do:

- 1 Think of 6–8 qualities you think an ideal flatmate should have (or definitely should **not** have!).
- 2 Write down questions that you could ask the other person to find out if he or she has these qualities.
- 3 Put a tick or cross by each point depending on the other person's answers.



Questions for the perfect flatmate

Name:

Name of person interviewed:

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

Perfect flatmate? YES NO

Reason:

Tip

You can use this for your questions or design your own.

Food glorious food

Focus

Sam and Carla are coming round for lunch in 20 minutes.

Sam's a vegetarian. Will this be suitable?

Carla's on a diet. Is this very fattening?

Can I cook it in the microwave?

How do I make it?

Will I have time to do it?

Will there be enough for three?

What could I put with it?

Is it a healthy food?

It's been in the fridge for ages. Will it be okay?



Chill, Dee. You can find all this info on the carton. Hey, if there's any left over, I'll have it tomorrow.

INGREDIENTS

Water, Vegetables (44%), (Potatoes, Carrots, Onion, Green beans, Leeks), Crème Fraiche, Modified Maize Starch, Salt, Yeast Extract.

NUTRITIONAL INFORMATION

Typical values	per 100g
Energy	221 KJ (53 kcal)
Protein	0.9g
Carbohydrate	4.3g
(of which sugars)	1.4g
Fat	3.7g
(of which saturates)	0.3g
Fibre	0.2g
Sodium	0.4g

NO ARTIFICIAL COLOURS

READY TO EAT IN TEN MINUTES

Preparation guidelines:

Shake carton well before opening.
Cut carton top and pour into a saucepan.

To cook on the hob

Heat thoroughly on a low heat, stirring continually.
Do not boil.

NOT SUITABLE FOR MICROWAVE COOKING

SERVING SUGGESTIONS

Serve with crusty rolls or French bread.

Storing instructions

KEEP REFRIGERATED

Once opened, consume within 3 days

USE BY
02 JUL 06



SUITABLE FOR
VEGETARIANS

425g e

This carton contains approx 4 servings

Food glorious food

Task

Use the *News2U* article 'You are what you eat' and the *Ready-meal* label from the Source material to answer Oz's questions.

It's my turn to cook.
I wonder if I can use
this *Ready-meal*.



INGREDIENTS
Cooked pasta, tomato, British beef (15%), water, onion, milk, red wine, medium hard fat cheese, whipping cream, mushroom, carrot, vegetable oil, modified maize starch, flavouring (with yeast extract), celery, cheddar cheese, basil, parsley, chicken stock, sugar, malt extract, black pepper, nutmeg.

NUTRITION (per serving)			
Energy	2955 KJ (705 kcal)	Of which saturates	14.0g
Protein	35.0g	Mono-unsaturates	14.5g
Carbohydrate	67.0g	Polyunsaturates	2.0g
Of which sugars	7.0g	Fibre	2.5g
Fat	33.0g	Sodium	2.1g

This pack contains 2 servings.

Allergy advice
Contains milk, wheat, gluten, yeast

Storage
Keep refrigerated
Use by: 07 SEP

Freezing guidelines
Freeze on day of purchase.

To oven cook (not from frozen)
Remove outer packaging and film lid.
Place on a baking tray in the centre of a pre-heated oven (190°C/375°F/ Gas mark 5) for 25–30 minutes.

To oven cook from frozen:
Follow conventional oven instructions above, adjusting heating times to 40–45 minutes.

To microwave:
Remove outer packaging.
Pierce film lid several times.

	650 w	750 w	850 w
Full power	14 mins	11 mins	9 mins
Stand	1 min	1 min	1 min

Not suitable for microwave heating from frozen.

Task 1

- 1 Can I cook the *Ready-Meal* in the microwave from frozen?
- 2 Gaz is not keen on anything with onions in. Does this contain onions?
- 3 Does it contain more starch than sugar?
- 4 It's frozen solid. Do I have to defrost it before I cook it?
- 5 Will there be enough for four of us?

Task 2

- 1 What two main things should your diet include?
- 2 Does this meal have plenty of both?

Task 3

- 1 Layla's into healthy food. How much salt does the meal contain?
- 2 Which of the types of fat is least healthy?

Tip

Answer 'yes' or 'no' to the questions in Task 1.

Tip

Read the article 'You are what you eat' for help with Task 2.

Tip

Use the pie chart in the article for help with Task 3.

Getting fit

Focus

This has **got** to be the best all-round exercise. What do you reckon?



It's hard to say. Some types of exercise help build **stamina**. Others help build **strength**. In some sports you need to be **supple** and well **coordinated** too.

Health benefits of different exercises

Activity	Stamina	Strength	Suppleness	Coordination
Slow walking	*	*	*	*
Fast walking	**	*	*	*
Gentle jogging	***	**	*	*
Fast jogging	****	***	**	*
Cycling	****	***	**	**
Tennis	***	**	***	****
Squash	****	**	***	****
Aerobics	****	***	****	****
Lane swimming	****	***	****	**
Wind surfing	****	***	*	***
Weight training	*	****	*	**
Skate boarding	**	**	**	****

Key Health benefits: *small **good *** very good **** excellent

Suppleness =

Stamina =

Coordination =

Strength =

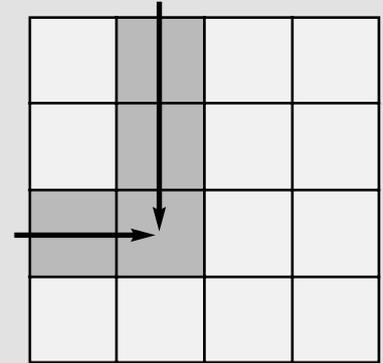
muscle power

Getting fit

Task

The 'health benefits chart' on the focus page contains a lot of information.

- Make sure you understand the key.
- Read the column headings and the row headings.
- Track **down the column** you need.
- Track **across the row** you need.
- Read the information in the box where the column and row meet.



Task 1

Use the 'Health benefits chart' on the focus page to answer these questions.

- 1 Which activity is excellent for building strength, but not so good for stamina and suppleness?
- 2 Which is the best all-round activity?
- 3 Which exercise provides the fewest health benefits?
- 4 Which activities score best on improving coordination?
- 5 How do you think football would fit into this chart?

Task 2

- 1 Use the instructions in 'Working to the max' from *News2U* in the Source material to take your own pulse at rest and then again after exercise.
- 2 Did you get anywhere near your maximum pulse rate?



It pays to talk

Focus



1



3



10



2



4



9



Phew!
I don't half talk to
a lot of people!

5



8



6



7



It pays to talk

Task



Who is Mairi speaking to?
Put a number by each
photograph from her album.

Remember!

The way Mairi speaks to people will depend on:

- who they are
- the age difference
- how well she knows them
- her reason for talking to them.



Task 1

9

My best friend

Me

My supervisor

Customers at the café where I work

Billy - my little brother

Mum and Dad

Jay - my boyfriend

Don't be late!

Focus


The coach for the match leaves at **11 o'clock** tomorrow. We're meeting at the Town Hall **15 minutes earlier** so we've got time to get to the coach stop. **Don't be late!**



The coach leaves at 11 o'clock this morning, but I need to be at the Town Hall at **10:45 ...**

SERVICE	33	39	43	45	53
Bus Station, Eastleigh	1000	1015	1030	1045	1100
College Road	1005	1020	1035	1050	1105
City General Hospital	1010	1025	1040	1055	1110
Station Road	1016	1031	1046	1101	1116
Market Square, Belton	1020	1035	1050	1105	1120
Town Hall	1029	1044	1059	1114	1129
Queens Park	1032	1047	1102	1117	1132
Bus station, Belton	1037	1052	1107	1122	1137

Work out the **time you should arrive.**

Work out **how to get there on time.**

Work out the **time to set out**

Preferably, do it the **night before!**



... The **39 bus** will get me there on time. It leaves **Eastleigh Bus Station** at **10:15 ...**



... and it takes **15 minutes** to get to **Eastleigh Bus Station** from here. **Gotta go!!!!**

Don't be late!

Task

Task 1

Use the bus timetable to help these people arrive on time.

SERVICE	33	39	43	45	53
Bus Station, Eastleigh	1000	1015	1030	1045	1100
College Road	1005	1020	1035	1050	1105
City General Hospital	1010	1025	1040	1055	1110
Station Road	1016	1031	1046	1101	1116
Market Square, Belton	1020	1035	1050	1105	1120
Town Hall	1029	1044	1059	1114	1129
Queens Park	1032	1047	1102	1117	1132
Bus station, Belton	1037	1052	1107	1122	1137

1

I've got an appointment at the **City General Hospital** at **10:15**. Which number bus should I catch?



2

I'm going to the festival at **Queens Park**. I want to arrive just before **11 o'clock**. At what time should I catch the bus at **College Road**?



3

My girlfriend's coming to Eastleigh by train. It arrives at **10:20**. She'll be catching the bus from **Station Road** and meeting me at **Queens Park**. What time will she reach **Queens Park**?



4

I'm at **Market Square** in Belton. I've just missed the number **43** bus. How long will I have to wait until the next bus arrives?



What do I do? (1)

Focus

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

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

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

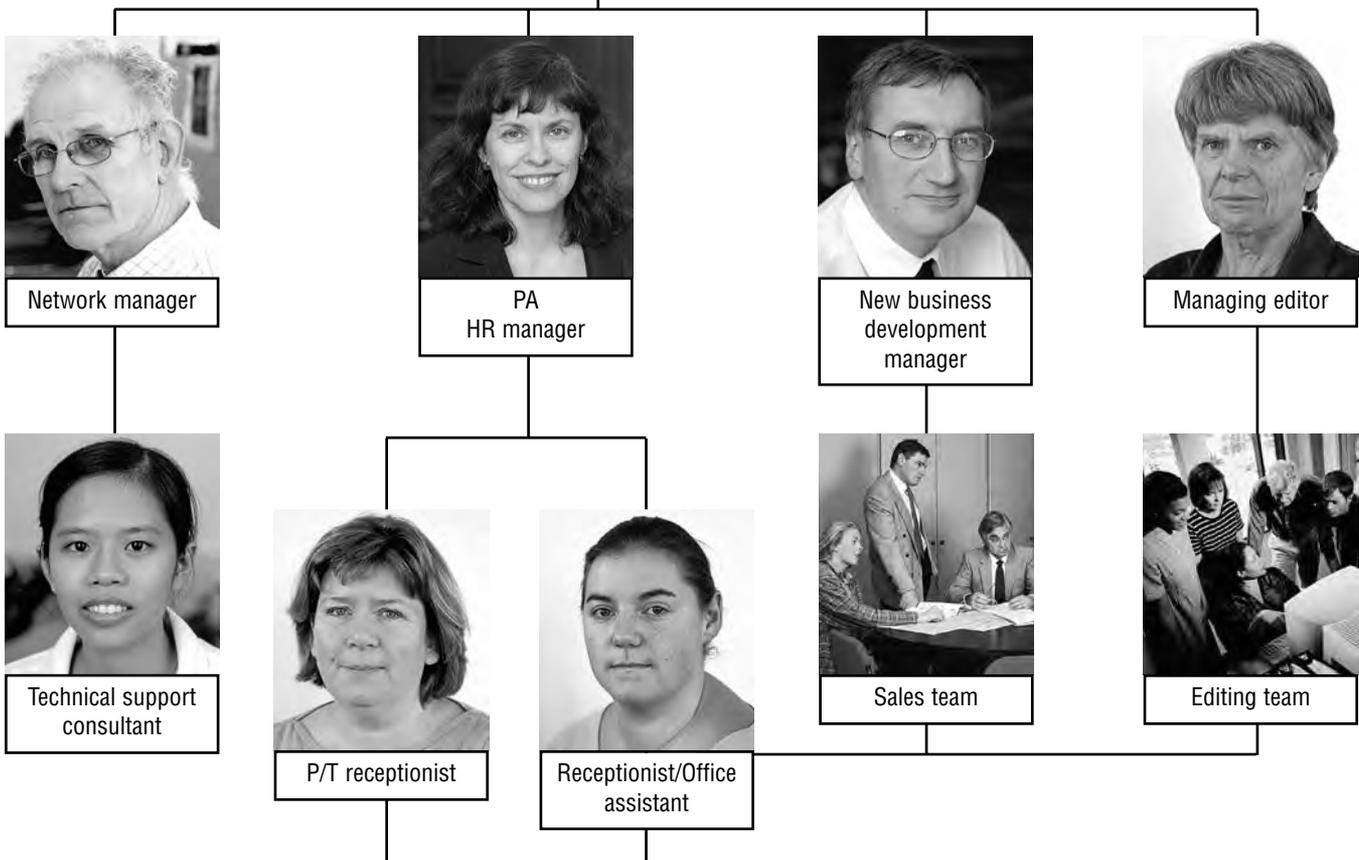


Chairman

The lines connecting people in the team tell you:

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

You can trace the lines with your finger up, down or across.



Some of the job titles use initials such as PA for personal assistant. What do P/T and HR stand for?



Trainee office assistant

My main job is to answer the telephones and help run the office when the receptionists are busy. I have to watch them and learn about what they do. I report directly to them.



Listen to two more of these people describing their jobs.

Follow the lines to work out who they are.

What do I do? (1)

Task



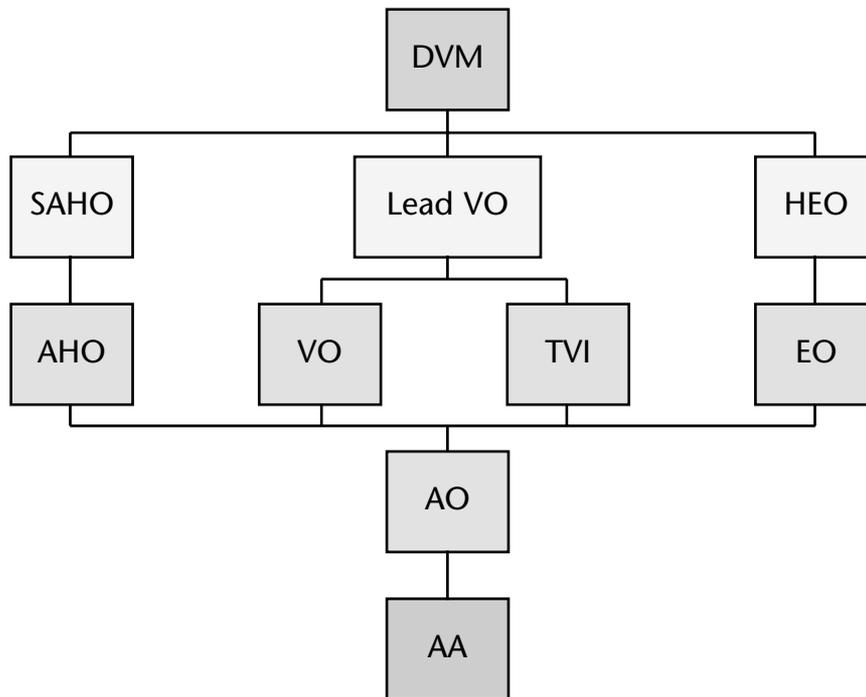
Task 1

11

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

Task 2

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



- 1 Who does the Administrative assistant report to?
- 2 Who is responsible for the Veterinary officers and the Temporary veterinary inspectors?
- 3 Who is the Head executive officer responsible for?
- 4 Who does the Senior animal health officer report to?

Tips

- Listen for the key words.
- Move **down** the lines to find out who people are **responsible for**.
- Move **up** the lines to find out who people **report to**.

Tips

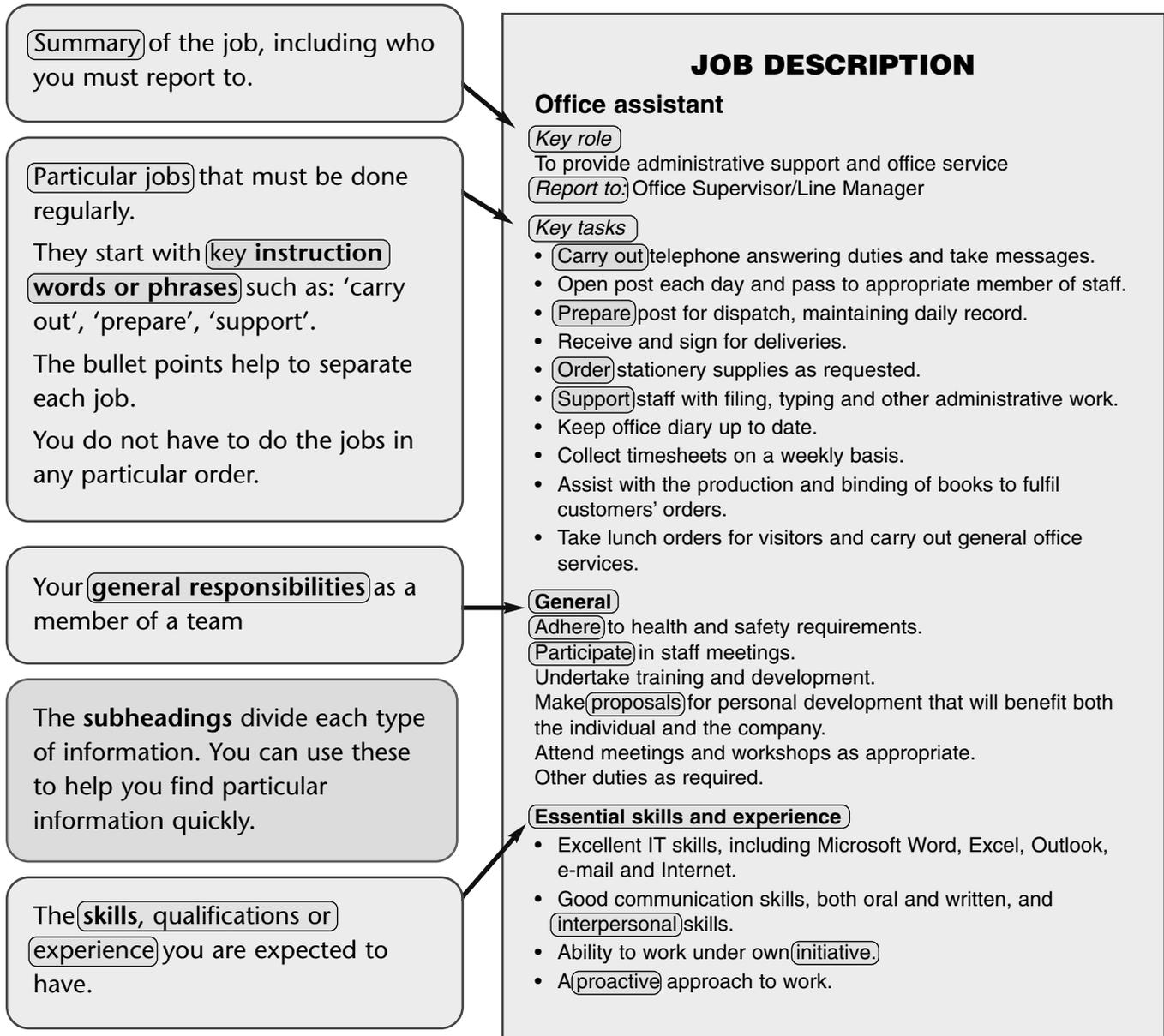
- Match the full job titles to the initials.
- Use your finger to trace the connecting lines up, down or across.
- Use the initials in your answers

What do I do? (2)

Focus

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

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



Tip

Find out the meaning of unfamiliar words by:

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

Tip

Check that you understand what you have read by:

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

What do I do? (2)

Task

Task 1

Use the Job description in the Source material for Reception/office support to answer these questions.

- 1 Who would you **report to** if you had this job?
- 2 What are the five key instruction words or phrases for **reception cover**?
- 3 What are the three **general** responsibilities as a member of the team?
- 4 What are the two key tasks for **administration support** in the area of **customer services**?

Tip

Use the subheadings to find information quickly.

Task 2

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

- 1 maintain
- 2 distribute
- 3 multi-task
- 4 accurate

Tip

Find the words quickly by looking for them in alphabetical order.

Task 3

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

- 1 Contribute whenever required to the work of other staff.
- 2 Purchase coffee and tea with petty cash.

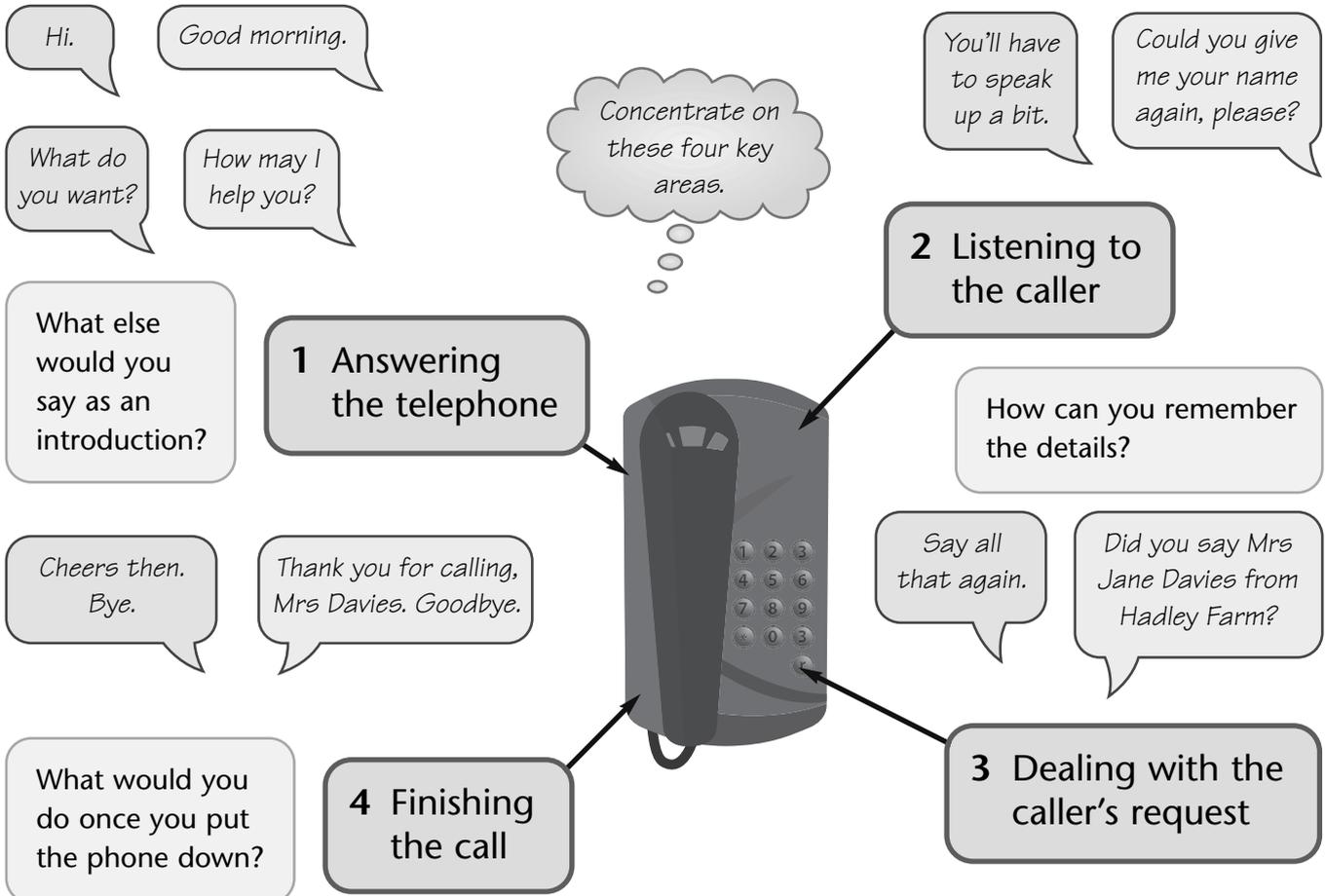
Tips

- Look up any unfamiliar words.
- Make them easier to understand.
- Use everyday words.

Who's calling?

Focus

Speaking on the telephone is an important and daily part of office work. Your company will probably have guidelines to help you answer telephone calls.



The golden rules

✓ Do:

- Speak politely
- Speak clearly
- Smile – it makes you sound better!
- Have a notebook and pencil to hand

✗ Don't:

- Rush the call
- Use slang words
- Get annoyed with the caller
- Blame the caller for not speaking clearly
- Cover the mouthpiece and shout to someone else (the caller will hear)


12

The caller would like Mr Hanfield to call her back. What further information would you need to know from her?

Who's calling?

Task



Task 1

13

Listen to the first part of a call. Using the checklist below, put a tick or cross to show which of these things the receptionist does.



Answering the call	✓ or ✗
Gives an appropriate greeting	
Gives the company name	
Says who she is	
Offers help in an appropriate way	

Task 2

Discuss the phrases below with a partner. Tick the ones that are appropriate to say to a customer on the telephone.

I'm afraid that I can't help you.

I didn't catch a word of that.

Can I take your name please?

Yes. I'll do that now.

Who are you?

Can I check that date with Mr Gresty and then call you back?

The person you want is out.

Hold on a sec while I get someone who can understand you.

I ... er ... I'm new here. Sorry.

Our business manager should be able to help you. I'll just put you through.

Tips

- Use the Staff guidelines for speaking on the telephone from the Source material to help you.
- Choose the most polite or positive language.



Task 3

14

Listen to the caller leaving a message for another person to call him back. Make a note of the information you need to pass on.

Tips

- Write it in a way that would help you to remember the message to pass on.
- Make sure you include the following information:
 - the caller's name
 - who needs to call him back
 - where to call him
 - when to call him.

Filing

Focus

Information is easy to find if it is filed in a sensible way.

Names of people and places are usually listed in alphabetical order.

Employee lists are in alphabetical order. The last name (surname) is used in this kind of sorting. Names beginning with **A** come before names beginning with **B** and so on ...

Working hours summary: am/pm										
Name	11/03		12/03		13/03		14/03		15/03	
Adams, Philip	3.5	4	4	3.5	4	4	3.5	3.5	4	2
Arnold, Jennie	4	4	4	3	4	4	2.5	4.5	4	3
Bartlett, Ruth	5	3	4.5	3	3	3	5	3	5	–
Bassett, Ellie	5	4	4	3	4	5	3	3	4	4
Bennett, John	3.5	5	3	4.5	4	3	5	3	4	–
Carlos, Ann	4	4	4	3	4	4	3.5	3.5	4	2
Cassetti, Lyn	3.5	5	3	3.5	5	2	4	3	5	1
Clarke, Brian	3.5	3	5	5	2	5	4.5	2.5	5	–
Codie, Edward	5	4	3	4.5	4	3	3.5	2.5	4	2
Cooke, Amy	–	4	–	3.5	–	4	–	3.5	–	2
Drake, Peter	3.5	–	4	–	4	–	3.5	–	–	–

Index of information

Index of information	Page
Health and safety	4
Holiday entitlement	6
Maternity leave	13
Mission statement	3
Pensions – company	8
Pensions – stakeholder	9
Sick pay	7

The **index** at the back of a staff manual uses alphabetical sorting. This may also be used in other types of index or directory.

Files are often given a code so they can be stored sensibly and found again easily. Sometimes the codes are simply numbers:

001301
001237
001239
001245



If two or more names begin with the same letter how do you decide on the order?

03/09/02
21/09/02
21/09/02
16/04/03
15/08/03
21/08/03
07/02/04
13/05/04

Information can be listed in date order.

When date order is used, look at the **year** first, then the **month** and finally the **day**.

Write these dates in order.

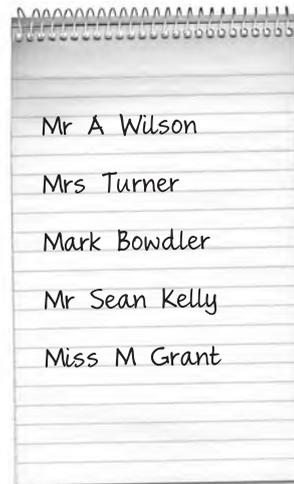
03/06/02 _____
21/04/01 _____
17/01/03 _____
16/10/01 _____
30/11/04 _____
11/08/04 _____
19/12/03 _____
03/09/02 _____

Filing

Task

Task 1

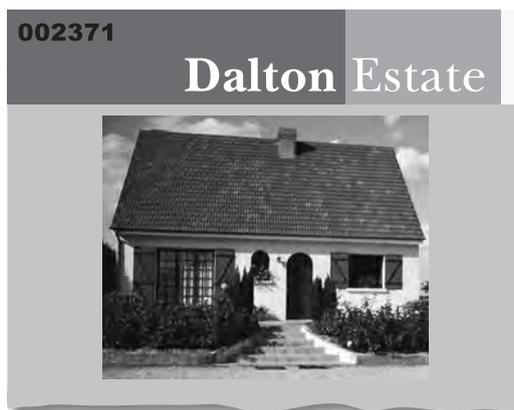
A firm of estate agents keeps details of properties for sale and details of their clients. Ten people have already requested further information about a property. These names are listed in alphabetical order and can be found in the Client list for Farrows Road in the Source material. Add the names of these five clients to the list.



Task 2

Each property on the estate agent's books has a code. This allows details of the property to be found easily. The code is in the form of a six-figure number. Sort these six properties into code order.

Property	Code
10 Riverside	002674
The Maltings	002555
27 Waterways	001997
181 Gorse Lane	002007
1a The Vicarage	002634
83 Walkers Way	002010



Task 3

This is a list of eight properties the estate agents have sold, showing the dates when the properties were first advertised. Put them in date order.

Property	Date first advertised
Pennington Place	03/04/02
Highfield House	21/01/02
11 Hillside	18/12/01
18 Mount Pleasant	30/02/02
29 Steepside	27/01/02
54 Heather Hill	16/03/02
194 Moorside	29/11/01
The Smithy	16/02/02

Right on time

Focus

It is important to manage your time at work. You need to be able to make and to keep appointments. To do this you need to understand the different ways in which dates and times can be written.

Dates may be written just in numbers. They are shown in the form of three pairs of numbers.

- The first pair of numbers shows the day.
- The second pair shows the month.
- The third pair shows the year.

12/03/02
is the same as the twelfth of March 2002.

This date can be written as 14th September 2004 or 14/09/04.

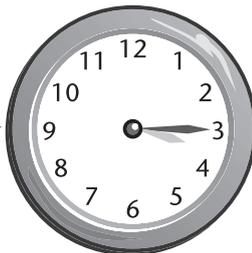
What does the number 09 stand for?

September 2004						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

How would you write these two dates using only numbers?

The video player also shows time in the 24-hour clock.

This clock has hands and is numbered up to 12. It shows time in the 12-hour clock system.



The clock shows the time as 3.15 or a quarter past 3. This time could be early in the morning or in the afternoon.

- If it is in the morning we should say it is 3.15 am.
- If it is in the afternoon we should say it as 3:15 pm.

The video player also shows the time as a quarter past 3 but it is definitely in the afternoon.

Why is 15:15 definitely a time in the afternoon and not a time in the morning?

Right on time

Task

Task 1

One of your colleagues has written down the names of three people who telephoned and their telephone numbers. She has also written down the time when they telephoned.

Change the three times she has written into 24-hour clock times.

- 1 10:15 am _____
- 2 half past 10 _____
- 3 quarter to 12 _____

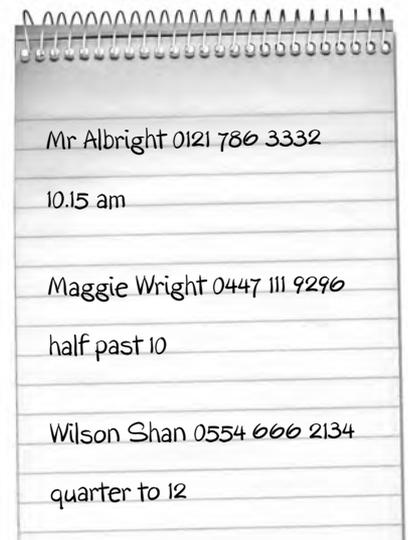


Task 2

During the morning of Monday 6th May, two people telephoned to make appointments with Ms Norman.

- Mr Spencer asked for a 10-minute appointment before lunch.
- Ms Rawlings asked for an appointment of at least half an hour, after 4.00 pm.

Book these appointments on Ms Norman's diary page in the Source material.



Task 3

Look at the calendar for May. The date is 8th of May. Three people telephone for appointments.

- Jim Lawrence wants an appointment in 3 weeks' time.
- Sophie Legge wants an appointment in 10 days' time.
- Rachel Lee wants an appointment in a fortnight's time.

Write the dates for these appointments in number format.

- 1 Jim Lawrence _____
- 2 Sophie Legge _____
- 3 Rachel Lee _____

MAY 2006						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Writing for different purposes

Focus

Pre-set formats are things that you write particular information into. At work you may come across different sorts of pre-set formats. Here are some examples.

Some **standard letters** are in pre-set formats. That means all you have to do is change some of the details such as:

- the customer's address
 - the date
 - the customer's name
 - other personal details
- The language in a letter to a customer should be formal and polite.
 - Always read the letter back to yourself to check it.

WORKFORCE Development
Bexley College, Tower Road, Belvedere DA17 6JA

Mr K. Jones
15 Valley View
Belvedere
Kent
DA3 6PU

7th April

Your purchase order number 29402

Dear Mr Jones

Re: Working CD-ROM

Thank you for your order of 3 April

The Working CD-ROMs previously available have a few errors that we need to rectify, and are therefore not currently being dispatched. We are in the process of upgrading the CD-ROM and hope that it will be available again late summer.

We will keep you on our records and notify you as soon as they become available.

If this causes any inconvenience or you have any queries, please do not hesitate to contact me. If, however, you wish to withdraw your order we will understand.

Yours sincerely

V. Smith

Memos (or memorandums) are used to send messages to other people in the same office or attached offices.

You need to know what sort of information goes by which heading.

The message should be:

- brief
- to the point
- clear
- not too formal but not 'chatty' either.

Memorandum

To: Office assistant

From: Victoria Smith

Date: 12th March

Re: Purchase order number 61930

Please write a standard letter to Mr F Marsh at 11 Marigold Cottage, Pandon, Berkshire, BS1 6PT about his purchase order of 10th March.

Thank you.

OFFICE ORDERS SHEET

Date	Person ordering	Ordered from	Product code	Item	Quantity	Cost	Signature
05/08/05	Emily	LB Stationery	279984	paper	5 reams	£9	M. Jordan
10/08/05	Wendy	Ideafields Ltd	55340D	chair	1	£27.99	M. Jordan

Some pre-set formats include numbers. They might be set out as a **table** with headings to write under. This information about items ordered for the office is a table.

- You need to add information in words and numbers.
- Follow the headings for each column to put information in the correct places in the rows.
- Write numbers accurately in the date, code, quantity and cost columns.

Tip

- Rows go across →.
- Columns go down ↓.

Writing for different purposes

Task

For these tasks you will need the Letter template, Memo template and Office orders sheet from the Source material.

Task 1

Use the information in the memo below to write the standard letter to the customer using the Letter template.

Memorandum

To: Office assistant

From: Victoria Smith

Date: 16th July

Re: Purchase order number 36882

Please write a standard letter to Mrs J Lane at 16 Railway Street, Handley, Berkshire, BS3 5TN about her purchase order of 12th July.

Tip

- Use the date of the memo for the letter.
- Don't forget to check the letter when you have finished.

Task 2

Use the information in the Office orders sheet to write a memo to let Emily know that her paper has arrived.

Task 3

Use the information from the memo below to complete the third row of the Office orders sheet.

Memorandum

To: M. Jordan - Office Assistant

From: Dave

Date: 15/08/05

Re: Diary - product code 503857 price £5.50

Can you order a diary for me from Blacks Ltd today. Order number and price as shown above. Thanks.

Tip

Use the Memo template and the information in the first row of the Office orders sheet.

Tip

Follow the column headings to put the information in the correct places on the sheet.

Ordering office supplies

Focus

Stationery order forms can look quite complicated. Reading strategies can help you to find the products you need quickly.

- To get a general idea of how the order form is organised and what it is about, let your eyes **skim** across the page. Your eyes will pick out things that stand out or look different such as:

colour

bold words

CAPITAL LETTERS.

These features are used on order forms to divide the list into sections.

- Think about the **sort** of product you want to order. Quickly search the **section headings** for relevant words or phrases.

Let your eyes **scan** the text, moving quickly to pick out the section where your product is *most likely* to be listed.

- Quickly **scan** the items listed in the section. This time look out for specific words or phrases that describe your product.

- Once you think you have found the item you are looking for, **read the text carefully** to make sure it describes the item that you want.

There is another abbreviation on the form: **PKD QTY**. What might it be short for?

PRIORITY ORDER FORM		JB Office Supplies				
Account No:		Company:				
Tel No:		Address:				
Email:						
CODE	DESCRIPTION	PKD QTY	PRICE £	QTY	TOTAL £	
RING BINDERS						
40433	A4 2 RING BINDER RED	EACH	0.69			
40432	A4 2 RING BINDER BLACK	EACH	0.69			
40431	A4 2 RING BINDER BLUE	EACH	0.69			
DIVIDERS						
59903	SUBJECT DIVIDER 5 PART PUNCHED 4 HOLES	SET	0.29			
59958	SUBJECT DIVIDER 10 PART PUNCHED 4 HOLES	SET	0.49			
94992	TABBED INDEX 1-10 PART	SET	0.69			
94997	TABBED INDEX 1-20 PART	SET	1.39			
94985	TABBED INDEX A-Z 26 PART	SET	1.59			
WRITING INSTRUMENTS						
23215	PERMANENT EXTRA FINE MARKER RED	10	5.95			
23228	PERMANENT EXTRA FINE MARKER BLACK	10	5.95			
23237	PERMANENT EXTRA FINE MARKER BLUE	10	5.95			
23245	PERMANENT ULTRA FINE MARKER RED	10	5.95			
23248	PERMANENT ULTRA FINE MARKER BLACK	10	5.95			
23258	PERMANENT ULTRA FINE MARKER BLUE	10	5.95			
23172	DRY WIPE MEDIUM MARKER RED	10	6.95			
23177	DRY WIPE MEDIUM MARKER BLACK	10	6.95			
23179	DRY WIPE MEDIUM MARKER BLUE	10	6.95			
23185	DRY WIPE FINE MARKER RED	10	6.95			
23187	DRY WIPE FINE MARKER BLACK	10	6.95			
23189	DRY WIPE FINE MARKER BLUE	10	6.95			
32723	RETRACTABLE BALL-POINT RED	10	0.95			
32725	RETRACTABLE BALL-POINT BLACK	10	0.95			
32721	RETRACTABLE BALL-POINT BLUE	10	0.95			
32758	ROLLER BALL-POINT RED	10	0.85			
32769	ROLLER BALL-POINT BLACK	10	0.85			
32762	ROLLER BALL-POINT BLUE	10	0.85			
ENVELOPES						
53252	WHITE PLAIN	500	10.99			
53254	WHITE WINDOW	500	11.99			
53268	WHITE SELF-SEAL PLAIN	500	12.99			
53265	WHITE SELF-SEAL WINDOW	500	13.99			
53234	BUFF RECYCLED PLAIN	500	8.99			
53242	BUFF RECYCLED WINDOW	500	9.99			
ALL PRICES INCLUDE VAT. MAKE CHEQUES PAYABLE TO JB OFFICE SUPPLIES			TOTAL £			

Filling in the order form is an important part of the job.

- The blank columns are for you to write in.
- The column headings tell you what to write below them. They may use signs or abbreviations, for example:
 - £ tells you to write an amount of money
 - QTY is short for QUANTITY.
- Write numbers clearly.
- If there are no pounds, write '0._ _' It helps prevent mistakes when you add the numbers up with a calculator.

Ordering office supplies

Task

PRIORITY ORDER FORM		<i>JB Office Supplies</i>				
Account No:		Company:				
Tel No:		Address:				
Email:						
CODE	DESCRIPTION	PKD QTY	PRICE £	QTY	TOTAL £	
RING BINDERS						
40433	A4 2 RING BINDER RED	EACH	0.69			
40432	A4 2 RING BINDER BLACK	EACH	0.69			
40431	A4 2 RING BINDER BLUE	EACH	0.69			
DIVIDERS						
59303	SUBJECT DIVIDER 5 PART PUNCHED 4 HOLES	SET	0.29			
59358	SUBJECT DIVIDER 10 PART PUNCHED 4 HOLES	SET	0.49			
94992	TABBED INDEX 1-10 PART	SET	0.69			
94997	TABBED INDEX 1-20 PART	SET	1.39			
94985	TABBED INDEX A-Z 26 PART	SET	1.59			
WRITING INSTRUMENTS						
23215	PERMANENT EXTRA FINE MARKER RED	10	5.95			
23228	PERMANENT EXTRA FINE MARKER BLACK	10	5.95			

Tip

Use a calculator to work out the cost of items.

Price × Quantity = Total cost

Task 1

You need to order some office supplies.

- Find the JB Office Supplies order form in the Source material.
- Order the items requested below and calculate the total cost.

1

I hear you're ordering stationery today. I need ten A4 binders in red, and twenty in black. Could you order them for me? Thanks.

2

We're really low on dry-wipe marker pens. Can you order one pack of blue ones with fine tips and one pack of red ones with medium tips. Thanks.

3

We need 1000 self-seal envelopes with windows for next week's mail shot, please. Thank you.

4

We're a bit short of ball-point pens. Thirty blue pens should be enough. Get the retractable ones if you can. Thanks.

5

I'd like some of those ten-part dividers – the ones with the tabs. Twenty sets should be enough. Thanks.

Remember!

Check the order form to see how many items come in one pack.

The post room

Focus

Weighing letters and parcels and working out the correct postal rates are important office duties.

1 Find the chart that gives the postal rates for the **type of service** you need.

Example

Use this chart for sending *first-class letters*.

2 Weigh the letter.

3 Compare the weight of the letter with the weights shown on the chart.

Example

This letter weighs **more than 150 g** but not over 200 g.

4 Track across the row  to find the price.

Example

The price for sending this letter is 75p.

Some weighing scales are **digital**.



Postal rates

First-class letters

We aim to deliver all first-class items by the next working day.

Weight	First class	Weight	First class
Not over	Price	Not over	Price
60 g	£0.28	500 g	£1.68
100 g	£0.42	600 g	£2.03
150 g	£0.60	700 g	£2.38
200 g 	£0.75	750 g	£2.55
250 g	£0.88	800 g	£2.73
300 g	£1.01	900 g	£3.10
350 g	£1.15	1000 g	£3.45
400 g	£1.33	Each additional 250 g	£0.86
450 g	£1.50		

Tip

Work out what each mark on the scale represents before reading the weight.



Some weighing scales have a **scale**.



Remember!

500 g = 0.5 kg
1000 g = 1 kg

The post room

Task

Use the Postal rates chart in the Source material to complete the tasks.

Task 1

How much will it cost to send each of these letters by second-class post?

1



2



3



Task 2

How much will it cost to send each of these parcels at standard parcel rate?

1



2



Task 3

How much will it cost to send each of these letters by first-class post?

1



2



3



Face to face

Focus

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

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



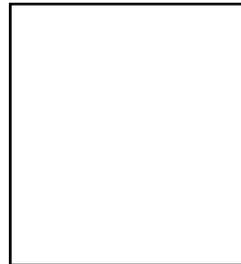
1



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



2



Would you like to take a seat and I'll tell Mr Patel you're here.

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

There's a parcel to go, too. Could you hang on just a second and I'll fetch it.

3



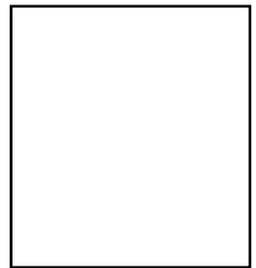
Could I swap shifts with Abdul tomorrow?

D'you fancy a pub meal at lunchtime?

4



5



WHO?

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

Add your own ideas

WHAT?

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

HOW?

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

Tips

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

Face to face

Task



Task 1

17

Listen to an office assistant talking to three different people at work. Who do you think he is talking to? Write your answers in the boxes, choosing from these options.

colleague supervisor client

Tip

The most formal language should be used with a customer.

1

*Good morning.
Can I help you?*



2

Do you want me to answer the telephones again today?

3

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



Task 2

17

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

- 1 _____
- 2 _____
- 3 _____

Tip

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

Task 3

Look at these two pictures of an office assistant greeting a visitor in the office. Discuss the positive or negative body language he is using in each picture. Tick the one that is more positive.

1



2



Tip

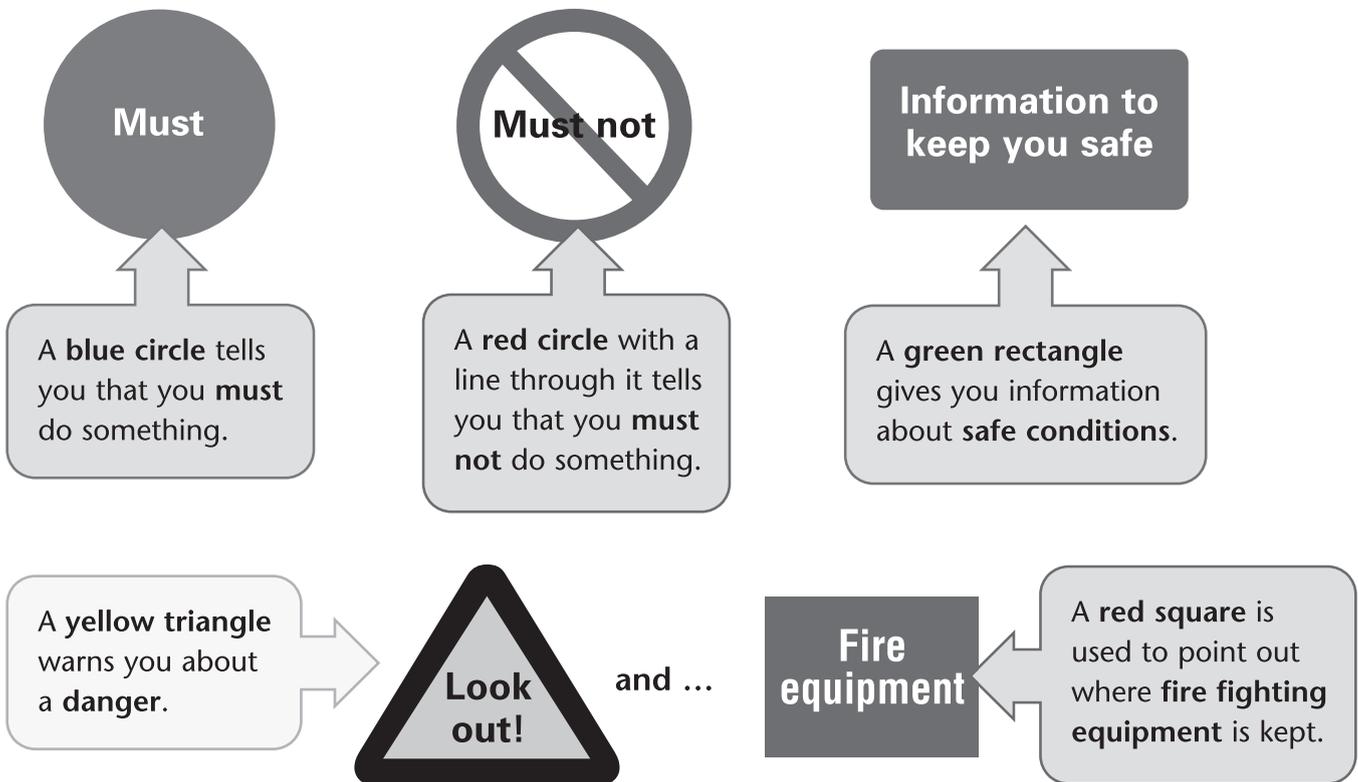
Use the list of body language you made as a group.

Safety matters (1)

Focus

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

Here are the main safety sign shapes and colours.



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



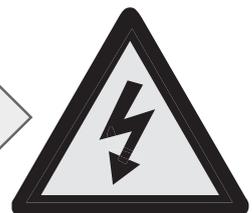
Work out what these five signs mean from:

- 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

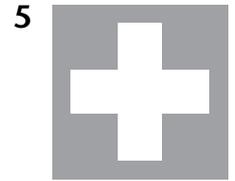
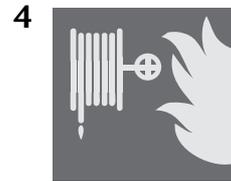
Task 1

Draw arrows to match the safety signs to the meanings.

Fire hose

Danger

Now wash your hands



First aid

No entry

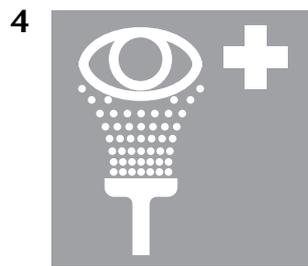
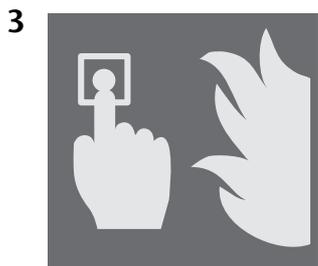
Task 2

Work out the meanings of these health and safety signs.



Tip

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



Safety matters (2)

Focus

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

This fire action sign uses

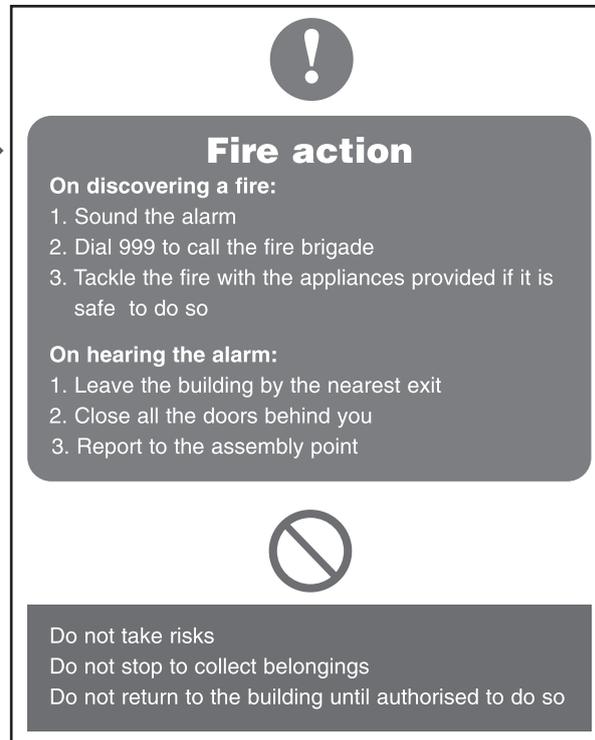
- symbols
- colour
- numbering.

It gives two types of *instructions*.

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

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

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



The diagram shows a fire action sign. At the top is a white exclamation mark inside a black circle. Below it is a blue box with the title "Fire action" in white. Under the title, there are two sections: "On discovering a fire:" and "On hearing the alarm:". Each section contains a numbered list of three instructions. Below the blue box is a red box with a white prohibition symbol (a circle with a diagonal line) at the top. The red box contains three instructions: "Do not take risks", "Do not stop to collect belongings", and "Do not return to the building until authorised to do so".

✓
do

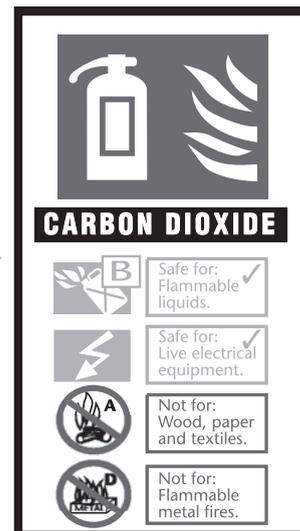
✗
do
not

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 materials you **must not** use the extinguisher on. A list of these materials might also be written by the side of the symbol.



The diagram shows a label for a carbon dioxide fire extinguisher. At the top is a black and white illustration of a fire extinguisher and flames. Below this is a black bar with the text "CARBON DIOXIDE" in white. Underneath are four boxes, each with a symbol and text: 1. A green box with a leaf symbol and the letter 'B', containing the text "Safe for: Flammable liquids." with a checkmark. 2. A blue box with a lightning bolt symbol and the letter 'E', containing the text "Safe for: Live electrical equipment." with a checkmark. 3. A red box with a crossed-out flame symbol and the letter 'A', containing the text "Not for: Wood, paper and textiles." 4. A red box with a crossed-out flame symbol and the letter 'D', containing the text "Not for: Flammable metal fires." Below these boxes are two more symbols: a red circle with a diagonal line and the letter 'A', and a red circle with a diagonal line and the word "METAL".

✓
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 the water-filled fire extinguisher on a fire started by:

- 1 a cigarette dropped on a pile of newspapers? 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 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.

squeeze

take out

let go of

point

stop

make

Tip

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

A risky business

Focus

Employers carry out formal safety checks to identify safety risks in the office. You should also carry out checks for yourself every time you start a job.

There are three main steps for checking safety.

Step 1

Look for the hazards.
Look for things that can cause harm, or areas where accidents are more likely to happen.

Step 2

Think about the type of hazard it is. Why is it dangerous?
What sort of injury could it cause?

Step 3

Think about what can be done to reduce the risk.

Can you deal with it yourself?

Is it safer to report it to someone else?

Do you have work guidelines for this?



Use the information sheet 'Safety in the office' from the Source material to help you spot three hazards in the picture above.

Decide what you would do about each hazard. Use the General health and safety guidelines in the Source material to help.

Why is it dangerous?

What can be done about it?

A risky business

Task



Task 1

Use the information sheet 'Safety in the office' from the Source material to find the three potentially hazardous situations in the picture above.

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

Task 2

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

Tip

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

Tip

Think about hazards you could deal with yourself and those that would be safer to report to someone else.

What do I do? (1)

Focus

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

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

The lines connecting people in the team tell you:

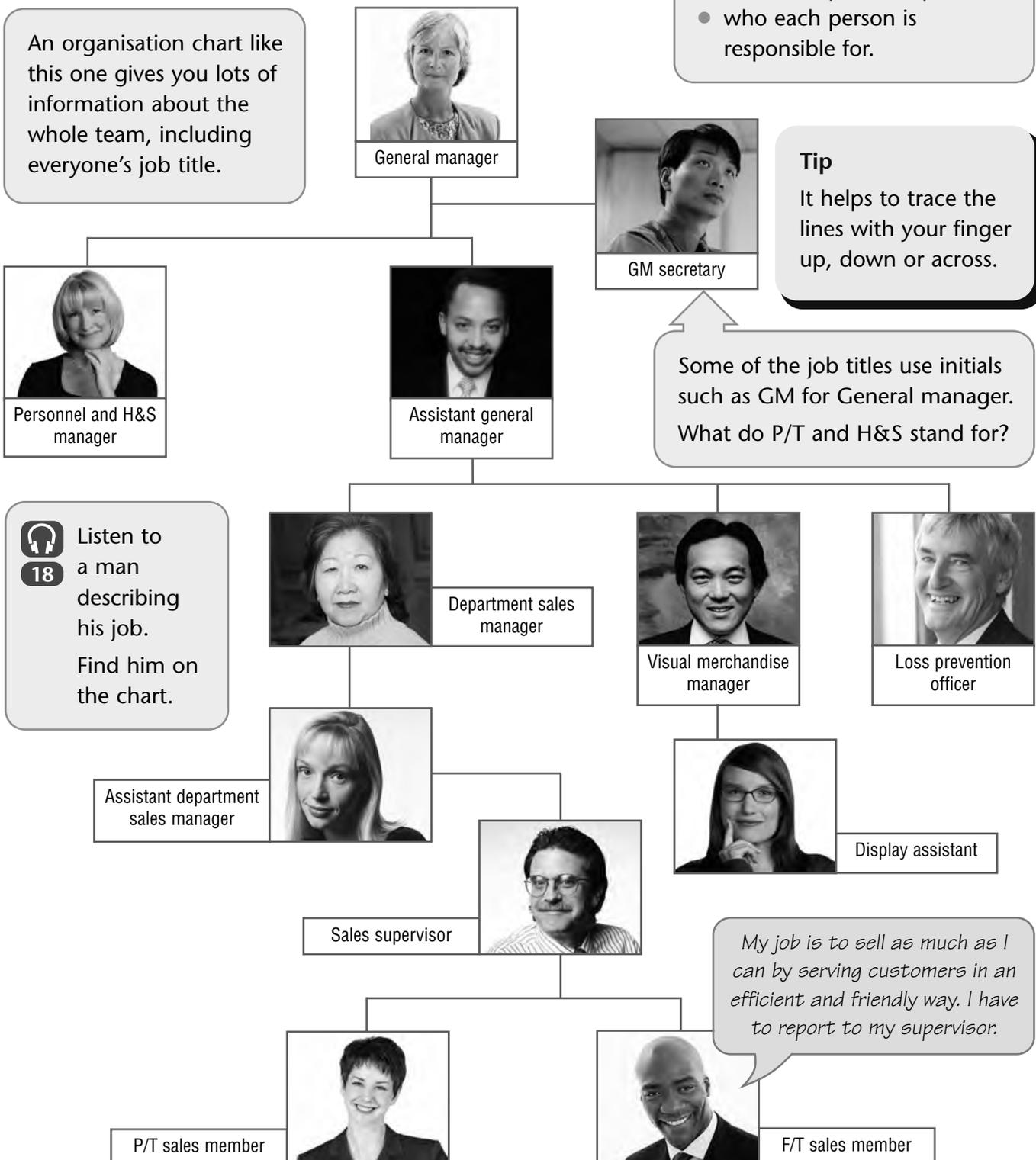
- who works with who
- who each person reports to
- who each person is responsible for.

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

Tip

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

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



18

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

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

What do I do? (1)

Task



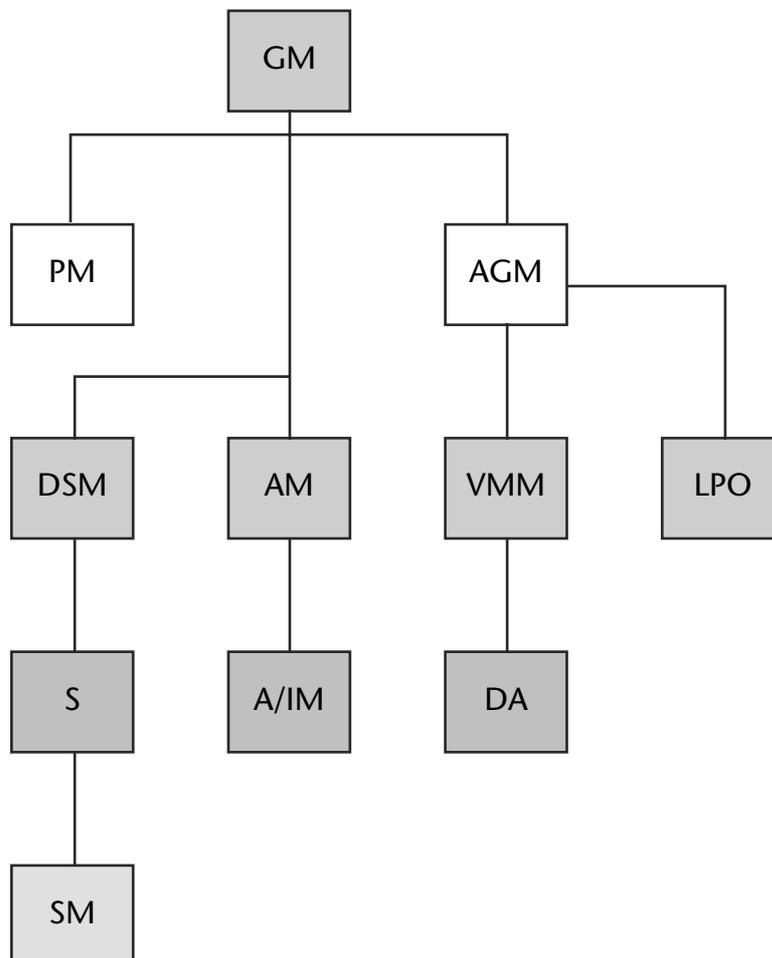
Task 1

19

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

Task 2

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



Tips

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

Tips

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

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

What do I do? (2)

Focus

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

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

Summary of the job, including who you must report to

Particular jobs that must be done regularly

They start with key

instruction words or phrases such as: 'speak to', 'offer', 'ask', 'sell'.

The numbered points help to separate each job.

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

These instruction words say what must be done.

JOB DESCRIPTION

POSITION: Sales member

RESPONSIBLE TO: Department Sales Manager

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

RESPONSIBILITIES:

1. Customer service and selling standards

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

2. Payment procedures

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

Tip

Find out the meaning of unfamiliar words by:

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

Tip

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

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

What do I do? (2)

Task

Task 1

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

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

Tip

Use the subheadings to help you find things quickly.

Task 2

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

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

Tip

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

Task 3

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

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

Tip

Look up any unfamiliar words.

What is good customer service?

Focus

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



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



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

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



Good customer service is about offering sensible solutions.



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



Good customer service is about supporting the customer.

The extracts in boxes come from customer service guidelines.

To follow the meaning you might need to:

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

Customer Service Guidelines

Good customer service is about:

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

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

What is good customer service?

Focus

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

1

Is it possible to have a pedicure?



2

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



3

Yeah. What d'you want?



4

Can I have a ...



5

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



6

Can I help you?



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

7



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

Questions and answers

Focus

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

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

Face to face



This bag you sold me was damaged.

What else do I need to know?

Asking questions

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

Do you have the receipt with you?

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

Would you prefer a morning or afternoon?

Could you just give me some details about the damage?

Ask open questions for more detailed information.

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

On the telephone



I'd like to make an appointment.

20

Would you prefer a morning or afternoon?

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

Listening to answers

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

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

Did you say the stitching has also come undone?

TOP TIPS

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

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

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

Questions and answers

Task



Task 1

21

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



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

Tip

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



Task 2

22

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

Choose from: closed open check confirm

1 *Are you a member of the gym?*

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

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

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

Tip

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



Task 3

23

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

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

Tip

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

Giving advice and information

Focus


What would you do for this customer?

Do these shoes come in half sizes?



What's wrong with this?

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

This is recommended for dyspepsia and nausea.

This is supposed to be good for bad guts.



What is wrong with these explanations?

Which is the fact?

Red is such a lovely colour.

Giving advice and information

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



This style also comes in blue or green.

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

Down to your ankles, sir.

What else might this customer have meant?



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



Make these instructions clearer by:

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



How can you check the customer understands the instructions?

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

Giving advice and information

Task



Task 1

25

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

Remember!

Facts are true and can be checked.

1

I think the blue really suits you.

2

This skirt is £9.99 in the sale.

3

We order more stock on a Friday.

4

Trouser suits are not as smart as skirt suits.

5

The jeans go up to size 20.

6

Black always looks better with a brighter colour.



Task 2

26

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

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

Tip

Listen for key details.

Task 3

Work with a partner.

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

Tips

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

Booking appointments

27

Focus

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

When booking an appointment include these details:

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

Tip

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

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

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

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

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

Tip

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

DATE: 19th July - Tuesday
STYLISTS

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

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

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

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

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

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

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

Keep a list to remind you.

Find out your work system for:

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

Booking appointments

Task



Task 1

28

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



Tips

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

Giving change

Focus

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

BALANCE DUE	£12.18
CASH	£20.00
CHANGE	£7.82

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

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

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

How to count out change

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

Example

This is how you count out £7.82 change.



£5 ...



£7 ...



7.50 ...



7.70 ...



7.80 ...



7.82

Tip

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

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

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



£12.18 ...



£12.20 ...



£14.20 ...

£15.20 ...



£20.20

That's £12.18 please.

That's OK.

Thanks. Sorry I only have a £20 note.

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

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

Giving change

Task

Task 1

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

	Till display	Change	
1			
2			
3			
4			

Task 2

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



Dealing with non-cash payments

Focus

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

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



TCXC BANK		40-00-00
		000062 21345786
DATE 06/09/2005		
PAY Green Zone plc		<div style="border: 1px solid black; padding: 5px; display: inline-block;"> £ 35.99 </div> MS S WILLIAMS <i>S. Williams</i>
Thirty-five pounds and		
ninety-nine pence only		
Cheque No.	Sort Code	Account No.
000062	40-00-00	21345786

Check the cheque

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

Check the card

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

Dealing with non-cash payments

Task

Task 1

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



TCXC BANK		38-00-09
		000017 12345678
DATE _____		
PAY <i>Blue Water Express</i>		<div style="border: 1px solid black; padding: 5px; display: inline-block;"> £ 294.95 </div> MR J J JACKSON <i>J J Jackson</i>
<i>Two hundred and forty-nine pounds</i>		
<i>and ninety-five pence only</i>		
Cheque No.	Sort Code	Account No.
000017	38-0009:	12345678

Task 2

1 Write these amounts in numbers.

a Eighty-seven pounds ninety-two pence _____

b One hundred and two pounds and five pence _____

2 Write these amounts in words.

a £150.95 _____

b £849.25 _____

Face to face

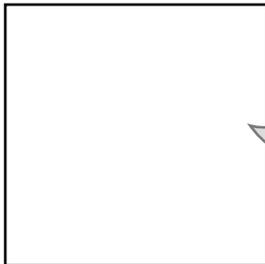
Focus

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

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



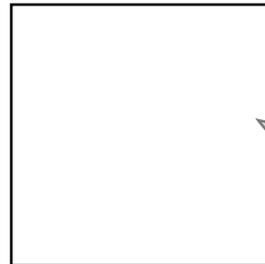
1



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



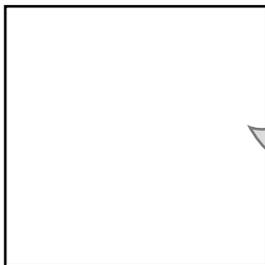
2



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

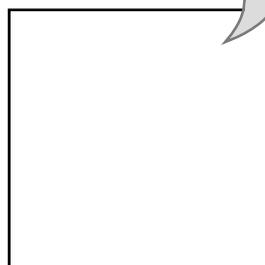
- Who am I talking to?
- What is my purpose for talking?
- How should I speak to achieve my purpose?

3



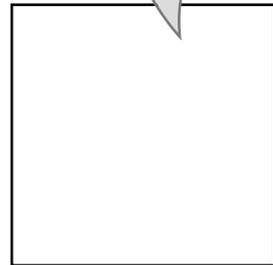
Could I possibly swap my day off next week? I've been invited to a wedding on the Wednesday.

4



D'you fancy going to the pub tonight?

5



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

WHO?

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

Add your own ideas

WHAT?

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

HOW?

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

Tips

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

Face to face

Task



Task 1

31

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

colleague supervisor client

Tip

The most formal language should be used with a customer.

1

*Good morning.
Can I help you?*



2

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

3

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



Task 2

31

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

Tip

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

Task 3

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





Tip

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

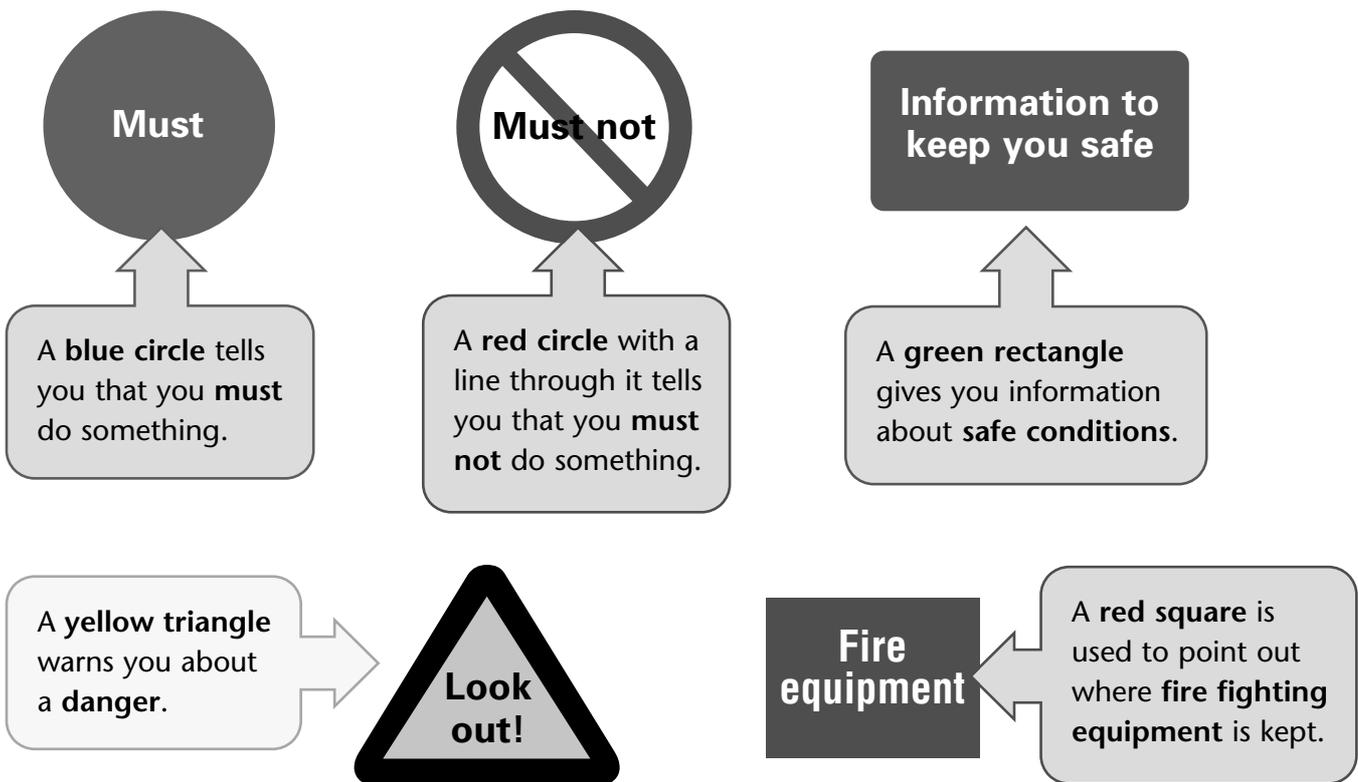
Safety matters (1)

Focus

Safety signs give important safety information.

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

Here are the main safety sign shapes and colours.



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



Work out what these five signs mean. Use:

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

Safety matters (1)

Task

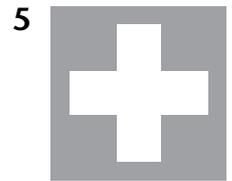
Task 1

Draw arrows to match the safety signs to the meanings.

Fire hose

Danger

Disabled access



First aid

No dogs

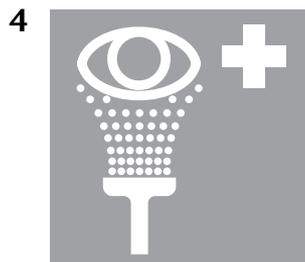
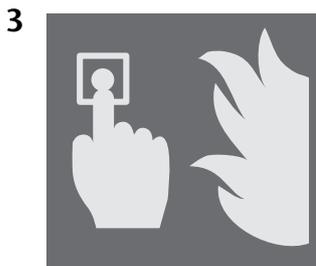
Task 2

Work out the meanings of these health and safety signs.



Tip

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



Safety matters (2)

Focus

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

This fire action sign uses

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

It gives two types of *instructions*.

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

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

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

Fire action

On discovering a fire:

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

On hearing the alarm:

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

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

✓
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.

CARBON DIOXIDE

Safe for: Flammable liquids.

Safe for: Live electrical equipment.

Not for: Wood, paper and textiles.

Not for: Flammable metal fires.

✓
can✗
must
not

2 KG CARBON DIOXIDE FIRE EXTINGUISHER

TO OPERATE

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

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

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

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

Safety matters (2)

Task

Task 1

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

Pictures _____ and _____ show someone following the fire action instructions correctly.

Task 2

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

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

Tip

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

Task 3

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

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

the bottom

take out the

let go of

point the

stop the water coming out

make the water come out

Tip

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

A risky business

Focus

Employers carry out formal safety checks to identify safety risks in the workplace. You should also carry out checks for yourself every time you start a job.

There are three main steps for checking safety.

Step 1

Look for the hazards.
Look for things that can cause harm or areas where accidents are more likely to happen.

Step 2

Think about the type of hazard it is. Why is it dangerous?
What sort of injury could it cause?

Step 3

Think about what can be done to reduce the risk.
Can you deal with it yourself?
Is it safer to report it to someone else?
Do you have work guidelines for this?



As a group

Use the information sheet 'Safety in the salon' from the Source material to help you spot the three hazards in the picture above. Decide what you would do about each hazard. Use the General health and safety guidelines in the Source material to help you.

Why is it dangerous?

What can be done about it?

A risky business

Task



Task 1

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

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

Tip

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

Task 2

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

Tip

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

What do I do? (1)

Focus

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

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

The lines connecting people in the team tell you:

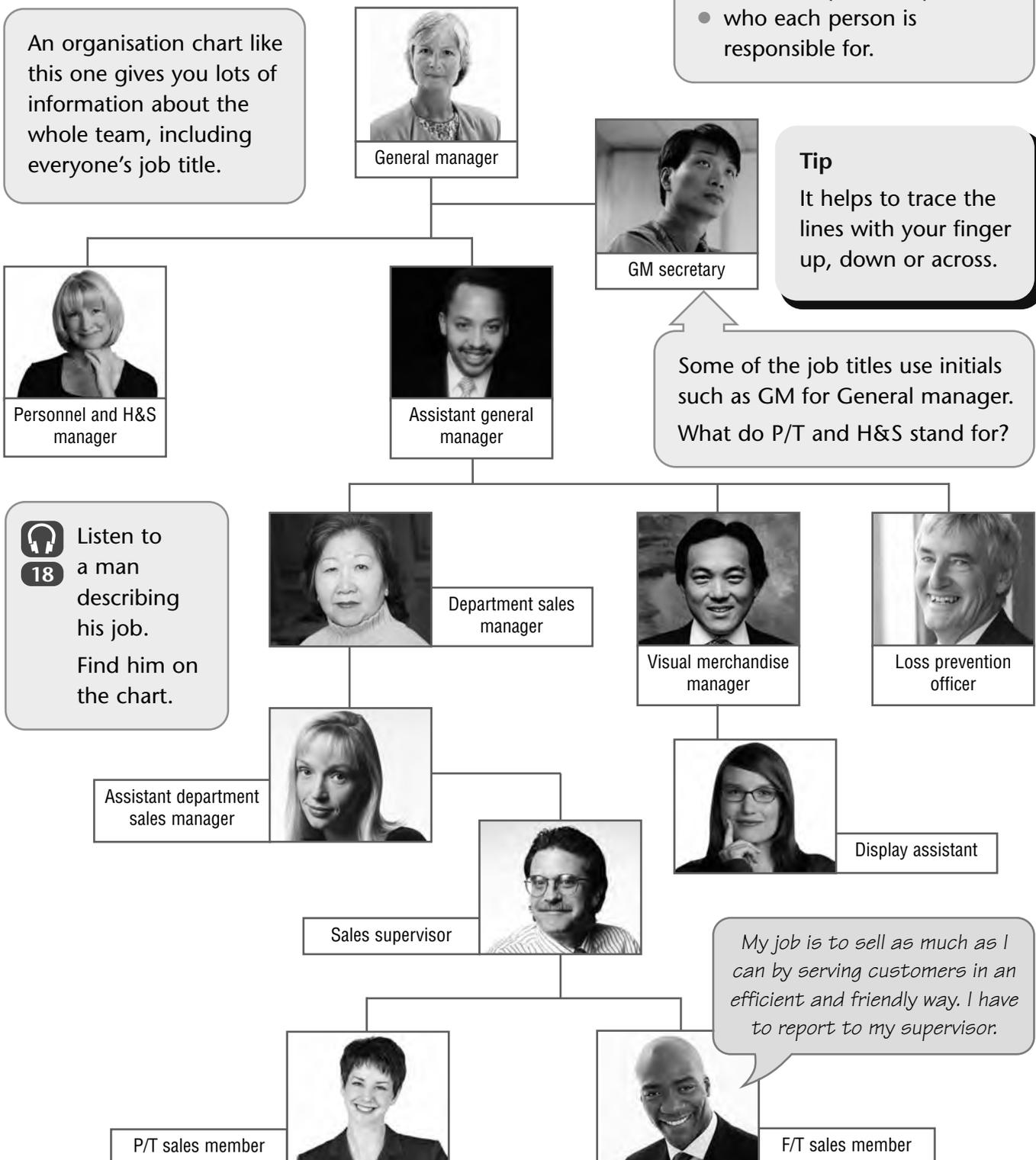
- who works with who
- who each person reports to
- who each person is responsible for.

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

Tip

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

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



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

What do I do? (1)

Task



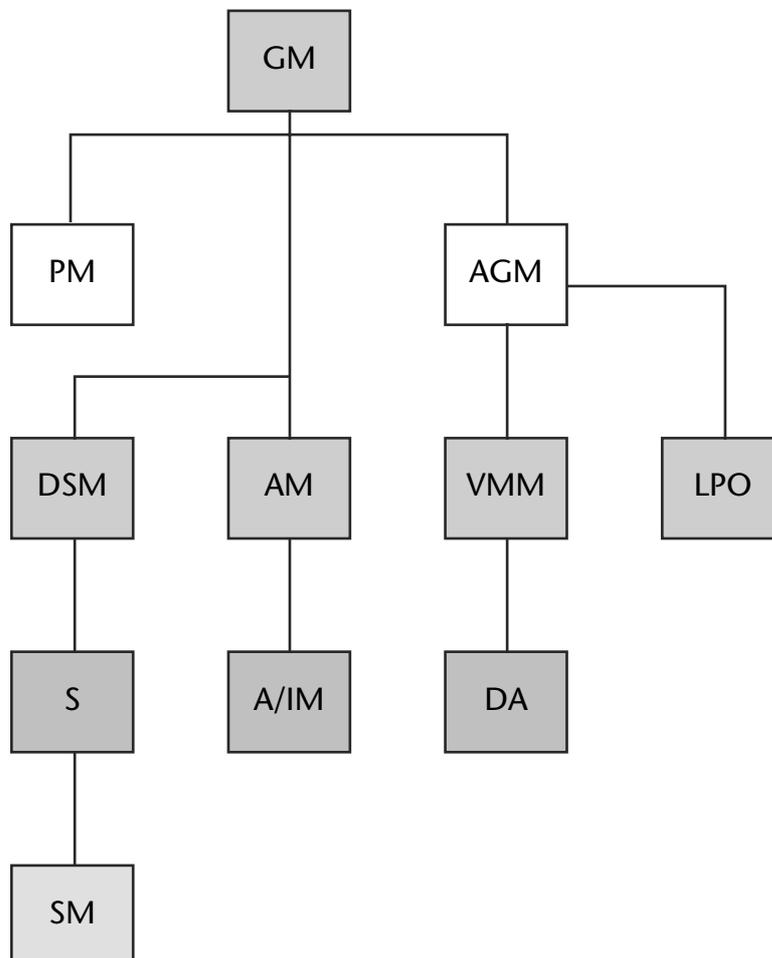
Task 1

19

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

Task 2

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



Tips

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

Tips

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

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

What do I do? (2)

Focus

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

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

Summary of the job, including who you must report to

Particular jobs that must be done regularly

They start with key

instruction words or phrases such as: 'speak to', 'offer', 'ask', 'sell'.

The numbered points help to separate each job.

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

These instruction words say what must be done.

JOB DESCRIPTION

POSITION: Sales member

RESPONSIBLE TO: Department Sales Manager

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

RESPONSIBILITIES:

1. Customer service and selling standards

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

2. Payment procedures

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

Tip

Find out the meaning of unfamiliar words by:

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

Tip

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

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

What do I do? (2)

Task

Task 1

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

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

Tip

Use the subheadings to help you find things quickly.

Task 2

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

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

Tip

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

Task 3

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

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

Tip

Look up any unfamiliar words.

What is good customer service?

Focus

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



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



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

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



Good customer service is about offering sensible solutions.



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



Good customer service is about supporting the customer.

The extracts in boxes come from customer service guidelines.

To follow the meaning you might need to:

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

Customer Service Guidelines

Good customer service is about:

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

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

What is good customer service?

Focus

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

1

Is it possible to have a pedicure?



2

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



3

Yeah. What d'you want?



4

Can I have a ...



5

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



6

Can I help you?



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

7



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

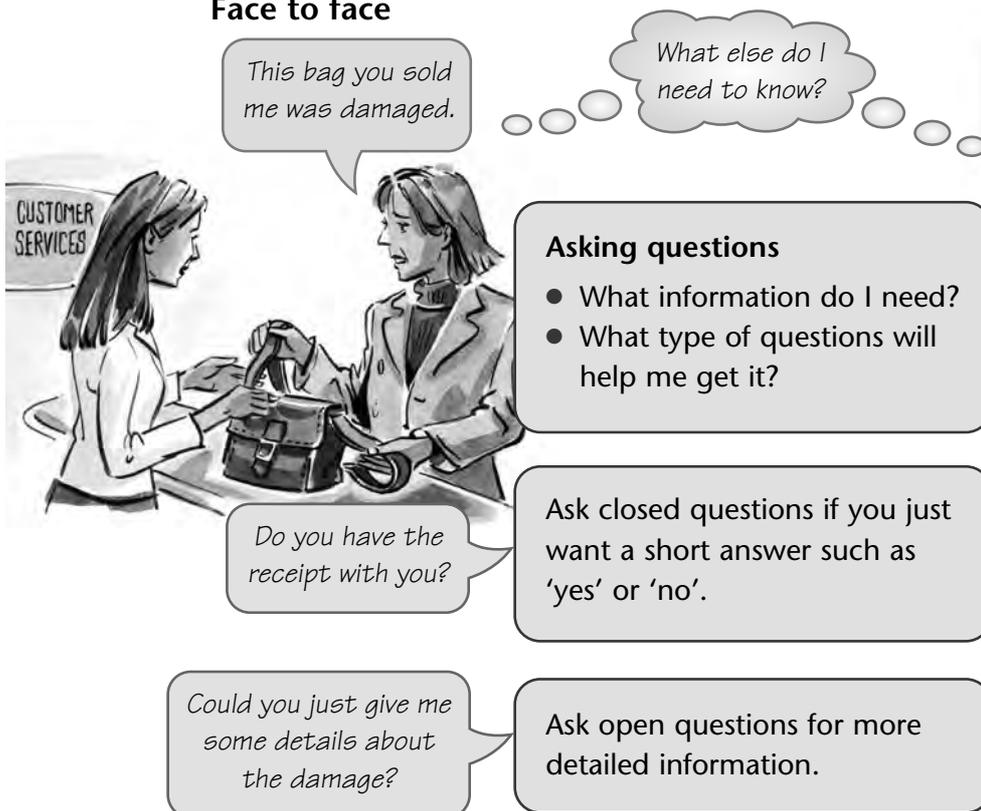
Questions and answers

Focus

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

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

Face to face



This bag you sold me was damaged.

What else do I need to know?

Asking questions

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

Do you have the receipt with you?

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

Could you just give me some details about the damage?

Ask open questions for more detailed information.

Would you prefer a morning or afternoon?

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

On the telephone



I'd like to make an appointment.

20

Would you prefer a morning or afternoon?

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

Listening to answers

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

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

Did you say the stitching has also come undone?

TOP TIPS

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

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

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

Questions and answers

Task



Task 1

21

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



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

Tip

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



Task 2

22

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

Choose from: closed open check confirm

1 *Are you a member of the gym?*

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

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

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

Tip

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



Task 3

23

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

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

Tip

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

Giving advice and information

Focus



What would you do for this customer?

Do these shoes come in half sizes?



What's wrong with this?

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

This is recommended for dyspepsia and nausea.

This is supposed to be good for bad guts.



What is wrong with these explanations?

Which is the fact?

Red is such a lovely colour.

Giving advice and information

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



This style also comes in blue or green.

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

Down to your ankles, sir.

What else might this customer have meant?



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



Make these instructions clearer by:

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



How can you check the customer understands the instructions?

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

Giving advice and information

Task



Task 1

25

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

Remember!

Facts are true and can be checked.

1

I think the blue really suits you.

2

This skirt is £9.99 in the sale.

3

We order more stock on a Friday.

4

Trouser suits are not as smart as skirt suits.

5

The jeans go up to size 20.

6

Black always looks better with a brighter colour.



Task 2

26

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

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

Tip

Listen for key details.

Task 3

Work with a partner.

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

Tips

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

Booking appointments

27

Focus

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

When booking an appointment include these details:

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

Tip

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

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

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

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

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

Tip

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

DATE: 19th July - Tuesday
STYLISTS

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

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

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

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

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

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

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

Keep a list to remind you.

Find out your work system for:

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

Booking appointments

Task



Task 1

28

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



Tips

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

Giving change

Focus

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

BALANCE DUE	£12.18
CASH	£20.00
CHANGE	£7.82

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

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

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

How to count out change

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

Example

This is how you count out £7.82 change.



£5 ...



£7 ...



7.50 ...



7.70 ...



7.80 ...



7.82

Tip

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

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

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

That's £12.18 please.

That's OK.

Thanks. Sorry I only have a £20 note.

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



£12.18 ...



£12.20 ...



£14.20 ...

£15.20 ...



£20.20

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

Giving change

Task

Task 1

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

	Till display	Change	
1			
2			
3			
4			

Task 2

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



Dealing with non-cash payments

Focus

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

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



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

Check the cheque

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

Check the card

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

Dealing with non-cash payments

Task

Task 1

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



TCXC BANK		38-00-09
		000017 12345678
DATE _____		
PAY <i>Blue Water Express</i>		<div style="border: 1px solid black; padding: 5px; display: inline-block;"> £ 294.95 </div> MR J J JACKSON <i>J J Jackson</i>
<i>Two hundred and forty-nine pounds</i>		
<i>and ninety-five pence only</i>		
Cheque No.	Sort Code	Account No.
000017	38-0009:	12345678

Task 2

1 Write these amounts in numbers.

a Eighty-seven pounds ninety-two pence _____

b One hundred and two pounds and five pence _____

2 Write these amounts in words.

a £150.95 _____

b £849.25 _____

Face to face

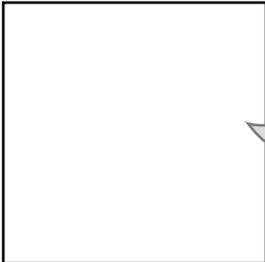
Focus

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

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



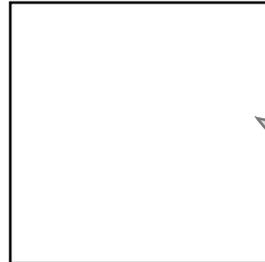
1



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



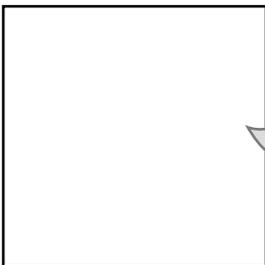
2



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

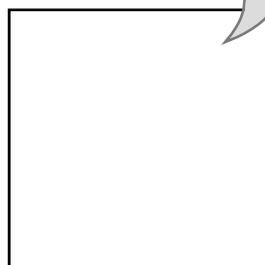
- Who am I talking to?
- What is my purpose for talking?
- How should I speak to achieve my purpose?

3



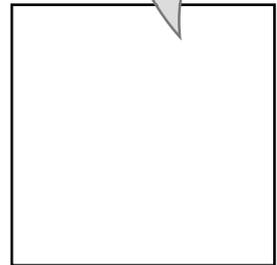
Could I possibly swap my day off next week? I've been invited to a wedding on the Wednesday.

4



D'you fancy going to the pub tonight?

5



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

WHO?

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

Add your own ideas

WHAT?

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

HOW?

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

Tips

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

Face to face

Task



Task 1

31

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

colleague supervisor client

1

*Good morning.
Can I help you?*



2

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

3

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

Tip

The most formal language should be used with a customer.



Task 2

31

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

Tip

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

Task 3

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





Tip

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

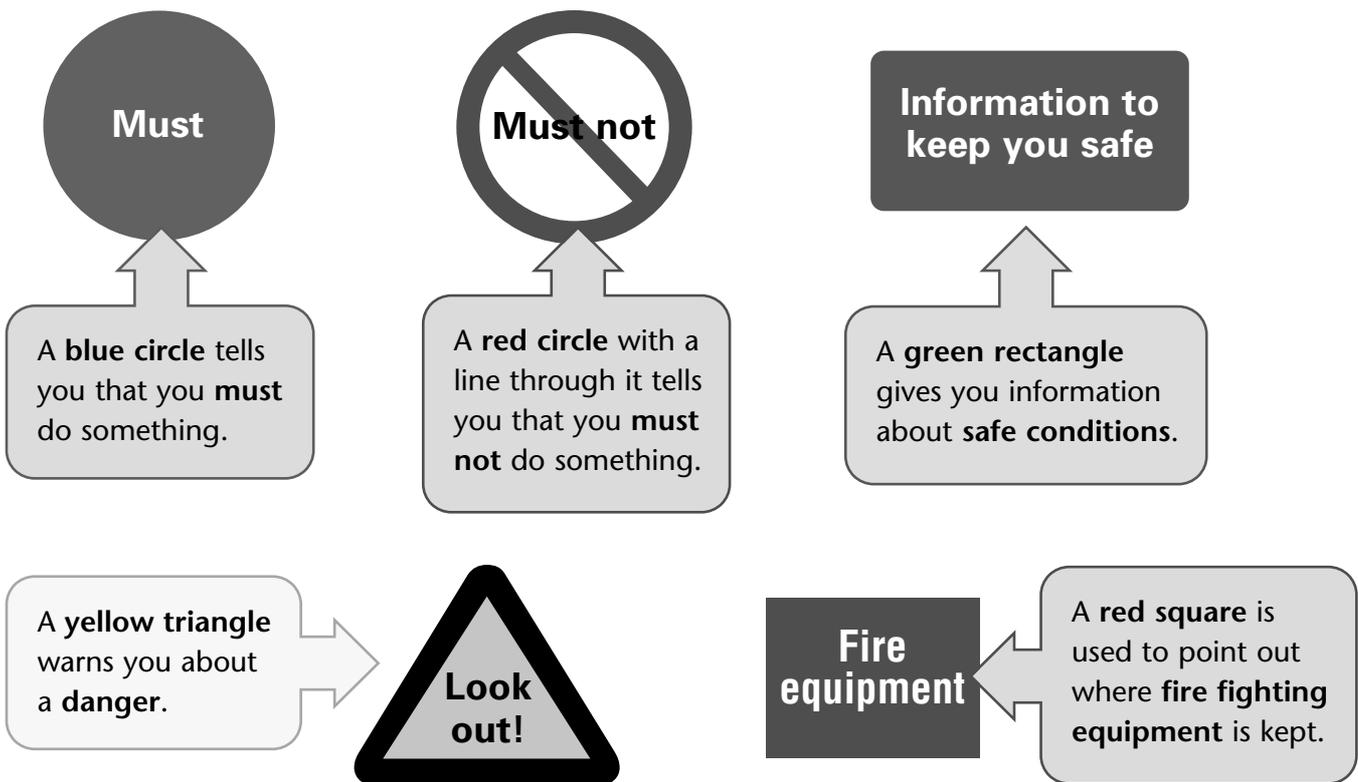
Safety matters (1)

Focus

Safety signs give important safety information.

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

Here are the main safety sign shapes and colours.



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



Work out what these five signs mean. Use:

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

Safety matters (1)

Task

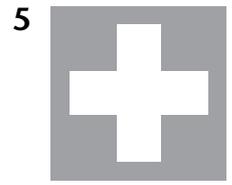
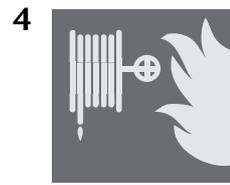
Task 1

Draw arrows to match the safety signs to the meanings.

Fire hose

Danger

Disabled access



First aid

No dogs

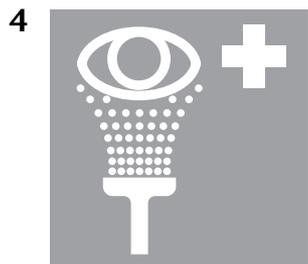
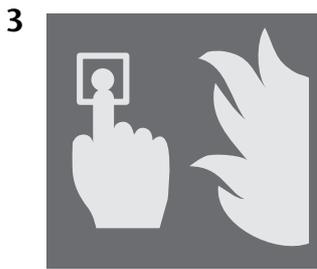
Task 2

Work out the meanings of these health and safety signs.



Tip

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



Safety matters (2)

Focus

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

This fire action sign uses

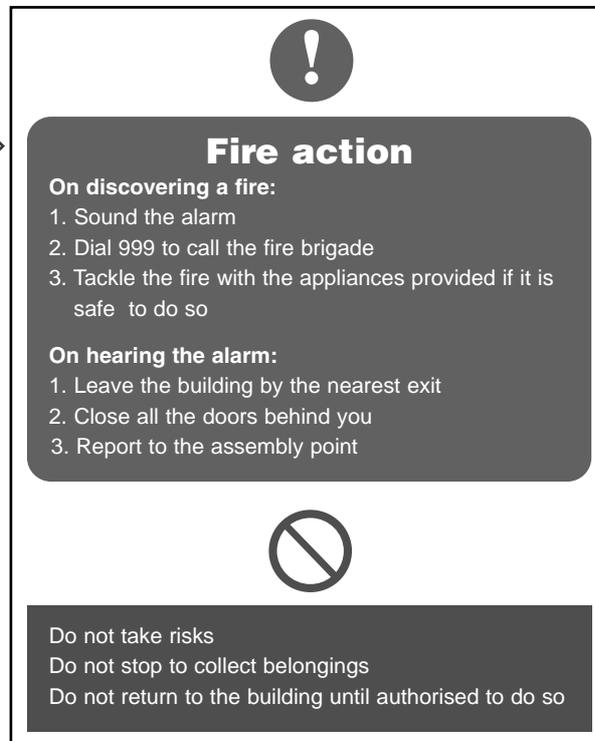
- **symbols**
- **colour**
- **numbering.**

It gives two types of *instructions*.

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

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

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



Fire action

On discovering a fire:

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

On hearing the alarm:

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

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

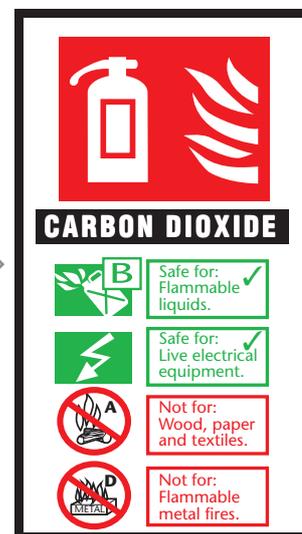
✓
do✗
do
not

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.



CARBON DIOXIDE

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

✓
can✗
must
not

2 KG CARBON DIOXIDE FIRE EXTINGUISHER

TO OPERATE

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

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

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

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

Safety matters (2)

Task

Task 1

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

Pictures _____ and _____ show someone following the fire action instructions correctly.

Task 2

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

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

Tip

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

Task 3

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

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

the bottom

take out the

let go of

point the

stop the water coming out

make the water come out

Tip

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

A risky business

Focus

Employers carry out formal safety checks to identify safety risks in the workplace. You should also carry out checks for yourself every time you start a job.

There are three main steps for checking safety.

Step 1

Look for the hazards.
Look for things that can cause harm or areas where accidents are more likely to happen.

Step 2

Think about the type of hazard it is. Why is it dangerous?
What sort of injury could it cause?

Step 3

Think about what can be done to reduce the risk.

Can you deal with it yourself?

Is it safer to report it to someone else?

Do you have work guidelines for this?



As a group

Use the information sheet 'Safety in the salon' from the Source material to help you spot the three hazards in the picture above. Decide what you would do about each hazard. Use the General health and safety guidelines in the Source material to help you.

Why is it dangerous?

What can be done about it?

A risky business

Task



Task 1

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

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

Tip

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

Task 2

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

Tip

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

What do I do?

Focus


Hi! I'm Kelly Morgan. I work as a trainee tyre fitter at the local branch of **Tyres and Exhausts 4 U**. Every day is different. I like working with my hands – even though I get dirty and oily, and I really enjoy meeting lots of different people.

Who's who?



My supervisor, Chris, keeps an eye on me but my boss is Ali, the Manager. The whole area is run by Sarah Jenkins the Area Manager for Tyres and Exhausts 4 U.

Name _____

Job title _____

Job description

Name: Kelly Morgan

Job title: Trainee Tyre Fitter

Accountable to: Area Manager Tyres and Exhausts 4 U

Responsible to: General Manager (Anytown Branch) Tyres and Exhausts 4 U

Main purpose of job: Repair and replace worn and damaged tyres

Duties and responsibilities:

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

1. **Removing tyres.** This includes:
 - Removing hubcap and wheel trim
 - Loosening wheel nuts and jacking up vehicle
 - Removing wheel nuts and taking off wheel
 - Removing valve to let tyre down and separating it from wheel
2. **Repairing tyres before replacing them** (in reverse order of 1. above)
 - Knowing about legal requirements as well as how to do a repair
3. **Replacing new tyres** (in reverse order of 1. above)
4. **Balancing tyres**
 - Knowing about the balancing machine and how it works
5. **Inspecting tyres**
 - Checking for signs of wear and knowing the legal limits for tyre tread
 - Checking tyre pressure
6. **Advising customers on suitable tread patterns, repositioning of tyres, etc.**

Personal qualities:

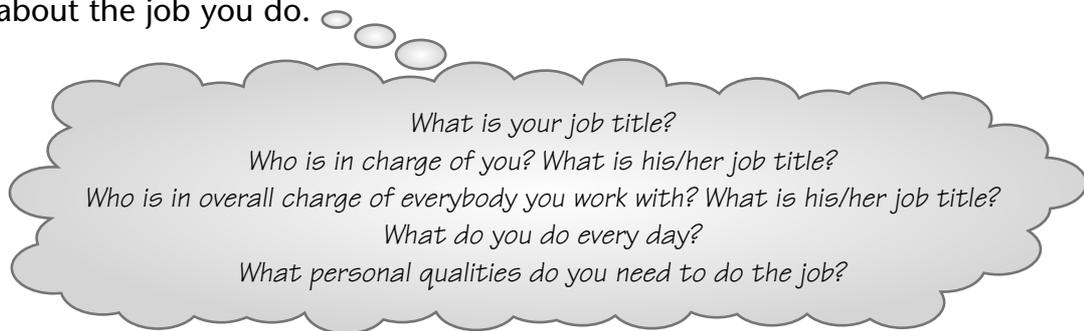
List the special qualities required to do the job.

- Methodical
- Able to analyse problems
- Understanding of how things work
- Able to explain things and give advice to people
- Able to work well as part of a team
- Polite and helpful to the general public
- Practical and able to use hands
- Fit and strong

What do I do?

Task

Think about the job you do.



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:	
	<i>Description of duties and responsibilities. Please list in order of importance.</i>
Personal qualities:	
	<i>List the special qualities required to do the job.</i>

It happened like this

Focus

Your employer must keep records of all accidents at work. This includes minor things like bumps and cuts as well as serious accidents where people have to go to hospital. Minor accidents are recorded in an accident report book on site.

- An accident report book requires only the **main facts**.
- There's not enough room to write a lot so it needs to be **brief** – like **notes**.
- It also needs to be written in an **accurate** way that helps others to read it.



Juan was walking over to **work station 15a** when he tripped on something on the floor and fell forwards. His hand was bleeding and we realised he had **cut his hand on some broken glass**. I am the first aider so I washed his hand and put a dressing on it. The cut wasn't too deep luckily and the bleeding stopped quite quickly.



Gary Ford

The date should include the day, month and year.

The time should show whether it is morning, afternoon or evening.

Use the **headings** across the top row to find out what sort of information should go in which section.

Date	Time	Place	Name of injured person	Type of injury	Action taken	Reported by
16/05/05	10:15 am	Work station 15a	Juan Rodriguez	Cut on hand (from glass)	Washed and dressed by first aider	Gary Ford (first aider)



I always said an accident would happen. Well it did, on Thursday 23rd May. At 2:30 in the afternoon. Bill Preston, the new apprentice, got some swarf in his eye because he walked straight up to Ted when Ted was working on the lathe in work station 5. He just didn't think. I washed his eye straight away with the eye wash then took him to hospital so they could check it over.



Ray Brookes

Fill in the information from Ray's description. Use this year for the date.

Tips for making sure it is clear

- Keep handwriting neat.
- Check spelling.
- Ask someone else to read it.

It happened like this

Task



Task 1

34

Highlight the main pieces of information in Liam's report that are required for the accident report book.



Liam Harding

At 7:30 in the morning on 19th June this year the caretaker, Peter Newson, had an accident in the canteen. He slipped on some water on the floor and hurt his back. I took him to hospital to have it looked at but luckily it was only bruised. It just shows what a danger spilt water is.

Tip

Look at the headings in the accident report book below to remind you what information to include.

Task 2

Use the information you have highlighted to fill in the next row of the accident report book.

Date	Time	Place	Name of injured person	Type of injury	Action taken	Reported by
16/05/05	10:15 am	Work station 15a	Juan Rodriguez	Cut on hand (from glass)	Washed and dressed by first aider	Gary Ford (first aider)

Tips

- Use the headings to help you put the information in the correct places.
- Keep descriptions brief.
- Keep your handwriting tidy.
- Check your spellings.
- Write the date and time clearly.

Units of measure

Focus

Engineering and manufacturing require precision. Everything is measured to a high level of accuracy. Here are some measuring devices and units of measure you might come across.



centimetre

centilitre

kilogram

kilowatt

kilometre

micrometre



milligram

millimetre

millilitre

metre

litre

gram

watt

newton



degrees Fahrenheit

tonne

degrees Celsius



mile

foot

pint

yard

volt

amp

gallon



stone

pound

ounce



bar

pounds per square inch (psi)

Units of measure

Task

Task 1

Which units of measure have the following abbreviations?

- | | |
|------------|--------------|
| 1 cl _____ | 8 m _____ |
| 2 cm _____ | 9 mg _____ |
| 3 g _____ | 10 ml _____ |
| 4 kg _____ | 11 mm _____ |
| 5 km _____ | 12 psi _____ |
| 6 kw _____ | 13 v _____ |
| 7 l _____ | 14 w _____ |

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	force
	temperature
electrical units	pressure

Task 3

- Circle the units of measure in the table above that are metric units.
- Tick the ones that are imperial units.

Measuring accurately

Focus

Accurate measuring is extremely important in engineering and machine-operated processes.

Metric units of length are:

metres (m)

centimetres (cm)

millimetres (mm)

micrometres (μm)

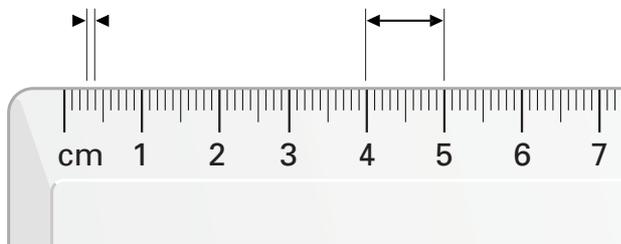
Most engineering and mechanical components are measured in **millimetres** or fractions of a millimetre called **micrometres**.

$1000 \mu\text{m} = 1 \text{ mm}$.

Millimetres are the tiny marks shown on a ruler. Most standard rulers are marked in **millimetres** and **centimetres**, but only the centimetres are numbered.

1 millimetre

1 centimetre



Fact

$1\,000\,000 \mu\text{m} = 1 \text{ m}$

How many mm in 4 cm?
How many mm in 3.5 cm?

Remember!

$10 \text{ mm} = 1 \text{ cm}$

Special engineering rulers label every **10 millimetres**.



Micrometres are too small to measure with rulers.

Special tools such as these digital Vernier callipers can measure to this degree of accuracy.



Measuring accurately

Task

Task 1

Use a metric ruler to measure the lines accurately in mm.

1  _____ mm

2  _____ mm

3  _____ mm

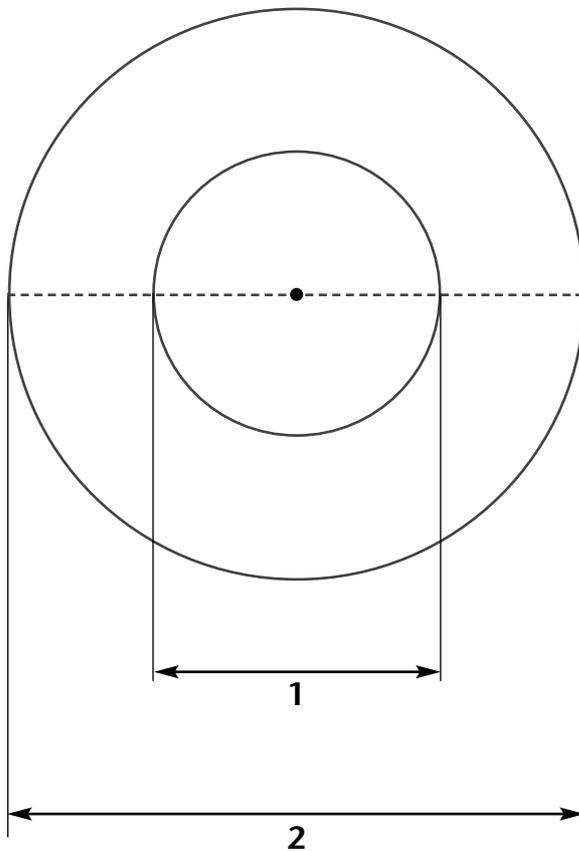
Tip

If you do not have a special engineering ruler, remember:

1 cm = 10 mm

Task 2

Measure the diameters accurately in mm.



Tip

A diameter is a straight line drawn through a circle, passing through the centre.

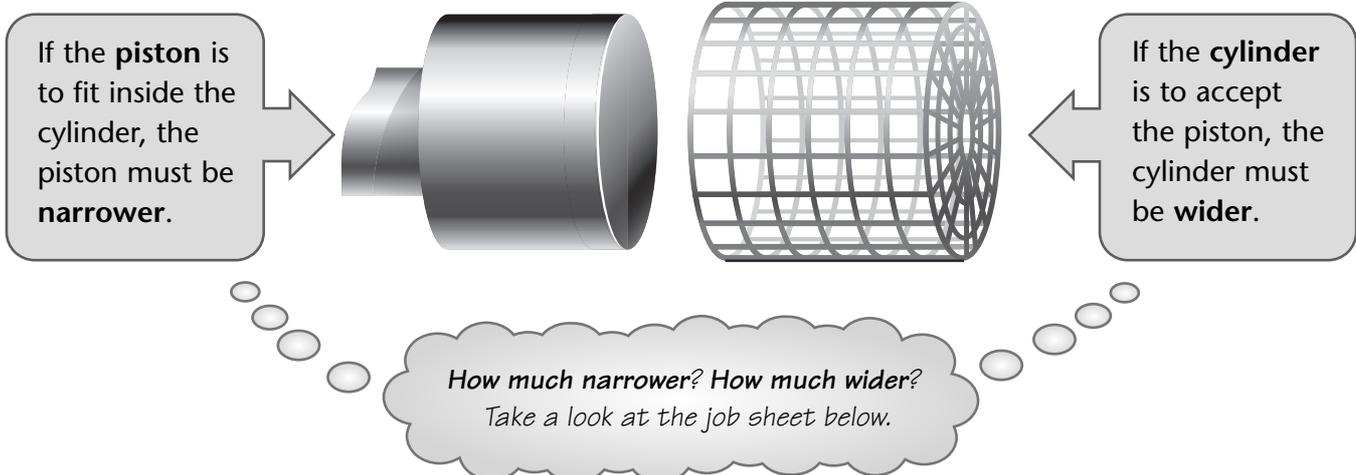
Diameter 1 = _____ mm

Diameter 2 = _____ mm

Working within a tolerance

Focus

When parts are made, it is possible that the size is not always exact. However, parts must be made to acceptable standards.



Job sheet			
CODE	DESCRIPTION	SPECIFICATION	TOLERANCE
DS114	Piston	Diameter = 120.0 mm	± 0.2 mm
DS155	Cylinder	Diameter = 121.0 mm	± 0.2 mm

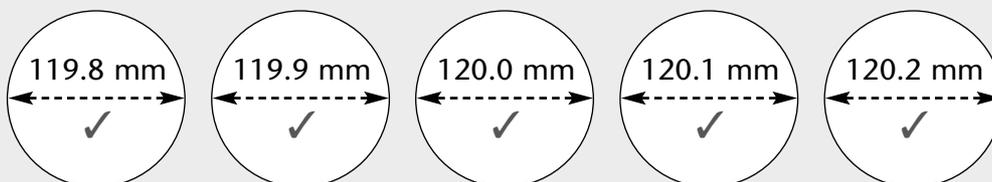
A **tolerance** tells you **how much** a measurement is allowed to **differ** from the intended size.

A **specification** tells you the **intended size**.

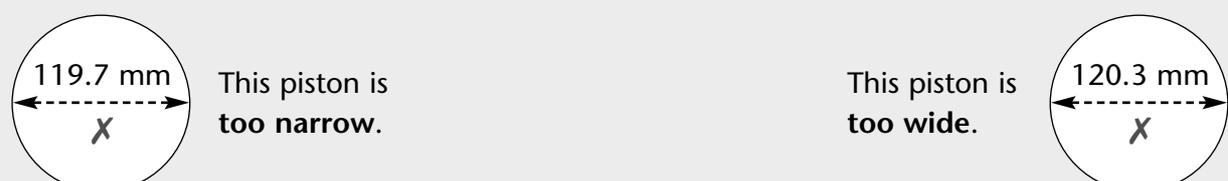
Tolerances are written using this symbol: \pm which is read as **plus or minus**.

A piston must have a diameter of **120 mm \pm 0.2 mm**.

Pistons made with the following diameters **are** acceptable:



Pistons made with the following diameters **are not** acceptable:



Working within a tolerance

Task

Job sheet			
CODE	DESCRIPTION	SPECIFICATION	TOLERANCE
AH145	Spindle	Length = 70 mm	± 3 mm
		Diameter = 10 mm	± 0.5 mm

Remember!

Specification tells you the **intended size**.

Tolerance tells you how **much** a measurement is allowed to **differ** from the specification.

Task 1

Use the job sheet above to answer the questions.

- 1 What is the shortest acceptable length for a spindle? _____ mm
- 2 What is the longest acceptable length for a spindle? _____ mm
- 3 What is the smallest acceptable diameter for a spindle? _____ mm
- 4 What is the largest acceptable diameter for a spindle? _____ mm

Task 2

These spindles have been made according to the above specifications. Tick the spindles that are of acceptable length. Put a cross by the spindles that are not of acceptable length.



Tip

Use a ruler to measure the length of each spindle.

Reading gauges

Focus

Many tools and machines are fitted with a **gauge**. The information is shown on a display.

Analogue gauges have a 'needle' that points to information.

This gauge measures in units called bar.

Tip

Work out the value of each division on the scale.



analogue gauge

Each large division = 1 bar.

There are **five small divisions** to each large division.

Each small division = **0.2 bar**
($1 \div 5 = 0.2$)

Digital gauges display information in numbers.



digital gauge

The **decimal point** separates whole numbers from fractions.

This gauge measures in units called psi.

Tip

Think about the value of each digit.

tens	units		tenths	hundredths
1	4	.	6	0

Fourteen point six zero

The 6 in this number = **six tenths**.

Reading gauges

Task

Task 1



- 1 Mark on this gauge a pressure of 2.4 bar. 2 Mark on this gauge a pressure of 6.8 bar.
- 3 What is the increase from the reading on gauge 1 to the reading on gauge 2?
_____ bar

Task 2

- 1 How much pressure needs to be added to bring this gauge up to 15.00 psi?



_____ psi

- 2 How much pressure needs to be released to bring this gauge down to 12.50 psi?



_____ psi

Following spoken instructions

Focus


35

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 put all the waste from this line into the bin in the yard. Work on line 15 this morning with that rush order that's just come in, but first can you help Steve with getting the parts to this machine. This afternoon I want you to show the new apprentice how to operate the bench drilling machine.

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

Before I forget, at the end of the day, I want you to put all the waste from this line into the bin in the yard. Work on line 15 this morning with that rush order that's just come in, but first can you help Steve with getting the parts to this machine. This afternoon I want you to show the new apprentice how to operate the bench drilling machine.

- How many things am I supposed to do?

Tip

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

Tip

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

Tip

Use the action words to help you.

Before I forget, at the end of the day, I want you to put all the waste from this line into the bin in the yard. Work on line 15 this morning with that rush order that's just come in, but first can you help Steve with getting the parts to this machine. This afternoon I want you to show the new apprentice how to operate the bench drilling machine.

- What order should I do things in?

Following spoken instructions

- Are there any **special instructions**?

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



36

Make sure the guard is on properly, and don't let the apprentice use the machine without you watching him. If he gets on OK, take him to line 20.

Make sure the guard is on properly, and don't let the apprentice use the machine without you watching him. If he gets on OK, take him to line 20.

Tips

- 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 ...'

Star tips

- Repeat things back.
- If you're still not sure – ask.
- Try to picture what you need to do in your head.

Make sure the guard is on properly, and don't let the apprentice use the machine without you watching him. If he gets on OK, take him to line 20.

What should I tell him to do on line 20?

Following spoken instructions

Task

Task 1

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

1 Which of these action words are used?

ring put help concentrate work
fetch carry switch don't go

2 What must you do?

concentrate telephone friends be first
answer the mobile

3 What is it you must *not* do?

concentrate telephone friends be first
answer the mobile

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

answer the mobile switch the mobile to silent
telephone about a delivery

Tip

Listen carefully for any of these words.

Tip

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

Tip

Listen for the word 'if'.

Task 2

38 Rewrite these instructions in the correct order.



At the end of the day can you tidy up in the workshop. Your main job this morning is to move the cars round on the forecourt. It's about time we had a change. This afternoon you can help Mike with the service on the Fiesta. Oh, first can you check the spare parts have been delivered.

Tips

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

Jobs

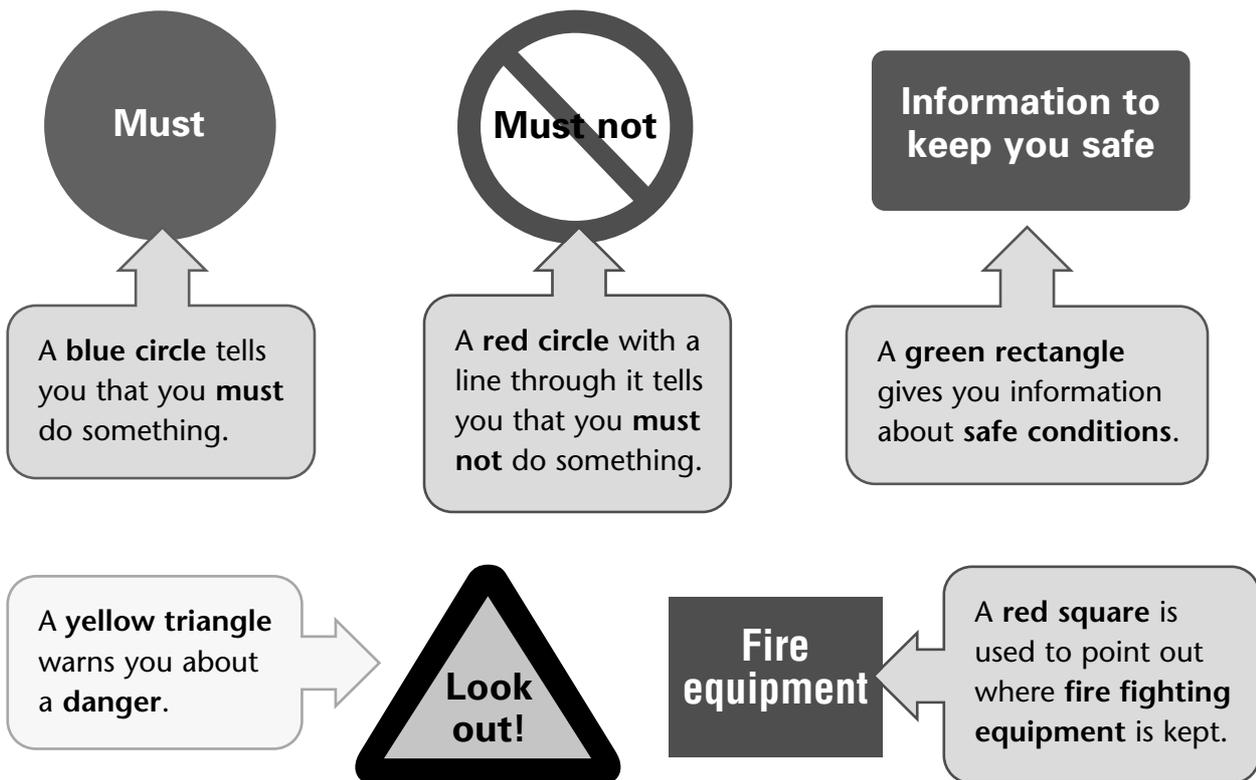
- 1 _____
- 2 _____
- 3 _____
- 4 _____

Safety matters (1)

Focus

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

Here are the main safety sign shapes and colours.



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

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.

Safety matters (1)

Task

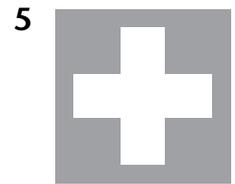
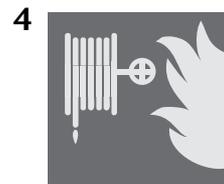
Task 1

Draw arrows to match the safety signs to the meanings.

Fire hose

Danger

Eye protection must be worn



First aid

No entry

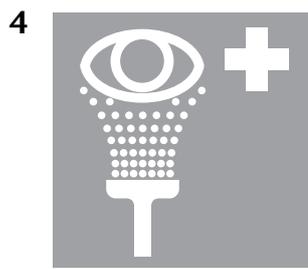
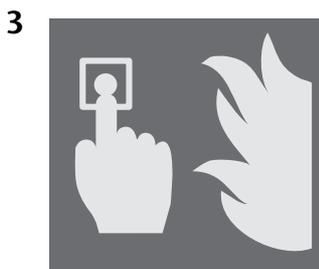
Task 2

Work out the meanings of these health and safety signs.



Tip

Use the colour, shape and picture to help you.



Safety matters (2)

Focus

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

This fire action sign uses

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

It gives two types of *instructions*.

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

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

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



Fire action

On discovering a fire:

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

On hearing the alarm:

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



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

✓
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.



CARBON DIOXIDE

	B	Safe for: Flammable liquids. ✓
		Safe for: Live electrical equipment. ✓
	A	Not for: Wood, paper and textiles.
	D	Not for: Flammable metal fires.

✓
can

✗
must not

2 KG CARBON DIOXIDE FIRE EXTINGUISHER

TO OPERATE

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

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

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

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

Safety matters (2)

Task

Task 1

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

Pictures _____ and _____ show someone following the fire action instructions correctly.

Task 2

Look at the label for a water-filled fire extinguisher from the Source material. Circle yes or no to answer these questions.

Can you use the extinguisher on a fire started by:

- | | |
|--|----------|
| 1 a cigarette dropped on a pile of newspapers? | yes / no |
| 2 a cigarette 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 the label says you can and cannot use the extinguisher for.

Task 3

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

- _____ safety pin.
- _____ nozzle at _____ of the fire.
- Squeeze the handle to _____.
- _____ the handle to _____.

the bottom

take out the

let go of

point the

stop the water coming out

make the water come out

Tip

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

A risky business

Focus

Employers carry out formal safety checks to identify safety risks in the workplace. You should also carry out checks for yourself every time you start a job.

There are three main steps for checking safety.

Step 1

Look for the hazards.
Look for things that can cause harm, or areas where accidents are more likely to happen.

Step 2

Think about the type of hazard it is.
Why is it dangerous?
What sort of injury could it cause?

Step 3

Think about what can be done to reduce the risk.
Can you deal with it yourself?
Is it safer to report it to someone else?
Do you have work guidelines for this?



As a group

Use the information sheet 'Safety in the workshop' from the Source material to help you spot three hazards in the picture. Decide what you would do about each hazard. Use the General health and safety guidelines in the Source material to help you.

Why is it dangerous?

What can be done about it?

A risky business

Task



Task 1

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

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

Tip

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

Task 2

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

Tip

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

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:	
	<i>Description of duties and responsibilities. Please list in order of importance.</i>
Personal qualities:	
	<i>List the special qualities required to do the job.</i>

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.

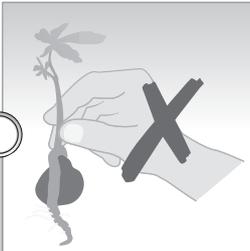
HANGING BASKETS

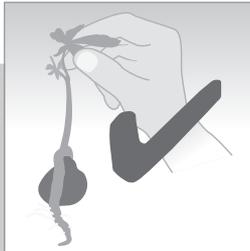
Boost® All-Round Compost is the ideal compost for hanging baskets, with its special blend of nutrients and wetting agent.

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

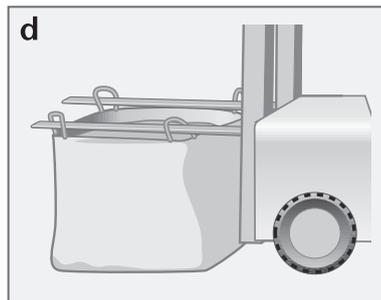
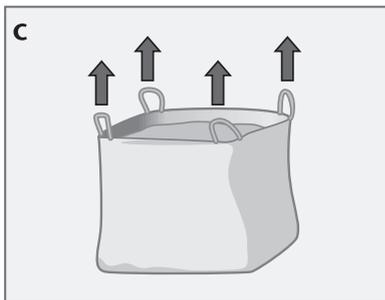
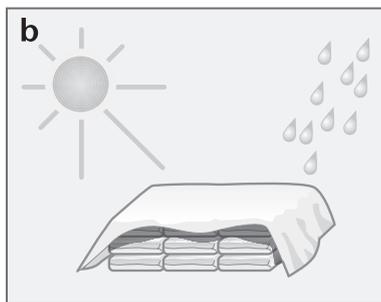
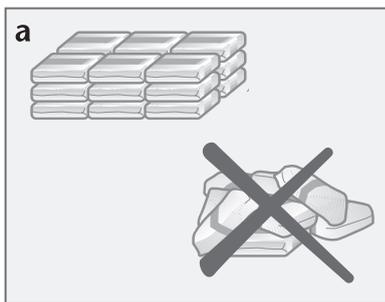
Task

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

- 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?

Tip

Scan the label for key words.



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

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?**

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

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

Tip

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

Tip

Use the action words to help 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


Sometimes you get special instructions.

40

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

- _____
- _____
- _____
- _____

Talking to people

Focus

 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 *Are you off to college today?*

Uh huh.

2 *Bye, Pete.*

Bye bye, Kim. Be good. Have a nice day. See you later.

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

Whoops!

4 *Go out last night?*

Yeh. Me and Kev had a right laugh in the pub. Them two girls was there again.

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

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 around.

6 *Thank you.*

7 *Can you tell me if you have a Weeping Willow in stock?*

Certainly, madam. Would you like to follow me and I'll show you where they are?

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

Let me get a word in edgeways then ...

9 *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!*

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			

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.



kilometre

kilogram



centimetre

centilitre

millimetre

milligram

millilitre



metre

gram

litre



pound

pint

mile

acre

degrees Celsius

tonne

gallon

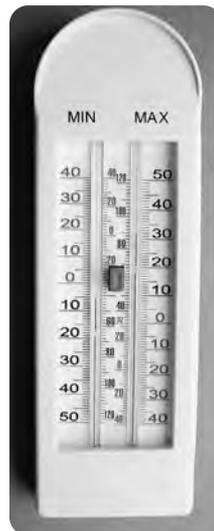
degrees Fahrenheit

hectare

inch

yard

foot



Units of measure

Task

Task 1

Which units of measure have the following abbreviations?

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

- Circle the units of measure in the table above that are metric units.
- Tick the units that are imperial units.

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

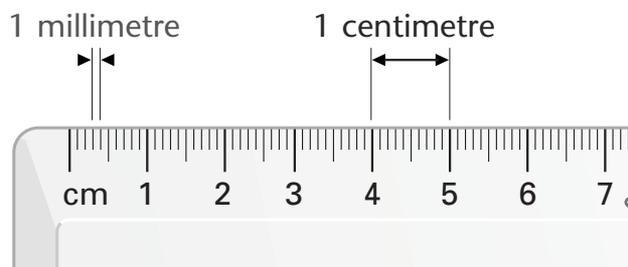
Method

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

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

$$1 \text{ cm} = \underline{\hspace{2cm}} \text{ mm}$$

$$2 \text{ cm} = \underline{\hspace{2cm}} \text{ mm}$$

$$35 \text{ mm} = \underline{\hspace{2cm}} \text{ cm}$$

$$1000 \text{ mm} = \underline{\hspace{2cm}} \text{ cm}$$

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: $15 \text{ cm} = 15 \times 10 = 150 \text{ mm}$

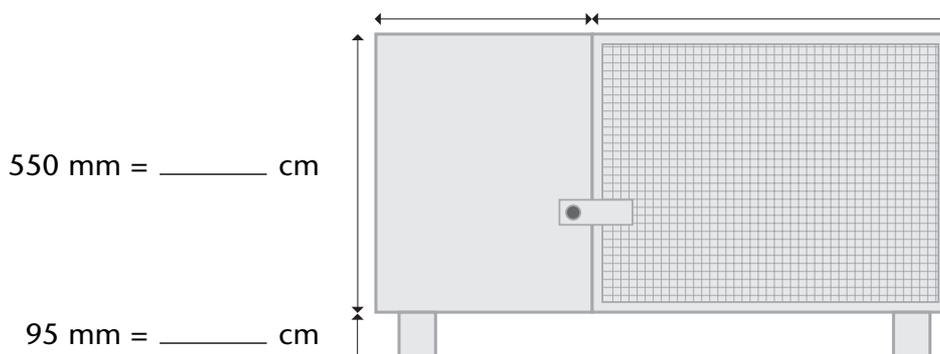
If a measurement is given in **mm** and you want it in **cm**, **divide by 10**.

Example: $125 \text{ mm} = 125 \div 10 = 12.5 \text{ cm}$

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

Try this

$$425 \text{ mm} = \underline{\hspace{2cm}} \text{ cm} \quad 700 \text{ mm} = \underline{\hspace{2cm}} \text{ cm}$$


Remember!

$$10 \text{ mm} = 1 \text{ cm}$$

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

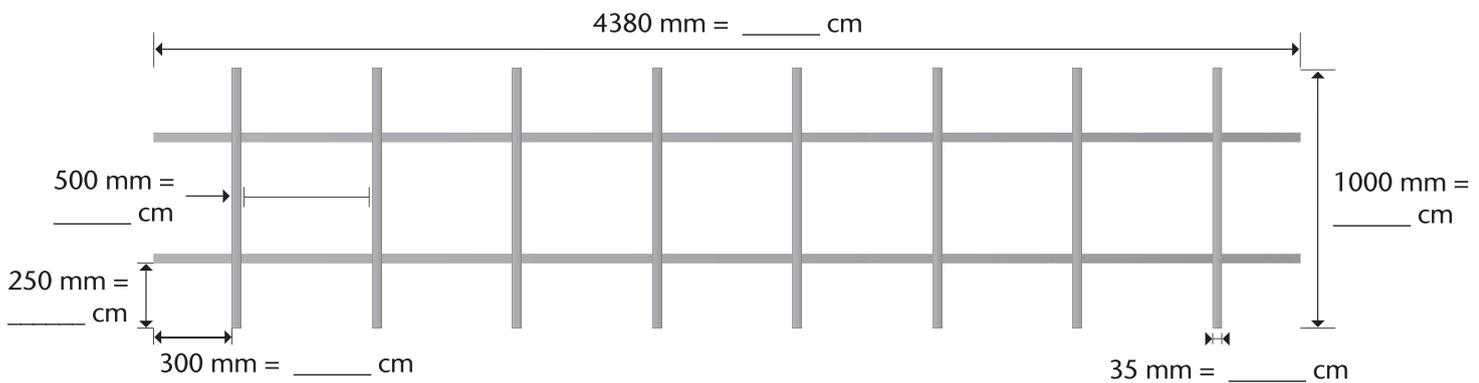
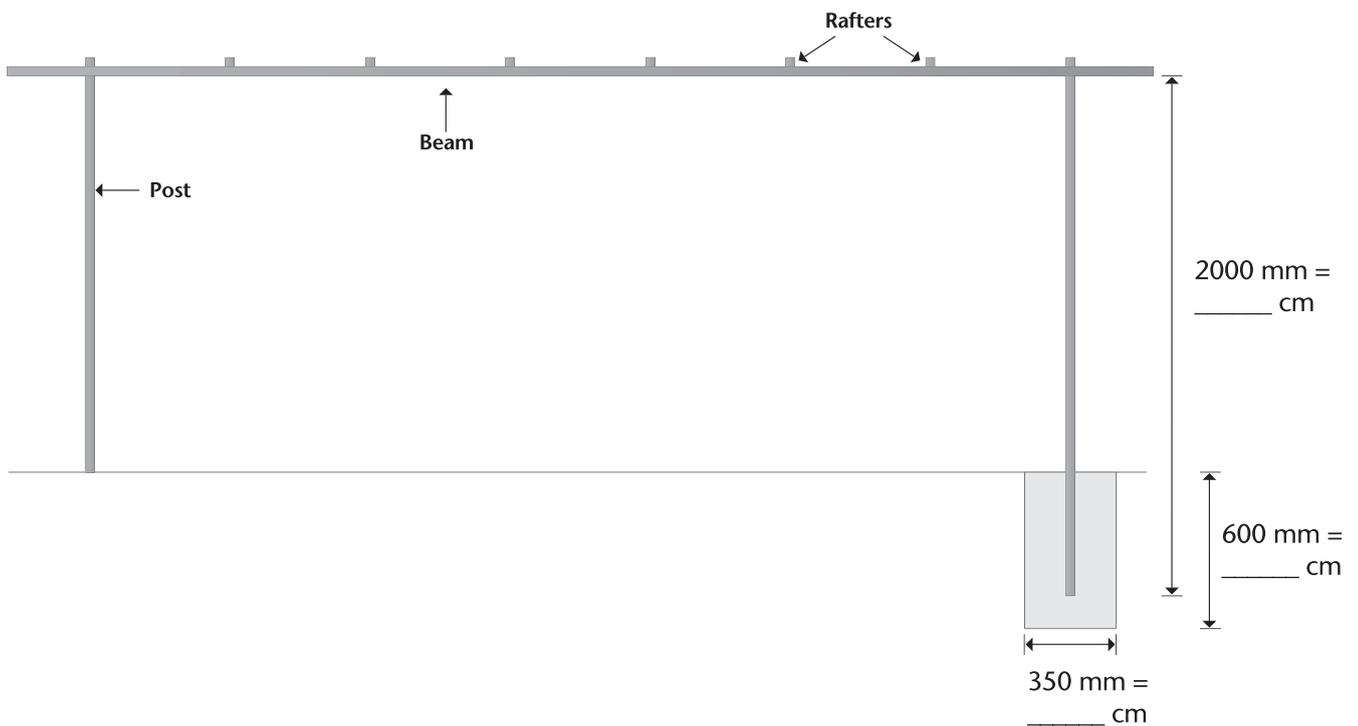


Fig 2 – view from side



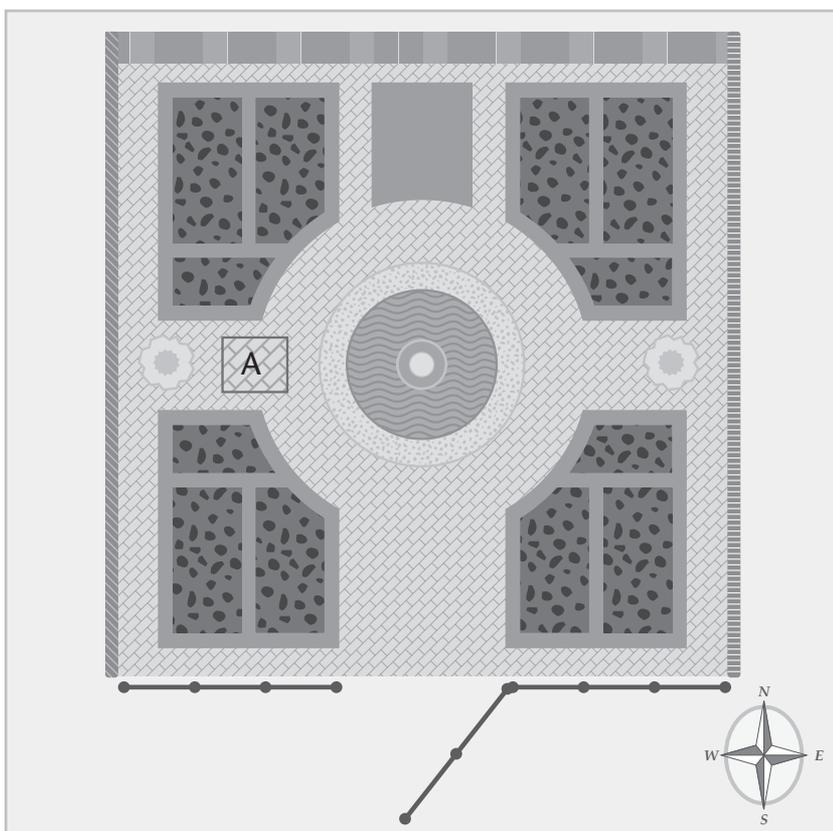
Using maps and plans

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.

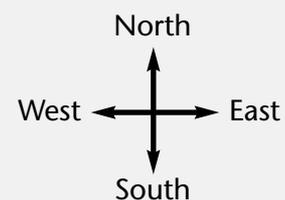
Plan of garden



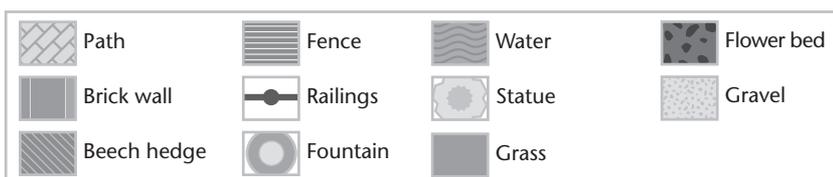
This is a **plan** of a garden. It shows you **what** is there and **where** everything is.

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

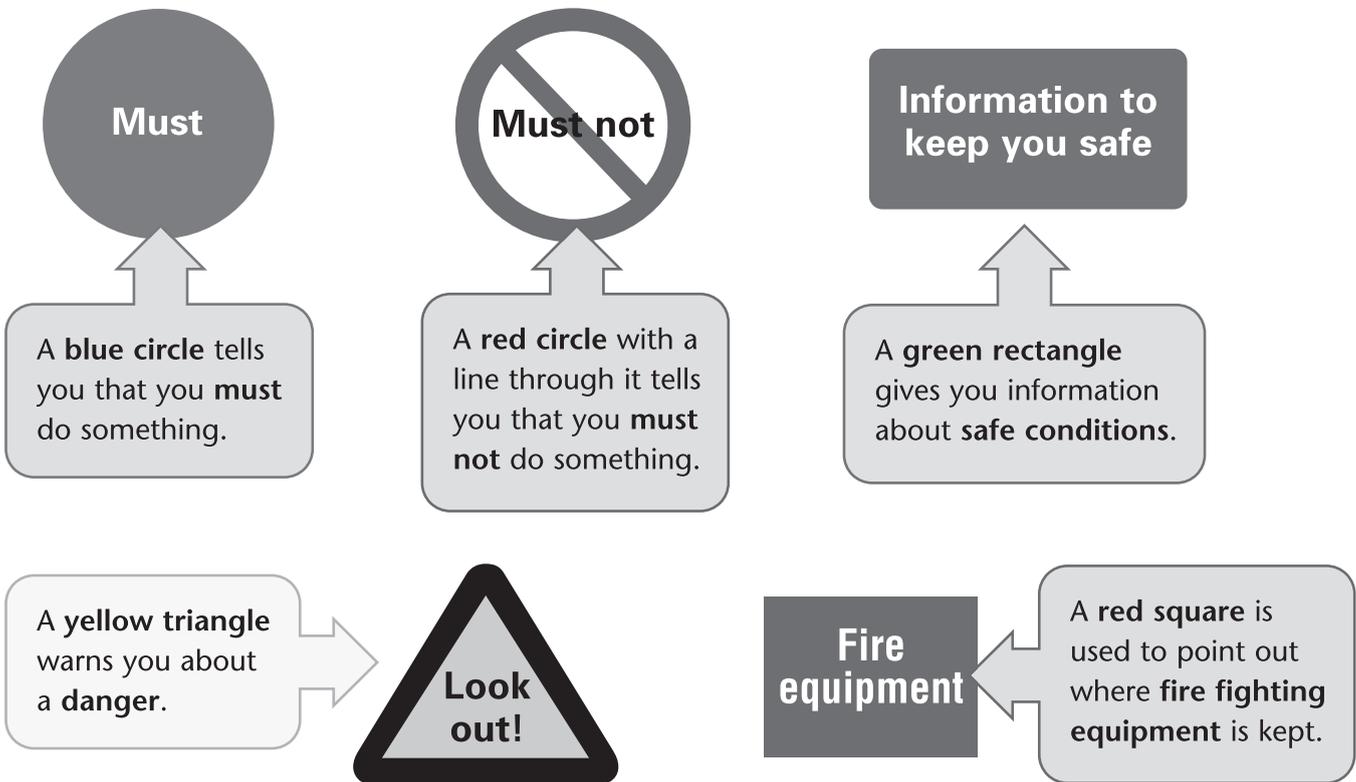
- 1 Go out of the main driveway and turn right.
Which town will you be heading for? _____
- 2 Is Bexley Nurseries located east or west of Bexley? _____

Safety matters (1)

Focus

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

Here are the main safety sign shapes and colours.



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



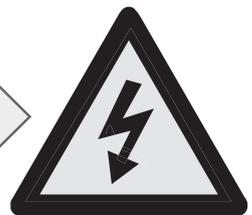
Work out what these five signs mean from:

- 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

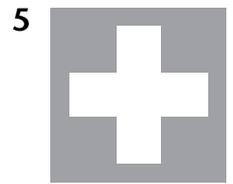
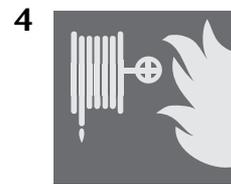
Task 1

Draw arrows to match the safety signs to the meanings.

Fire hose

Danger

Eye protection must be worn



First aid

No entry

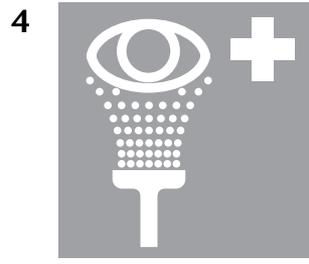
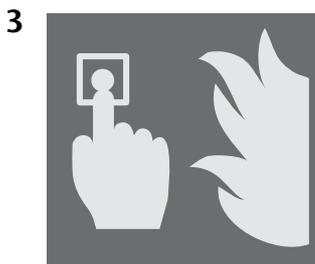
Task 2

Work out the meanings of these safety signs.



Tip

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



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.

squeeze

take out

let go

stop

make

point

Tip

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

