

The office and business environment

Introduction to Module 3

Working in an office is all about team work. It relies heavily on individuals understanding their own role and being able to contribute to the efficient and smooth running of the office. The range of skills required will vary from office to office and from job to job, but will commonly include a lot of time dealing with text, numbers and communication systems. The office environment is a popular choice for work experience amongst Entry to Employment learners.

This module will be useful to participants who are working or considering working in any office setting. It will help learners to acquire knowledge, skills and understanding of this working environment and provide some opportunities for practice. Activities in the module will contribute to the vocational strand of the Entry to Employment programme and the communication aspects of this module may also be used to support the development of personal and social skills.

Participants working in the office and business environment need good communication skills in order to work with other people, both within the organisation and when dealing with customers or clients. They also need to be able to follow instructions accurately and use the telephone. In addition, learners will need sound literacy skills to cope with text and documents in both electronic and paper format. Whilst numeracy skills are less obvious, there are demands for good numeracy skills in order to deal with stock and post and for time management.

The module includes the following skill areas:

- job roles and responsibilities
- health and safety in the work environment
- communicating face to face and on the telephone
- writing for different purposes
- organising dates and time
- dealing with post
- understanding filing systems.

The settings and scenarios used may not be familiar to learners, so it will be important for teachers to set the scene for learners and demonstrate how the skills in this module can be used within learners' own chosen vocational settings. Learners will need support to apply the skills and strategies to their own workplace.

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

E2E – Module 3: The office and business environment				
Theme	Page reference	Literacy	Numeracy	Key Skills
What do I do? (1)	Ee 3:1–3:2	Rt/E3.5; Rt/E3.7; Rt/E3.8; Rt/E3.9; Rw/E3.1; SLlr/E3.3		
What do I do? (2)	Ee 3:3–3:4	Rt/E3.3; Rt/E3.5; Rt/E3.7; Rt/E3.8; Rw/E3.1; Rw/E3.3; Rw/E3.4		
Who's calling?	Ee 3:5–3:6	SLc/E3.2; SLlr/E3.2; Wt/E3.1		
Filing	Ee 3:7–3:8	Rw/E3.4	N1/E3.1; MSS1/E2.3	
Right on time	Ee 3:9–3:10		MSS1/E2.3; MSS1/E2.4; MSS1/E3.3; MSS1/L1.2	N1.1
Writing for different purposes	Ee 3:11–3:12	Wt/E3.4; Wt/L1.2; Wt/L1.4; Wt/L1.5; Ww/E3.1; Ww/E3.3; Rt/E3.5; Rt/E3.8		C1.3
Ordering office supplies	Ee 3:13–3:14	Rt/E3.5; Rt/E3.6; Rt/E3.7; Rt/E3.8	MSS1/L1.1	N1.1
The post room	Ee 3:15–3:16		HD1/E3.1; MSS1/E3.6	
Face to face	Ee 3:17–3:18	SLd/E3.2; SLd/E3.3; SLc/E3.2; SLlr/E3.1; SLlr/E3.4; SLlr/E3.5		
Safety matters (1)	Ee 3:19–3:20	Rt/E3.3; Rt/E3.8; Rt/E3.9; Rw/E3.1		
Safety matters (2)	Ee 3:21–3:22	Rt/E3.5; Rt/E3.8; Rt/E3.9; Rw/E3.2; Rw/E3.3; Rw/E3.1		
A risky business	Ee 3:23–3:24	Rt/E3.5; Rt/E3.9		

Skills checklist

There are many different aspects to jobs in offices and business environments:

- computer work
- administration
- paperwork
- telephone work.

You need a wide range of skills to work in an office. Tick the skills you feel confident about now. Check the list again later to see if you have improved.

Most jobs have to be done in a set way and at a set time. These are called 'systems'.

It's not for everyone – there is a lot of paperwork and computer work to be done. You will also have to deal with people face to face and on the phone.



Working in an office is all about teamwork. You need to know what your job is and who you should report to.

You need to be organised and follow a routine.

Sometimes you will have to be flexible and respond to other people's needs.

Page	Skills for the office and business environment	Now	Later
3:1– 3:4	Understanding your job role		
3:19– 3:24	Understanding health and safety issues		
3:17– 3:18	Talking to different people		
3:5– 3:6	Using the phone		
3:9– 3:10	Keeping an office diary		
3:11– 3:12	Understanding different written formats		
3:7– 3:8	Understanding filing systems		
3:15– 3:16	Dealing with post		
3:13– 3:14	Ordering office supplies		

PAGES 3:1–3:2

What do I do? (1)

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

Materials

Written job descriptions and titles

Organisation chart for Canistor Ltd from the Source material (0:20)

Audio equipment

Learning outcomes

- 1 To understand a typical organisation chart, showing different workforce roles (focus page, Tasks 1 and 2)
- 2 To understand responsibilities in the workforce (focus page, Task 2)

Introduction

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

Focus page  10

- Look at the organisation chart on the focus page. Show how the lines show who is responsible to whom (e.g. the trainee office assistant is responsible to the P/T receptionist and the Receptionist/Office assistant).
- Look at the abbreviations – what do they mean? Do they apply in learners' work placements? Make sure learners understand how abbreviations are created from first letters.
- Make sure learners understand the difference between 'responsible for' (look down the lines) and 'report to' (look up the lines). Relate this to learners' own work placements.
- Listen to the audio clips for the focus page. Identify the person giving the information in each audio clip on the organisation chart on the focus page. Note that you could use the audio scripts to avoid relying on memory.
- Discuss the team structure in the learners' work placements. (It might be easier to consider the department learners are working in.) *Who is in charge? What's their job title?* Expect that learners may find it difficult to respond to this if they do not have experience of many workplace structures. If possible, write names and job titles on cards and organise them so you can see who works with and for whom. Draw lines to show who communicates with whom. Use digital photos to create the chart.

Curric. refs

Rt/E3.5
Rt/E3.7
Rt/E3.8
Rt/E3.9
Rw/E3.1
SLlr/E3.3

Key Skills

N/A

Task 1  11

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

Rt/E3.5
Rt/E3.7
Rt/E3.8

Rt/E3.9
SLlr/E3.3

Look at the Organisation chart for Canistor Ltd from the Source material. Play the audio clips through once for gist. Then play each clip in turn, asking learners to use the clues to identify the person speaking. Play the audio clips one further time, so learners can confirm their answers.

If the learner has difficulty

- You may need to model the decision about the first person with the learner. *Who is this person responsible for?* (Will be 'down' the chart.) *Who does the person report to?* (Will be 'up' the chart.) Demonstrate these locations with your finger.
- You may need to look at the job titles with the learner and explain the role of each one, perhaps in the context of the learner's own work placement.

Extension

- Set additional questions based on the organisation chart.
- Set questions based on the organisation chart for the learner's work placement.

Task 2

Read abbreviations to answer questions about an organisation chart

Rt/E3.5
Rt/E3.7
Rt/E3.8
Rt/E3.9

Learners will need to work out the abbreviations by matching them to the job titles in the questions.

If the learner has difficulty

- Learners may need some support to understand the abbreviations. You may need to demonstrate this.
- You may need to support learners who do not understand some of the job titles. (Note: it is not necessary to understand the job titles to answer the questions.)

Extension

- Set similar questions based on the organisation chart.
- Set questions based on the organisation chart for the learner's work placement.

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.

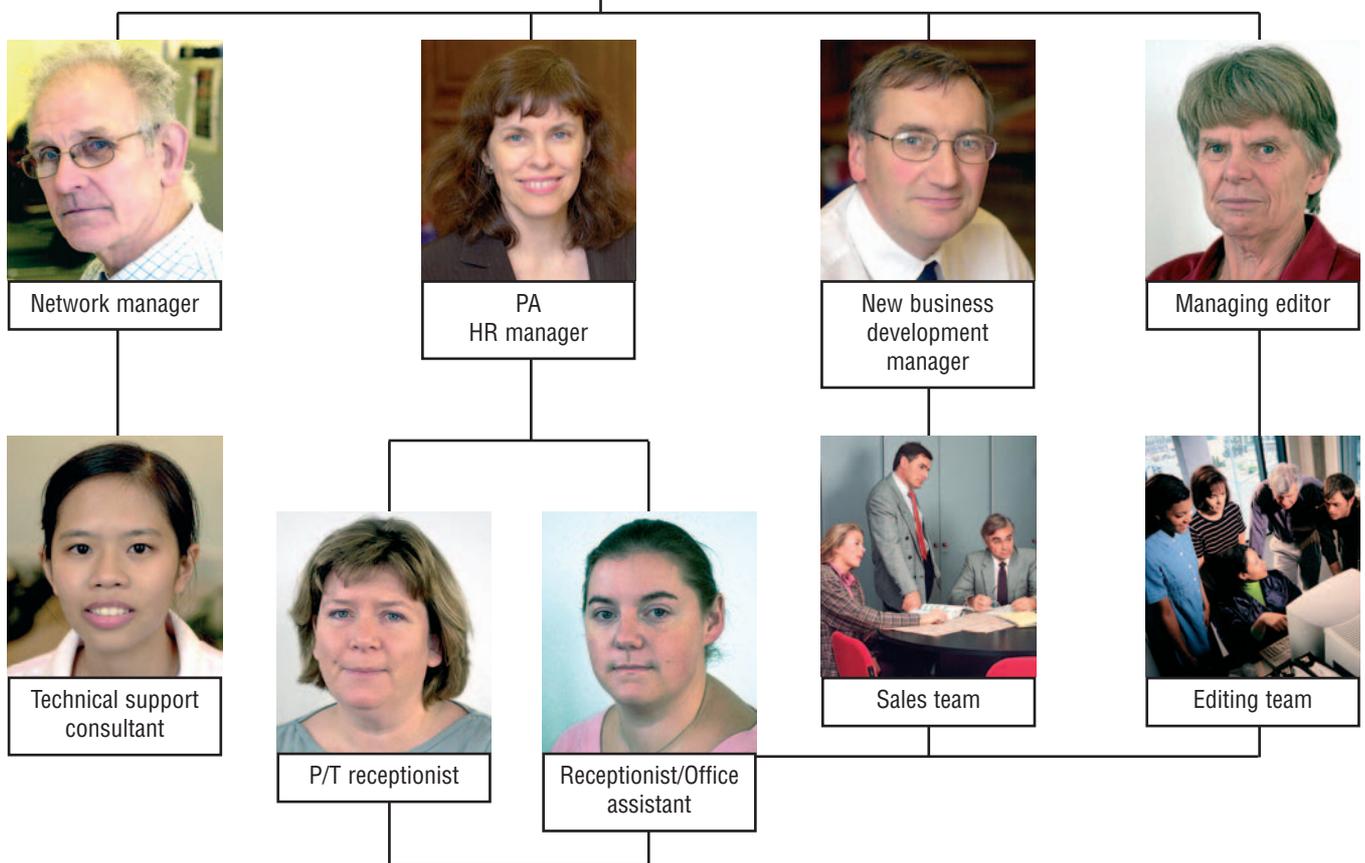


Chairman

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



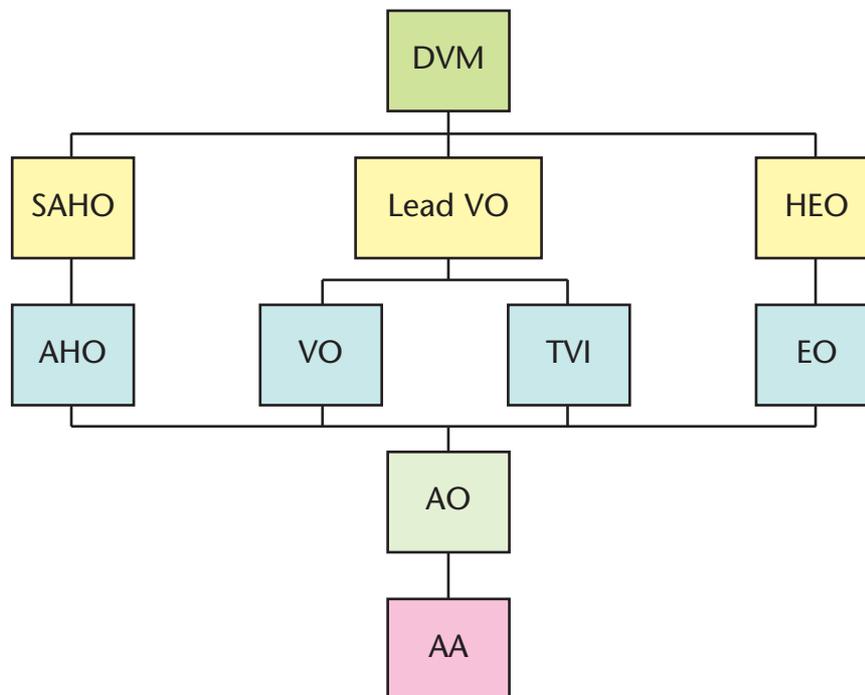
Task 1

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.



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

- 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?

PAGES 3:3–3:4

What do I do? (2)

This theme is about understanding your place in the work placement. Participants will find out more about their own job, what is expected of them at work and how their work affects others. This second focus page develops some of the reading skills required to read and understand job descriptions.

Materials

Job descriptions from learners' work placements

Sample job descriptions from other workplaces (e.g. from job advertisements)

Job description – reception/office support from the Source material (0:21)

Dictionary

Learning outcomes

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

Introduction

- Ask learners about any experience of job descriptions. Have they ever been given one? Why do employers give them to employees? What is their purpose?
- Ask learners to try writing a job description for a job they know well, using the heading 'key tasks'. How difficult is it to come up with a complete list?

Focus page

- Look at the structure of this typical job description and the use of subheadings: the summary of the job, key tasks, general tasks and the skills needed for the job. What type of information goes in each section? What is the difference between key tasks and general tasks?

- Look at the highlighted examples of instruction words in the key tasks. Can learners identify the key instruction words in other bullet points?
- Talk about strategies to work out the meanings of unfamiliar words. Confirm that work documents like this are quite likely to contain unfamiliar words and it is important to have a strategy to identify them. What strategies can learners think of?
 - Dictionaries are useful, but don't always have the words you need.
 - A glossary is useful (there is one in these materials), but needs to be specific to your type of work.
 - Try an Internet search to find one for your type of work.
 - Asking someone is good – as long as their answer is reliable.
 - Sometimes you can guess the meaning from the context.

Try out all these methods to work out the words highlighted on the focus page. (Note: all the words are in the glossary.)

- It is a good idea for learners to develop a personal glossary of terms they come across at work.
- Learners should have a go at putting the sentences with highlighted words into their own words and try explaining them to a colleague. They can then make a note of the agreed version and compare this with what others have written.

Curric. refs

Rt/E3.3

Rt/E3.5

Rt/E3.7

Rt/E3.8

Rw/E3.1

Rw/E3.3

Rw/E3.4

Key Skills

N/A

Task 1

Read a job description to answer questions

Rt/E3.3

Rt/E3.5

Rt/E3.7

- Learners will need the Job description from the Source material.
- Learners could answer these questions verbally, in pairs, or record their responses on paper.

If the learner has difficulty

- Questions 1, 3 and 4 require the learner to understand the subheadings. Ensure the learner understands how to use subheadings to locate the information requested in the questions.
- Question 2 requires the learner to identify key instruction words. These are the words that tell you what to do. Help the learner to identify these by question and answer.

Extension

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

Task 2

Find the meanings of specialist words

Rw/E3.3

Rw/E3.4

Learners should first be given the opportunity to work out the meanings of these words using context clues. They should then check these meanings using the glossary.

If the learner has difficulty

Learners who have difficulty with alphabetical order may need support to find words quickly. Provide a written copy of the alphabet on card to help speed up this process.

Extension

Ask learners to find dictionary definitions for these words.

Task 3

Work out the meaning of sentences

Rw/E3.3

Rt/E3.8

- Learners with experience of working in offices should be paired with inexperienced learners. Each pair should develop a clear explanation of each sentence. The first sentence requires some experience of the rather oblique way that this

kind of formal language asks people to do things. The second sentence requires an understanding of the term 'petty cash'.

- Confirm that learners may need to look up words in the glossary.
- Once each pair has an explanation, share ideas with others and write up the final agreed version.

If the learner has difficulty

Learners who do not have the confidence to tackle this task may need support. Work through each sentence word by word, finding a simpler version. Encourage and help the learner to look up any difficult words.

Extension

Ask learners to select other phrases from this and other job descriptions to work out in a similar way.

Theme assessment

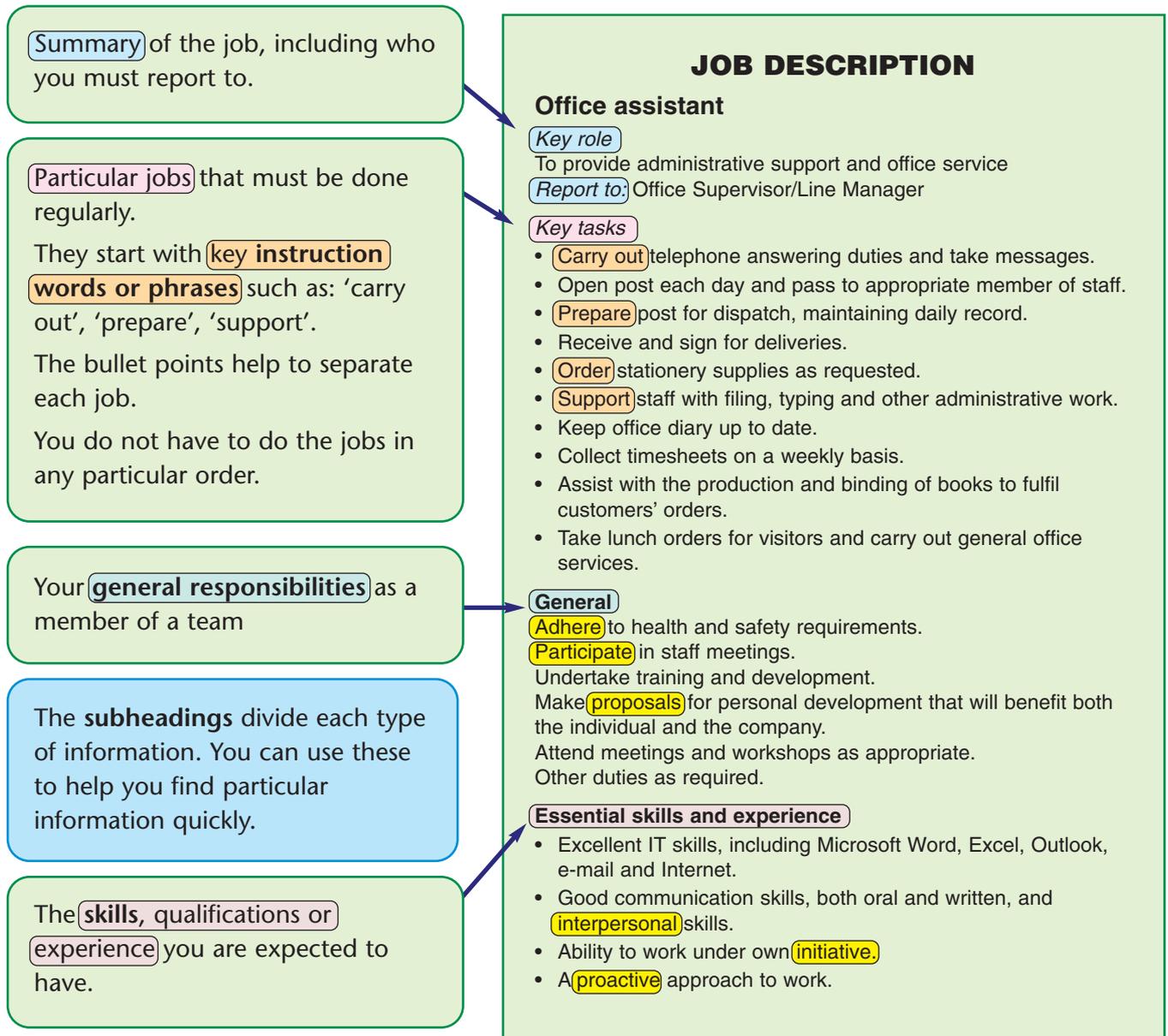
- Develop an organisation chart for the work placement, with names and job titles.
- Get job descriptions for these (it probably won't be possible to get more than one or two, for confidentiality reasons).
- Write a job description, using the same format, for another job.

What do I do? (2)

Focus

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

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



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.

PAGES 3:5–3:6

Who's calling?

People working in an office will have to deal with telephone enquiries or speak to customers on the telephone. As the first point of contact for customers, it is vital that a good impression is created and maintained. Many new entrants to employment lack confidence on the telephone and will need clear guidelines and practice to establish these skills. Taking good telephone messages is also a skill that requires a lot of practice. This theme gives learners strategies for improving telephone manner.

Materials

Role-play cards

Mobile phones, extension phones or dummy telephones

Staff guidelines – speaking on the telephone from the Source material (0:22)

Completed and blank Telephone messages from the Source material (0:23)

Audio equipment

Learning outcomes

- 1 To identify and use good practice guidelines to carry out telephone conversations with customers (focus page, Tasks 1 and 2)
- 2 To take messages over the telephone (focus page, Task 3)

Introduction

- List the types of phone calls learners make, who to, and for what reasons on the board/flipchart. Confirm that many people find answering the telephone to strangers quite scary – it's not like using a mobile phone to friends! So it is important to know what to say and how to say it – and to get lots of practice.
- Ask learners if they speak differently to different people – what are the differences and why? List the differences and reasons on the board/flipchart.
- Ask learners to think about how talking face to face is different to speaking on the telephone.

What do you concentrate on most when you hear people on the telephone? List the factors on the board/flipchart. You might want to talk briefly about body language and how we are influenced by this when we talk face to face. Discuss how you can tell if someone is angry, tired, happy, by body language alone.

- Explain that what is said and how it is said becomes even more important on the phone because there is no body language. Good or bad impressions can easily be given to callers by the way you answer the phone. You might want to role-play some examples (e.g. someone who is bored when they answer the phone).
- Ask learners to sit in pairs back to back. They then give each other instructions (e.g. how to use the photocopier, giving an address). *Are they harder to follow when you can't see the person? What can you do to improve this without facing the other person?*
- Discuss the issue of easily confused sounds such as 's', 'f' and 'x' in postcodes. How would you overcome these confusions? (e.g. saying 's for sugar'). Note this is mostly a problem over the telephone.
- Devise a checklist of good practice for answering telephone calls.
- Role-play taking and passing on messages (using mobile phones, two extension phones or dummy telephones). Use the checklist to observe the role-play.
- Sample role-play cards:
 - You are a customer phoning to talk to Mr Smith in the finance department about a cheque you sent for some goods. The problem is that you forgot to sign the cheque.
 - You are the only one left in the office to answer the phone. Everyone else is on lunch break for an hour. The finance department are on a half-day course.
 - You are one of the company salespeople and you are phoning to check the time of your next appointment. You have left your diary on your desk in the office. You are not very patient because you are in a hurry.

- You are a new employee. You have been asked to answer the phones while the receptionist goes to post an urgent letter. She will be about half an hour.
- The greater the variety of role-play cards, the greater the number of different combinations that can be played out in the group. This activity can also be conducted in threes with one person acting as an impartial observer. Include role-plays that require clarification of confusion over spelling and sounds of letters.

Focus page 12

- Establish that items in green boxes are examples of good practice and those in red boxes are examples of bad practice. Go through these examples first, asking for comments about why one example is better than another and ask learners to give other good alternatives and procedures that they are advised to use in their own work placements.
- Make sure learners recognise the differences between the types of language used – particularly slang terms. *Why is this not appropriate? What might be the impact of using inappropriate language?*
- Look at and discuss the Staff guidelines for speaking on the telephone from the Source material.
- Go through the questions in boxes, discussing ways of doing these things. It would be useful to develop a list of useful phrases for introductions, requesting details, requesting repetition, etc. This would be particularly useful for ESOL learners.
- Look at the completed Telephone message pad from the Source material and discuss how the message pad has been filled in. What information goes where? Discuss the clarity of the message – it is brief and to the point but including the key details. Remind learners that the headings on a message pad provide useful prompts so that you don't forget what to ask callers. Learners could create their own message pads on computer.
- Listen to the audio clip and complete the message, using the blank Telephone message pad from the Source material (the details are the same except for the message; ask learners to use their own names).

- Asking for spellings when taking messages can create difficulty for new entrants to the office environment. As a group you can introduce the NATO phonetic alphabet and practise using it to give spellings.

Curric. refs

SLc/E3.2
SLlr/E3.2
Wt/E3.1

Key Skills

N/A

Task 1 13

Listen to a receptionist answer a call and identify good and bad practice
SLc/E3.2

- Refer learners to the Staff guidelines for answering the telephone from the Source material and explain that this is where the Task 1 checklist comes from.
- Ask for some examples of good and bad practice in answering calls. Give reasons why they are good/bad practice.
- Play the audio clip once through for gist.
- On the second playing, learners should focus on the checklist on the page. If necessary play the audio clip again for confirmation.

If the learner has difficulty

- Allow learners to listen to the audio clip several times or a bit at a time.
- You may need to discuss what constitutes an appropriate greeting or help offered in an appropriate way. Some learners may need quite a lot of support to understand this.
- It may help to allow the learner to address each of the questions in turn (i.e. play the audio clip then ask *Is the greeting appropriate?*).

Extension

- Ask learners to suggest what impression someone might make of the company on the basis of the receptionist's manner.
- They can then write a short script of what she should have said.
- Repeat the activity using different greetings, to ensure that learners are confident in this kind of exchange. It might be useful to use an internal telephone if this is possible.

Task 2

Identify appropriate and inappropriate phrases used when talking to a customer on the phone
SLc/E3.2

- Refer learners to Staff guidelines for speaking on the telephone from the Source material.
- Reinforce what is meant by 'polite' and 'positive', giving examples.

If the learner has difficulty

- Partner learners so that at least one in each pair is able to read the comments confidently. Alternatively, read the comments to the learners.
- Write the comments on cards and get learners to make two piles – this will also allow you to control the numbers of cards used or adjust the difficulty of the reading required/language used.
- For ESOL learners develop a list of appropriate phrases that would be acceptable for each of these exchanges (e.g. May I take your name please? Can you give me your name? And your name is ...? Can you give me your surname, Mr ...?). Repeated practice in these exchanges will also be very useful.

Extension

- Get learners to explain why some responses are inappropriate.
- Reword the inappropriate phrases to make them more appropriate.

Task 3 14

Listen to a brief message and note the important points in writing

SLlr/E3.2

Wt/E3.1

- Make sure learners know they are not expected to write out the full message. They should make notes of the key information as a reminder to themselves.
- Ask learners what the important information might be – you could point to the list in the Tips box (who, where, when) as a structure for this.
- Play the audio clip through once to allow learners to note key information and again for them to confirm details.

If the learner has difficulty

- Allow the learner to listen to the audio clip more than once or bit by bit.
- Give the learner a written copy of the message with some details blanked out. Adjust the number of details blanked out to suit the individual learner.

Extension

Ask learners to write out the full message on a blank copy of the message pad, using their own name and today's date.

Theme assessment

- Have learners leave a clear message on an answerphone, including some confusing sounds or words that need spelling out.
- Give learners a message to write down with important words spelt correctly.
- Role-play answering a call and dealing with a straightforward query.

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.

PAGES 3:7–3:8

Filing

Office workers are often required to file and sort information. This information must be filed or sorted in the required order so that it can be found easily when it is needed. Offices differ in the way they sort files but workers need to understand sorting by alphabetical order, number and date.

Materials

Sheets with alphabet

Client list for Farrows Road from the Source material (0:24)

Learning outcomes

- 1 To use alphabetical order to sort and file information (focus page, Task 1)
- 2 To sort and file information using numerical order (focus page, Task 2)
- 3 To sort and file information using date order (focus page, Task 3)

Introduction

- Ask learners about instances when they have had to look up information. How do they do this? Write up examples of when they have to find information and how they do it.
- **Alphabetical sorts.** Why are last names used before first names? What happens when two or more names begin with the same letter? Give examples (based on learners' names) and work out the correct order. What about names in which the first two or three letters are the same? Again, give examples and sort them.
- **Numerical sorts.** Highest first or lowest first? Which is more sensible? Note that number codes sometimes also contain letters. Give some examples, for instance car registration numbers (see adverts for car numbers for examples of how these are sorted) and National Insurance numbers.
- **Date sorts.** Which comes first, day, month or year? Discuss why. When might things be sorted by date? (Sell By dates, diaries, jobs to do, ages of employees, etc.)

- Ask learners how information is stored (filed) in their work placements. For example, if documents are filed by date, is it the most recent put at the front or back? Discuss any differences.
- Discuss problems that could arise when information is not sorted according to the rules.
- Learners may have experience of automatic sort facilities on IT applications, such as spreadsheets. Discuss the use of these and any problems experienced.

Focus page

- Learners study the two alphabetical sorts: a list of employees and the index of a staff manual. Work through these examples as necessary. Ask for more examples in which alphabetical order is used to sort information. Ensure learners can answer the question in the thought-bubble (already discussed in the Introduction).
- Look at a simple sort of numbered files. Which file is in the wrong place? Why might the preceding zeros be necessary?
- Work through date sorts with learners. Remind them of the order.
- Learners complete the empty rows of the last table by sorting the given dates. Encourage them to use a process of elimination to do this.

Curric. refs

Rw/E3.4
N1/E3.1
MSS1/E2.3

Key Skills

N/A

Task 1

Put names into alphabetical order
Rw/E3.4

- Ensure learners have a copy of the Client list for Farrows Road from the Source material.
- The task is to insert five new names into a list already in order. There are some decisions to make about second-letter clues.

- This example is based on an estate agent. Discuss with learners other contexts for alphabetical sorting in the office (e.g. suppliers).

If the learner has difficulty

- It might be useful to copy all 15 names onto separate pieces of paper and ask learners to sort these into order, before copying them out.
- You may need to work through with the learner how to sort names starting with the same letter (i.e. go to the second letter, then the next and so on).
- Learners who find it difficult to remember alphabetical order (e.g. dyslexic learners who have problems with sequencing) may appreciate a card showing the alphabet to use as a reminder in situations where they need to do this kind of sorting task.
- Dyslexic learners have difficulty with any sequencing tasks and may need support with positional vocabulary as well as the sorting process itself.

Extension

- Ask learners to make an alphabetical list of the surnames of the people in their group.
- Give further lists of names to sort, including examples of several people with the same name, names starting Mc, etc., with increasing levels of difficulty.
- Give some examples of non-English names and discuss any difficulties involved in sorting these into order (e.g. knowing which is the last name).

Task 2

Sort number codes

N1/E3.1

- The task is to sort number codes. Stress that similar rules apply as to alphabetical order (i.e. that you sort by first number, second and so on). This is the same as sorting by number value. It is sometimes possible to do this using a visual check, tracking down the numbers (all numbers beginning with 9, then 8, etc.).
- Discuss examples of the use of number codes in learners' work placements. Are there any particular difficulties?

If the learner has difficulty

The difficulty for dyslexic learners centres around short-term memory – holding the number sequence in the memory for long enough to make the decision about which comes first. It will help to copy each code onto a separate piece of paper, then sort them into order before copying them out.

Extension

- Ask learners to make a list of types of information that have a number code (they may also contain letters). Examples might include driving licences, telephone numbers, National Insurance numbers.
- Sort alpha-numeric codes (containing letters and numbers) into order.

Task 3

Sort by date order

MSS1/E2.3

- Unlike number codes, date order for dates in the form 03/04/02 starts from the right and moves left (i.e. sorting the year first, then the month, then the day).
- Discuss any experience learners have of sorting things into date order (e.g. birth dates, diary appointments, holiday rotas).

If the learner has difficulty

- Confirm that the date is to be sorted from year, to month, to day.
- Learners experiencing difficulty with this task can be referred to *Skills for Life* numeracy Entry 2 Unit 3.

Extension

- If the date when the list was completed were November 2003, which property sold most quickly?
- Give learners some dates in a variety of formats to sort (e.g. 12 November 03, 12 Nov 03, November 12th 2003, etc.).

Theme assessment

- Give a 'Which comes first – which comes last?' quiz.
- Give examples of three or four names, dates or large numbers. How quickly and accurately can learners spot the first/smallest and last/largest in each set?

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.

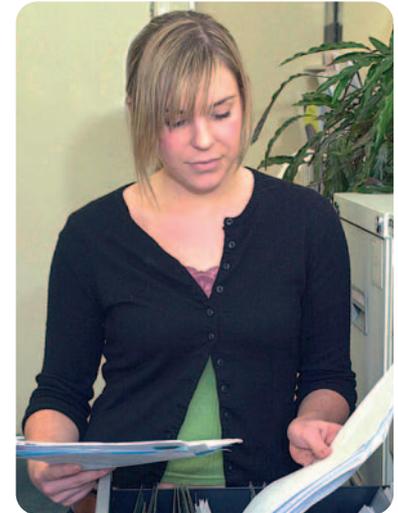
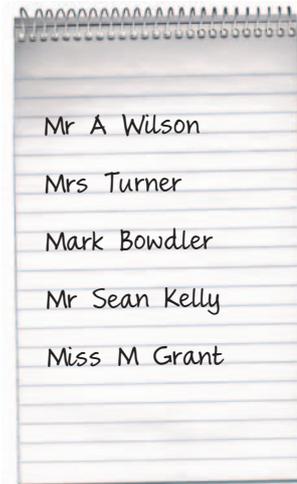
03/06/02 _____
21/04/01 _____
17/01/03 _____
16/10/01 _____
30/11/04 _____
11/08/04 _____
19/12/03 _____
03/09/02 _____

Filing

Task

Task 1

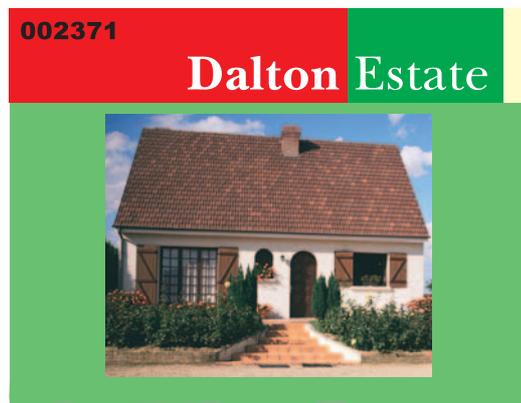
A firm of estate agents keeps details of properties for sale and details of their clients. Ten people have already requested further information about a property. These names are listed in alphabetical order and can be found in the Client list for Farrows Road in the Source material. Add the names of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

PAGES 3:9–3:10

Right on time

Office workers are often required to organise meetings and other appointments for themselves and/or for their managers and other fellow workers. They also have to be able to organise their own time to ensure that they do not take on too many tasks and that the tasks they do take on are completed on time. Punctuality is critical in all workplaces, and good time management skills are required for this. This theme gives practice in understanding and working with date formats and introduces 12-hour and 24-hour times.

Materials

Copies of Daily breakdown sheet from the Source material (0:25)

Daily planner from the Source material (0:26)

Ms Norman's diary from the Source material (0:27)

Learning outcomes

- 1 To read and accurately compare times presented in different formats (focus page, Task 1)
- 2 To calculate with time to ensure good time management (focus page, Tasks 2 and 3)
- 3 To understand dates represented in different common formats (focus page, Task 1)
- 4 To keep up-to-date records or diaries (focus page, Tasks 2 and 3)

Introduction

- **Date.** Ask learners for words and phrases that relate to dates and different date formats. Write these up on the board/flipchart. Look at the range of different formats – stress that different workplaces have different preferences. This may present an opportunity to discuss the difference between UK and US formats (UK: day/month/year; US: month/day/year).
- **Time.** Ask learners how many of them regularly wear a watch and why. Do any of them wear a digital watch? Why have they chosen digital rather than analogue (one with hands)? What

are the main differences between the two types?

- Discuss with learners how many hours they work in a week or attend the Entry to Employment programme. Record this in hours and minutes. Ask learners to calculate, using a calculator if necessary, how many hours they work in a four-week period, in a six-month period, etc. Note that this may throw up the difficulties of adding time: adding minutes and dividing by 60 to make complete hours.
- Discuss with learners what their main responsibilities are in their work placements.
- Using the Daily breakdown sheet from the Source material, ask learners to enter the main types of tasks they undertake each day and the amount of time they spend on each task. Obviously, learners might work on different tasks on different days. Discuss this and get learners to produce an average day. They will need more than one copy of the daily breakdown sheet if they have more than four main job responsibilities. Ask them to add up the times in the 'Time spent on the task' column and to enter the total at the bottom of the sheet.
- Ask learners to discuss why this answer may not be the same as the number of hours they are contracted to work each day.

Focus page

- Go through the information around the calendar page for September 2004. Look at the question relating to date format.
- Ensure that this is understood by all learners and ask volunteers to give other dates from the September page in number format. Give as much practice as necessary: *How would you write 9th December 2005 in number format?*
- Which date format is commonly used in the learners' work placements?
- Move on to clocks. Begin with the analogue clock. Does every learner have a similar clock in their home and/or work placement? Which way is clockwise and which way is anticlockwise? What is meant by 12-hour time?

- Ensure learners understand the difference between am and pm. When does each begin and end? Give examples as necessary. Supporting activities relating everyday activities or familiar information to am and pm may be needed.
- Now refer to the digital clock on the video recorders. What examples can learners give of digital clocks in their work placements?
- What is meant by 24-hour time? When does a 24-hour clock begin to show am times and pm times?
- Ensure learners understand and can answer the question in the bubble at the bottom of the page. Give more help and extra examples as necessary.

Curric. refs

MSS1/E2.3
MSS1/E2.4
MSS1/E3.3
MSS1/L1.2

Key Skills

N1.1

Task 1

Read and record time in 12-hour and 24-hour formats

MSS1/E3.3

MSS1/L1.2

- Emphasise that the times are given in 12-hour time format.
- Learners should decide whether the times are morning or afternoon. How does this affect the way in which they should write their answers?

If the learner has difficulty

- Learners may need support to understand 24-hour time – this could be given using *Skills for Life* materials.
- Explain the differences between 12-hour and 24-hour time formats. Explain that 24-hour time is shown in the form of four digits: the first pair represent the hour and the second pair represent the minutes past the hour. Give more examples as necessary. Some clocks show 12- and 24-hour time on the same face – this can help learners to understand the 12/24-hour comparisons.
- Times are described in different formats in this task – ensure that learners understand these (half past, quarter to).

Extension

Ask learners to use the Daily planner from the Source material to plan a typical day at work, ensuring they understand that they have to organise their time so that all of the tasks are completed. They must also understand the need to complete one task before beginning another one.

Task 2

Plan time in a diary

MSS1/E3.3

- Ensure learners each have a copy of the page from Ms Norman's diary from the Source material.
- Emphasise that Ms Rawlings wants an appointment of *at least* half an hour.

If the learner has difficulty

- Ensure learners understand what is meant by 'half an hour'. Give practice in understanding 'quarter of an hour', 'three quarters of an hour' and counting on half an hour, etc. from a set time.
- Learners may need support to understand the task – deal with each appointment one at a time and ensure the learner has understood all the requirements.
- Ensure learners understand 'before' and 'after'. Dyslexic learners may have problems with this kind of time sequencing.

Extension

Ask learners further questions based on the diary. You might like to ask questions such as: *How long is Ms Norman's meeting with the directors planned to last? How long has Ms Norman booked for her lunch with Mr Barrett?*

Task 3

Enter appointments in a diary

MSS1/E3.3

- Ensure learners understand that the current date is assumed to be 8th May – this is the starting date for calculating.
- Ask learners the best way to count on three weeks on the calendar. Show how the calendar layout helps you to count on in weeks.
- Make sure learners count on actual days, not working days, for Sophie Legge.

If the learner has difficulty

- Learners may need more support to understand the calendar layout. Why aren't all the rows complete? How many days in a week?
- Ensure learners understand the language of time used here: 3 weeks' time, a fortnight's time, 10 days' time. Do they have a strategy for counting on in weeks and days? Are they sure which date to start from?
- Highlight 8th May to help tracking.

Extension

Use your current calendar and set further questions, using similar and more complex situations, such as 'a week tomorrow', 'a week next Wednesday'.

Theme assessment

- Set a time quiz, asking learners to write times in numbers and words from verbal prompts (e.g. write half past nine in the morning in numbers; write a quarter to ten at night in 24-hour time).
- Ask learners to make and keep a simple diary for the duration of the course for themselves and work placement appointments.

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**.

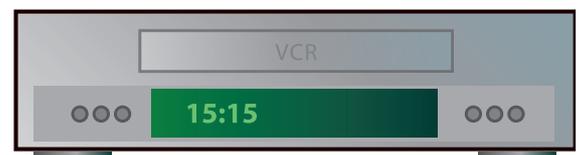
What does the number **09** stand for?

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 _____

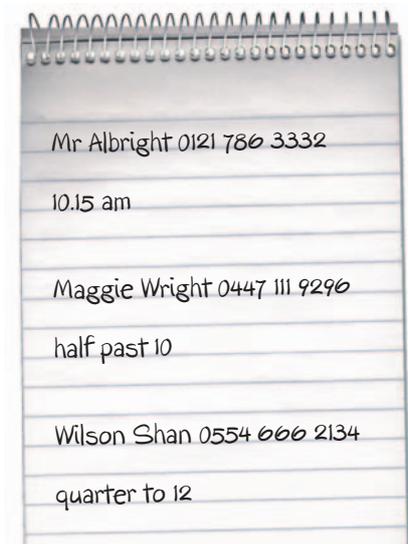


Task 2

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			

PAGES 3:11–3:12

Writing for different purposes

Different types of written communication are found in offices, including memos, letters and forms that have information written in tabular and/or pre-set formats. This theme introduces learners to these formats and gives them practice in their use. Although the writing skill level is mainly Level 1, the information for learners to use is quite simple. However, the teacher will need to ensure that learners have had enough practice of writing in the different formats during the focus page exercises before they complete the task page on their own.

Materials

Completed letter, Letter template, Memo, Memo template and Office orders sheet from the Source material (0:28–0:32)

Letter template (0:29) and Office orders sheet (0:32) on OHTs

Further copies of the Letter template or typed up as a Word document, if preferred

Learning outcomes

- 1 To understand that written communication may be formatted in different ways depending on the audience and purpose (focus page)
- 2 To recognise and write in different formats: memos, standard letters, tabular forms (focus page, Tasks 1–3)

Introduction

- Ask learners to think of different ways of passing on information to others. This can be spoken or written. Write the examples on the board/flipchart.
- Go through any of the examples that require written information and discuss them by talking about the different styles of writing used. For example, a text message is short, often lacks punctuation and letters are left out. (Ask for a specific example of a text message.) A letter to a customer has to be set out in a particular way to include addresses, the date, the correct opening and ending, etc. It also has

to be written in complete sentences with correct grammar and punctuation.

- Ask learners to give reasons why there is this difference between text messages and letters to customers. Make sure they include references to audience and purpose.
- Introduce the focus page by explaining that at work you sometimes have to write things in particular formats. This means they require a specific way of writing things.
- Point out the examples of the letter, memo and order sheet on the focus page. Stress that although each one has a different purpose, they are all ways of writing information to be passed on to others.

Focus page

Standard letter

- Go through the information on the page about the standard letter.
- Make sure learners are clear that the main part of the letter is the same each time but the details have to be changed for each customer. Give an example of a situation in which a standard letter may be required for all customers, for example to let them know of a change of office address.
- Use the copy of the Completed letter from the Source material. Point out the highlighted parts on the letter that have to be changed each time. Go through each one, making sure learners are clear about why they have to be changed for each customer.
- Use the Letter template from the Source material, ideally on an OHT.
- Give learners some details for an imaginary customer to cover the missing information. As a whole group, use these details to write in the necessary information. *Where should the customer's address go? What about the date?, etc.* Encourage learners to read out the information as well.
- Point out that the information would be typed on the actual letter to make it look more formal.

Memo

- Read through the information on the focus page about the memo. Emphasise that memos are usually sent to work colleagues. Explain that memos are similar to emails.
- Look at the Memo template from the Source material to show learners what a memo looks like before anything is written on it. Point out that different workplaces have different memos but most include this type of information.
- Go through what goes where on the memo. For example, 'to' means who the memo is being sent to, etc. Make sure learners are clear that 'Re' is short for 'regarding' meaning what the memo is generally about.
- Read through the Memo from the Source material. Compare the memo with the information in the Completed letter to the customer. Emphasise that the memo message is brief, to the point and clear; it is not as formal as the letter but more formal than a text message.
- Explain that many memos are handwritten, so it is important to write neatly and spell correctly.

Memo to letter exercise

- Explain to learners that they will practise using the information in the memo to write the letter. Let learners work in groups.
- Make sure learners have a copy of the Memo and the Letter template. They can write in the information by hand or type it into a Word version of the letter.

Office orders sheet

- Read the information about the Office orders sheet. Explain the purpose of the sheet – to show who ordered what so that when the items arrive they can be given to the correct person.
- Go through the column headings, making sure learners are clear about what each one means. Emphasise that the 'person ordering' means the person who wants the item. The signature is the person who ordered the item for them, for example, the office assistant.
- Give learners practice at writing dates in the same way – use their dates of birth as practice, then today's date.
- Ask questions to make sure learners understand the information in the table: *How many chairs did Wendy order? How much did Emily's paper order cost?*, etc.

- As a whole group, go through the Office orders sheet on OHT, asking where particular information should be put for the next person who orders something. For example, if the next person orders four folders, where should this information go?

Order sheet to memo exercise

- Explain to learners that they are going to practise using information from the Office orders sheet to write a memo. Allow them to work in groups.
- Make sure learners have a copy of the Office orders sheet and the Memo template.
- As a group, highlight the information that needs to be included in the memo, such as the name of the person the memo is for, who it is from, exactly what item was ordered, when, the product code and cost. Discuss how much of this information could go in the 'Re' part of the memo. (Learners need to be aware that not all memos have to be written in exactly the same way.)
- Ask learners to write a memo to Wendy to say that her order has come in. They should include as much information as possible, reminding Wendy about exactly what she ordered and when. Remind them also to keep handwriting neat and to spell correctly. Go round each group helping or advising them where necessary.
- Read out each group's work, making positive comments about the content. Point out differences between them to illustrate how memos can be written in different ways but that the message remains the same. Remind learners that the language does not have to be formal but should remain professional rather than over friendly.

Curric. refs

Wt/E3.4

Wt/L1.2

Wt/L1.4

Wt/L1.5

Ww/E3.1

Ww/E3.3

Rt/E3.5

Rt/E3.8

Key Skills

N1.1

N1.3

Task 1

Write a standard letter using information from a memo

Rt/E3.8

Wt/L1.5

Wt/E3.4

- Make sure learners have a copy of the Letter template from the Source material.
- Remind learners of the example letter done on the OHT.

If the learner has difficulty

- Show the example letter done on the OHT to remind learners of what information goes where.
- Ask learners to find this information part by part. For example, where is the customer's address?
- Ask learners to write down key information on separate sticky notes as they go along. For example – the customer's name, the customer's address, the date of the purchase, the purchase order number, the date.
- Encourage learners to use the notes to put the information in the correct places. They can use the sticky notes rather than writing it out if this is better for them.
- Ask learners to check their information with the Completed letter from the Source material.

Extension

Ask learners to discuss what they notice about the language of the letter and the way the rest of it is set out and then share their ideas with the rest of the group.

Task 2

Write a memo using information from a table

Rt/E3.8

Wt/L1.2

Wt/L1.5

Ww/E3.1

Ww/E3.3

- Make sure learners have copies of the Office orders sheet and the Memo template from the Source material.
- Remind learners of the memo they did in groups earlier.

If the learner has difficulty

- Have examples of the memos done earlier to hand and use the Office orders sheet to remind learners of where the information from the order sheet was put in these memos.
- Give learners one of the memos to use as a model to imitate. Guide them as much as possible with direct questions: *Where will you put the name of the person you are writing to? What is the name of this person?* Make sure learners are clear about the difference between who ordered the item and who signed the form. Emphasise that the person who ordered the item is the person that the memo is to be sent to.

Extension

Ask learners to write another memo to a colleague giving information about a made-up office social event. It should include information about:

- what the event is
- when it is taking place
- why it is taking place
- how much it will cost.

Task 3

Complete an order sheet from information in a memo

Rt/E3.5

Wt/L1.5

Make sure learners understand that they need to write on the third row of the Office orders sheet they used for Task 2.

If the learner has difficulty

- Get learners to highlight the different information in the memo. Guide them to this information with questions: *What is the name of the person who wants a diary ordered? When does he want it ordered? What date is that according to the memo?*
- Once the pieces of information have been highlighted, help learners to decide where each piece of information goes. They can colour each cell of the Office order sheet to match the information before they write it in. (They should assume that only one diary is to be ordered from the phrase 'a diary'; you may need to point this out.)

Extension

Ask learners to write three questions for a partner to answer about the information in the completed

order sheet. For example, what is the product code for paper?

Theme assessment

- Ask learners to gather any standard letters used at their work placements and highlight the information that would need to be changed.
- Ask learners to find out about which memo format is used. Use this format to write a memo using made-up information or information taken from any of the memos used in the theme.
- Ask learners to find an example of a table-style form used at work. Find out what sort of information goes in the columns. Explain this to other people in small groups.

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
Mentmore
BA3 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.

PAGES 3:13–3:14

Ordering office supplies

All businesses use or receive order forms. Learners need to understand the layout of typical forms, what abbreviations mean and how to read or use the form. This theme looks at the layout of a typical order form and gives some skills development in the skimming, scanning and careful reading skills needed and practice in completing a form. Many learners, including dyslexic learners, will need to be taught these skills and plenty of opportunities to practise.

Materials

Workplace order forms

Workplace catalogues

JB Office Supplies order form from the Source material (0:33)

Calculators

Learning outcomes

- 1 To understand the typical layout of order forms (focus page, Task 1)
- 2 To use a range of reading skills to understand and use order forms (focus page, Task 1)
- 3 To complete an order form (Task 1)

Introduction

- Discuss learners' experiences of ordering goods, either through catalogues (at home or at work) or online. Are the order forms easy or difficult to complete? What problems have they had with completing the forms?
- Discuss the problems of using catalogues. This may include using contents or index pages, codes and reading small dense print. Use a range of catalogues to identify these skills and ask learners to give their own strategies for coping.

Focus page

- Look at a selection of workplace order forms. Do they have any common features? (e.g. space for name and address, arranged in columns and rows, code numbers, names of items to be

ordered) List these features on the board/ flipchart, linking common features together.

- Discuss how these common features are formatted. For example, *How would you recognise the place on an order where you would look for information about how to pay?* (small print at the bottom of the page) Learners need to understand that format helps users to identify information quickly – forms should be easy to fill in (though not all are!).
- Look at the row and column format – a way of organising information so that it can be found quickly. How are items listed? In alphabetical order? In number order (of codes)? Randomly? Does this help to locate things?
- Look at the subheadings used on the JB Office supplies order form shown on the focus page and in the Source material. These help to locate items quickly. Remind learners that you can use subheadings to find the section of text you need to read, cutting down the amount of reading you have to do.
- Talk through the information about skimming and scanning. These are important reading skills for locating information you need quickly. It is useful to practise skimming and scanning skills by looking up information in course books, directories and other longer texts where format is used. You could set some tasks for this if you feel more practice is needed. Hold up a range of magazines, books or other documents and ask learners to identify their purpose or contents at a glance – this will help to demonstrate the power of skimming.
- Remind learners that once they have found the information they want, they need to read it carefully. This may mean reading slowly and checking meanings of words and abbreviations. Look at the thought-bubble on the page – can learners work out what PKD QTY means? You will need to talk through the implications of 'packed quantities' – it might be useful to look at some stationery items as they come from suppliers (e.g. a box containing five reams of paper will appear in the order as '1' under PKD QTY. If 40 pens are to be ordered and pens

come in packs of 10, four packs would be needed).

- Remind learners that once they are sure what the form is asking them to do, they can begin to complete it. If the form is very important, it is a good idea to make a photocopy of the form and practise filling it in first. Note what the focus page says about writing numbers and money sums.
- Look at the order form on the focus page to see how money sums are completed. Encourage learners to use a calculator for this kind of calculation, though it is always a good idea to have a rough estimate of what the amount might be. Work through some examples, asking learners to give estimates before entering the calculation into the calculator. Observe learners to make sure they are using the calculator correctly and confidently.

Curric. refs	Key Skills
Rt/E3.5	N1.1
Rt/E3.6	N1.2
Rt/E3.7	
Rt/E3.8	
MSS1/L1.1	

Task 1

Complete an order form

Rt/E3.5

Rt/E3.6

Rt/E3.7

Rt/E3.8

MSS1/L1.1

- Ask learners to start by listing the items to be ordered on a separate piece of paper. Alternatively, they could highlight or underline the relevant words and numbers in the speech-bubbles. They need to read the speech-bubbles carefully to do this.
- Learners then need to locate the particular items on the JB Office Supplies order form from the Source material. As each item is found, they can enter the quantity details required on the form. They need to understand the PKD QTY information to do this correctly.
- Once they are clear about the quantity of each item to be ordered, they should use the calculator to work out the amounts in the 'Total' column, then the final total.

- Encourage a methodical item-by-item approach.

If the learner has difficulty

- Learners experiencing difficulties with skimming, scanning and careful reading skills will need support with *Skills for Life* materials. Working with the learner, modelling the process involved here may also help.
- Some learners may have problems reading numbers in words. Learners with this kind of difficulty may need support with *Skills for Life* materials but could also work on a 'crib sheet' showing words for numbers, to use at work.
- The link between the spoken requests and how the information is recorded on the order form may be difficult. You will need to work closely with the learner on an example, modelling how you get from one piece of information to the other.
- There may be problems understanding the importance of PKD QTY on quantity ordered. This requires an understanding of how goods are packed, so concrete examples of a range of stationery items in different pack sizes will help.
- Learners experiencing difficulties with the money calculation using a calculator will need support with *Skills for Life* materials. Ensure they understand how to enter numbers, including zero, and the decimal point.
- Dyslexic learners may experience difficulties with the visual tracking skills required for this task. Encourage use of a ruler or the edge of a piece of paper when reading and completing order forms.

Extension

- Learners can complete a range of forms with further workplace orders.
- Learners can complete the cost column of order forms, including VAT calculation.

Theme assessment

Ask learners to complete real orders using order forms from their work placements and verbal or written information from colleagues. Learners could also use the same skills to check invoices and delivery notes.

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						
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 £			

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.

$$\text{Price} \times \text{Quantity} = \text{Total cost}$$

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.

PAGES 3:15–3:16

The post room

Dealing with post is a routine job in all places of work. Methodical administrative skills are required for recording standard letter post. It may also be necessary to weigh letters and parcels to calculate postage rates. This theme develops the skills for reading charts and measuring needed.

Materials

Post books from the workplace
 Digital and analogue weighing scales
 Letters and packages to weigh
 Copies of current postal rates leaflets
 Postal rates chart from the Source material (0:34)

Learning outcomes

- 1 To understand how postal rate charts work (focus page, Tasks 1–3)
- 2 To use weighing scales to weigh post accurately (focus page, Tasks 1–3)
- 3 To calculate postage due (focus page, Tasks 1–3)

Introduction

- Discuss learners' experiences of dealing with post at work or at home. Confirm the importance of this work. *Why is it important that post is dealt with accurately? What could happen if mistakes were made?*
- Look at current leaflets for postal rates for first- and second-class UK letters and parcels. How is the information organised? The postage paid is based on the weight of the letter or package, so accurate weighing is needed before you can work out how much the postage will be.
- Look at a range of office weighing scales. Include digital scales where the weight is given on a LCD display and, if possible, analogue scales where the weight has to be read from a scale (or dial). Demonstrate each, using real packages.
- You may need to spend some time confirming that learners understand how to read the scale on an analogue weighing scale (see the Tip on the focus page) and the value of each marked

division on the scale. Use practical weighing activities with a range of letters and parcels to reinforce skills and highlight any problems.

- Ask learners to weigh a range of letters and packages using both types of weighing scale. Record the weights and then ask learners to check each other's results.

Focus page

- Now refer to the focus page, which shows postal rates for first-class post (correct at 1 March 2005). The process of weighing post and locating the correct postal charge is demonstrated on the page. It might be useful to make an OHT of the page to help work through this.
- Use a ruler or piece of paper to help with tracking across rows.
- You will also need to discuss the other information on the charts from the Source material (i.e. what happens if a first-class letter weighs over 1000 g or a second-class letter weighs over 750 g).
- Ensure learners understand the meaning of 'weight not over': weighs less than, does not weigh more than, etc.
- Point out that each price covers a range of weights, for example 75p for first-class post any letter weighing between 151 g and 200 g. Work through some other examples. Group items weighed that fall into the same weight ranges as those shown on the chart.
- Use the postal rate table to find the postal charge for the items weighed previously. Record these.
- Point out the postal charge for letters over 1000 g, for example £3.45 plus £0.86 for each additional 250 g. Work through some examples, emphasising that this is a multistep activity).

Curric. refs

HD1/E3.1
 MSS1/E3.6

Key Skills

Working towards
 N1.1

Task 1

Read weights on a digital weighing scale to find the postage charge

HD1/E3.1

MSS1/E3.6

- Learners will need the Postal rates chart from the Source material. If preferred you could use current postage rates leaflets or those provided by alternative postal carriers.
- Ensure they use the correct chart (second class).

If the learner has difficulty

- Learners need to be able to interpret the weights shown on the scales. They may have problems with this if they are not familiar with metric weights. Provide additional support using *Skills for Life* numeracy materials.
- Some dyslexic learners may have problems with the visual tacking skills needed to read information from charts. Encourage them to use a ruler or piece of paper.
- Learners may experience difficulties identifying the correct charging bands for weights. This centres around the description of 'weight not over'. You will need to explain this carefully. Give examples of weights that are well within a category (e.g. 70 g, 130 g, 160 g) and then of weights that fall on the boundaries (e.g. 60 g, 100 g, 150 g). Make sure learners understand that a letter weighing 101 g, for example, falls into the next category (not over 150 g) because its weight is over 100 g.

Extension

Give learners a range of letters and packages between 1 g and 1000 g to weigh and record the prices, ideally using documentation from their work placement.

Task 2

Read weights on an analogue scale to find postage charges

HD1/E3.1

MSS1/E3.6

- Learners will need the Postal rates chart from the Source material. If preferred you could use current postage rates leaflets or those provided by alternative postal carriers.
- Ensure learners use the correct chart (standard parcel rate).

If the learner has difficulty

- Learners need to be able to interpret the weights shown on the scales. They may have problems with this if they are not familiar with reading scales, or with metric weight. Provide additional support using *Skills for Life* Entry 3 Unit 4.
- It might be useful to spend some time looking at the scales and their format, including marked divisions and labelled divisions. Demonstrate how to read weights in between labelled divisions. *What does each mark stand for? How many marks is this from the last labelled division? So what is the value of each mark? Now count on in 50s.*
- Learners may have problems counting on in 50s, 10s, 25s, depending on the particular analogue scale being used. It might help to write these down on a crib sheet.
- Dyslexic learners may have problems with the visual tacking skills needed to read information from charts. Encourage use of a ruler, piece of paper or L-shaped card.
- Learners who have more extreme problems may need to begin with simpler charts.
- As with the previous task, learners may experience difficulties identifying the correct charging bands for weights. This centres around the description of 'weight not over'. You will need to take some time to explain this, with examples of exact weights and then in-between weights (see above).

Extension

Ask learners to work out the charge for package A if it were sent by 'Special Delivery Next Day', 'Special Delivery 9:00 am' and first class.

Task 3

Read weights on a digital weighing scale to calculate postage

HD1/E3.1

MSS1/E3.6

- Learners will need the Postal rates chart from the Source material. If preferred you could use current postage rates leaflets or those provided by alternative postal carriers.
- Ensure learners use the correct chart (first class).

If the learner has difficulty

- This task includes the problem of letters weighing over the heaviest weight shown on the chart, thus using the 'each additional 250 g' multiplier. Learners may not spot this. There is also an additional number calculation burden here. It might be useful to demonstrate how to do this calculation by drawing it on paper (i.e. letter weighs 1250 g which is 1000 g + 250 g. So the cost is £3.45 for the 1000 g plus an additional £0.86 for the 250 g. Total is therefore $£3.45 + £0.86 = £4.31$).
- Learners may experience difficulties as outlined above for Tasks 1 and 2.

Extension

Ask learners to work out the charge for each of these letters if they were sent by 'Special Delivery Next Day', 'Special Delivery 9.00 a.m.' and standard parcel rate?

Theme assessment

Give learners a range of letters and packages to weigh and calculate and record postage for, using the Postal rates chart in the Source material.

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**.

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		

Some weighing scales are **digital**.



Some weighing scales have a **scale**.



Tip

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



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.

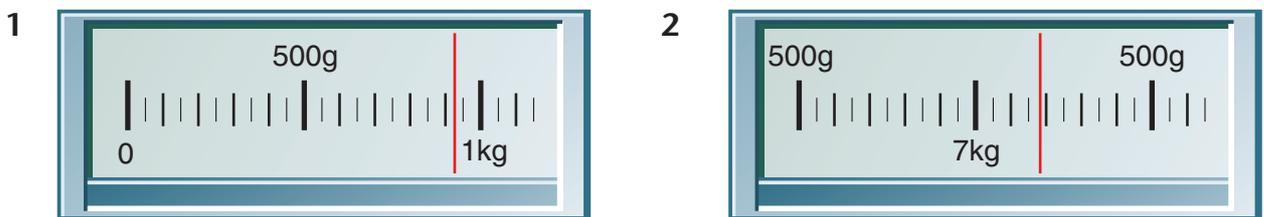
Task 1

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



Task 2

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



Task 3

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



PAGES 3:17–3:18

Face to face

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

Materials

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

Cut-out Face to face graphics from the Source material (0:35)

Glue

Audio equipment

Learning outcomes

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

Introduction

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

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

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

Focus page 15

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

WHO?

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

WHAT?

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

HOW?  **16**

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

Curric. refs

SLd/E3.2
SLd/E3.3
SLc/E3.2
SLlr/E3.1
SLlr/E3.4
SLlr/E3.5

Key Skills

N/A

Task 1  **17**

Recognise who is being spoken to by the language used
SLc/E3.2

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

If the learner has difficulty

- ESOL learners may have particular difficulty with some of the informal spoken language.

Terms such as ‘shift’ instead of ‘move’ may require explanation.

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

Extension

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

Task 2  **17**

Recognise purpose from language used
SLlr/E3.1

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

If the learner has difficulty

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

Extension

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

Task 3

Recognise positive and negative body language
SLlr/E3.4

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

If the learner has difficulty

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

Extension

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

Theme assessment

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

Face to face

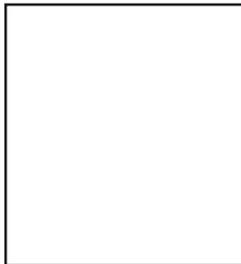
Focus

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

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

15

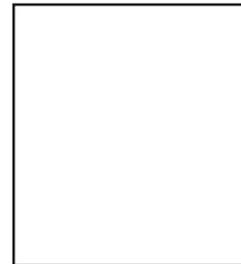
1



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

16

2

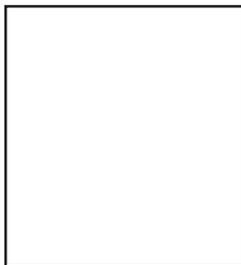


Would you like to take a seat and I'll tell Mr Patel you're here.

- **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.

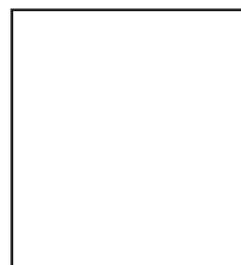
3



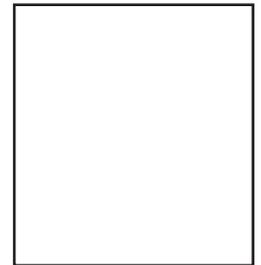
Could I swap shifts with Abdul tomorrow?

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

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

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.

PAGES 3:19–3:20

Safety matters (1)

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

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

Materials

Examples of workplace safety signs

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

Scissors and glue

Learning outcomes

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

Introduction

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

Focus page

- Go through the meanings of the shapes and colours of the safety signs on the focus page.

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

Curric. refs

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

Key Skills

N/A

Task 1

Match safety signs to their meanings
Rt/E3.9

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

If the learner has difficulty

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

Extension

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

Task 2

Work out the meaning of safety signs from their shape, colour and picture

Rt/E3.9

- Explain to learners that they need to say what they see and that they are not expected to get the official meaning, just the correct idea.
- Remind learners of the tip and that they can look at the focus page for a reminder of the meanings of the shapes and colour of signs.

If the learner has difficulty

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

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

Extension

Ask learners to try applying each symbol to the different signs and say what they would mean in each case. For example, putting the man in the mandatory sign would mean that you must enter! Note that the drinking water symbol with the safe sign or the prohibition sign essentially mean the same thing.

Theme assessment

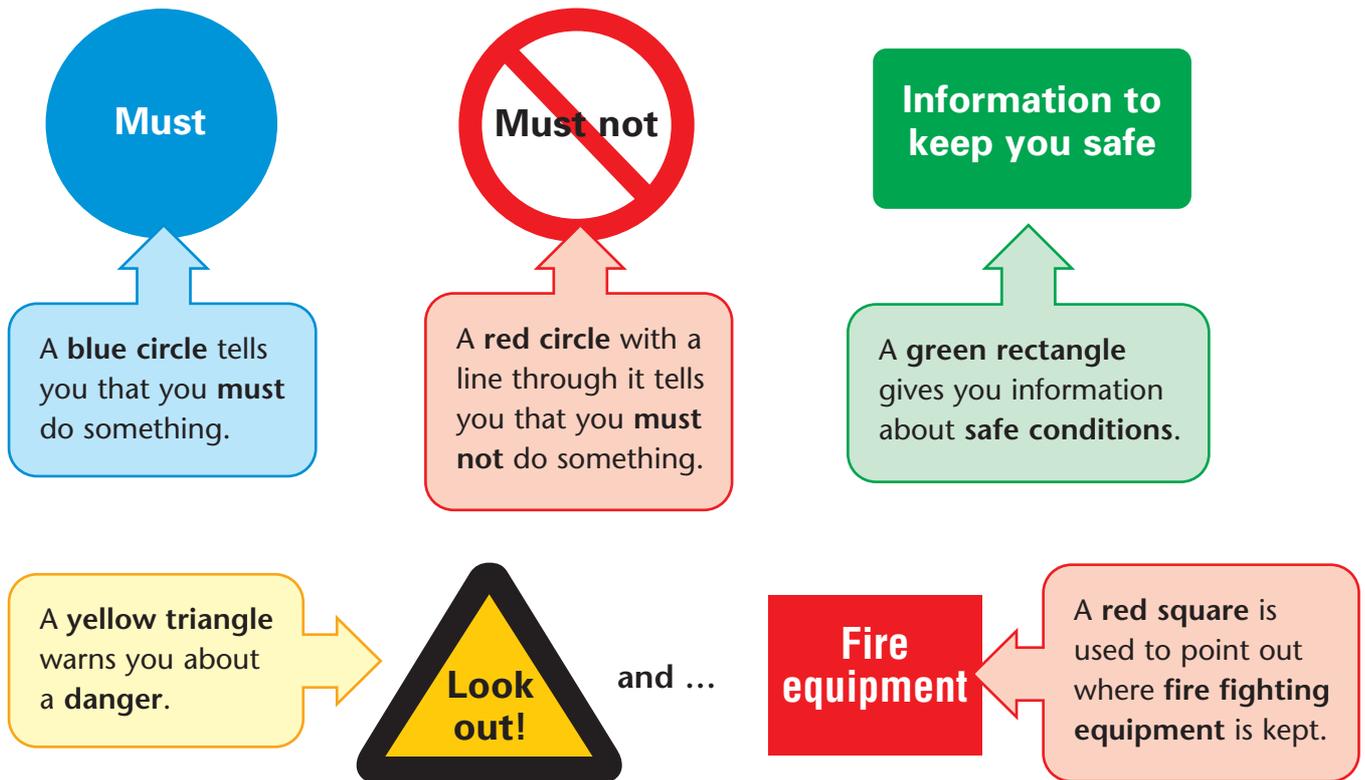
Ask learners to find examples of safety signs in their work placements and make a table of what the safety signs mean and where in the workplace they can be found.

Safety matters (1)

Focus

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

Here are the main safety sign shapes and colours.



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



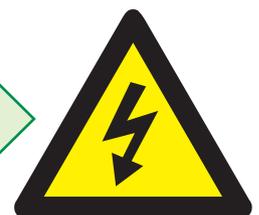
Work out what these five signs mean from:

- 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

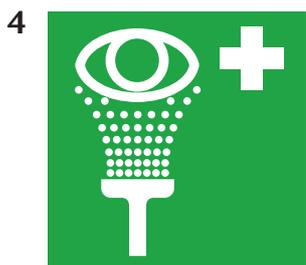
Task 2

Work out the meanings of these health and safety signs.



Tip

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



PAGES 3:21–3:22

Safety matters (2)

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

Materials

Fire safety notices from the workplace

Descriptions of different fires to match appropriate fire extinguishers

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

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

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

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

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

Learning outcomes

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

Introduction

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

Focus page

Fire action notice

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

Fire extinguisher sign

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

Operating instructions

- Read through the information in the box, relating it to the instructions. (This sign can also be found in the Source material.)

- If possible, show learners a fire extinguisher that has pictures with the instructions. Point out the instructions section of the label to help them visualise it. Explain that some extinguisher labels have drawings to illustrate the instructions.
- Read through the instructions and points made on the focus page. Make sure learners understand the instructions and can read capital letters.
- Discuss which small word has been left out of the instructions (the).
- As a group, rewrite the instructions in full, replacing some of the words with even simpler language. For example ‘remove’, ‘aim’, ‘base’ (see Task 3 for examples).
- If possible, show learners a real carbon dioxide fire extinguisher, drawing attention to the ‘horn’.

Curric. refs

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

Key Skills

N/A

Task 1

Follow fire action notice instructions

Rt/E3.8

Rt/E3.9

- Make sure learners each have a copy of the Dealing with a fire graphics and the Fire action notice from the Source material.
- Make sure learners understand that they need to compare the pictures with the instructions from the Fire action notice.
- Discuss picture 1 as a whole group to give learners the idea.

If the learner has difficulty

- Go through each picture, asking leading questions such as *What is the person doing?*
- Act as scribe to write down the learner’s descriptions on sticky notes.
- Compare these notes with the instructions in the Fire action notice. *Does the notice say anything about leaving the door open? What does it say?*

- Apply the instructions back to the pictures each time, getting learners to point out which picture relates to which instruction, then whether or not it shows the person following the instruction.

Extension

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

Task 2

Read information from a fire extinguisher label

Rt/E3.5

Rt/E3.8

Rw/E3.1

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

If the learner has difficulty

- Get learners to highlight key words to look for in each scenario (e.g. newspapers, carpet, etc.). Check the learner can track down the information by discussing and helping him/her decide what sort of material or equipment the highlighted things are (e.g. newspaper is paper; carpet is a textile; photocopier is electrical equipment, etc.). Learners should make a note of these words next to each scenario.
- Check learners understand the layout of the label. *Which part tells you what type of fire can be put out with this extinguisher?*
- Encourage and guide learners to find the information by looking for the key words they have written down.

Extension

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

Task 3

Follow the meaning of instructions for using a fire extinguisher

Rt/E3.5

Rt/E3.8

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

If the learner has difficulty

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

Extension

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

Theme assessment

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

Safety matters (2)

Focus

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



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

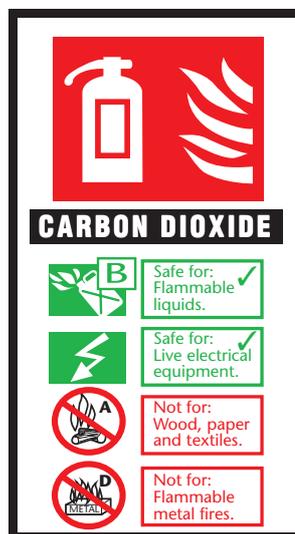
✗
do not

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 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 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.

PAGES 3:23–3:24

A risky business

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

Materials

Safety in the office – information sheet from the Source material (0:41)

General health and safety guidelines from the Source material (0:42)

Cards of brief descriptions of workplace hazards (see below for ideas)

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

Learning outcomes

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

Introduction

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

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

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

Focus page

- Explain that although the picture shows an office that looks businesslike and efficient, there are still hazards to be found. (You could state that there are three.)

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

Curric. refs

Rt/E3.5
Rt/E3.9

Key Skills

N/A

Task 1

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

Rt/E3.5

Rt/E3.9

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

If the learner has difficulty

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

Extension

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

Task 2

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

Rt/E3.5

Rt/E3.9

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

If the learner has difficulty

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

Extension

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

Theme assessment

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

A risky business

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.

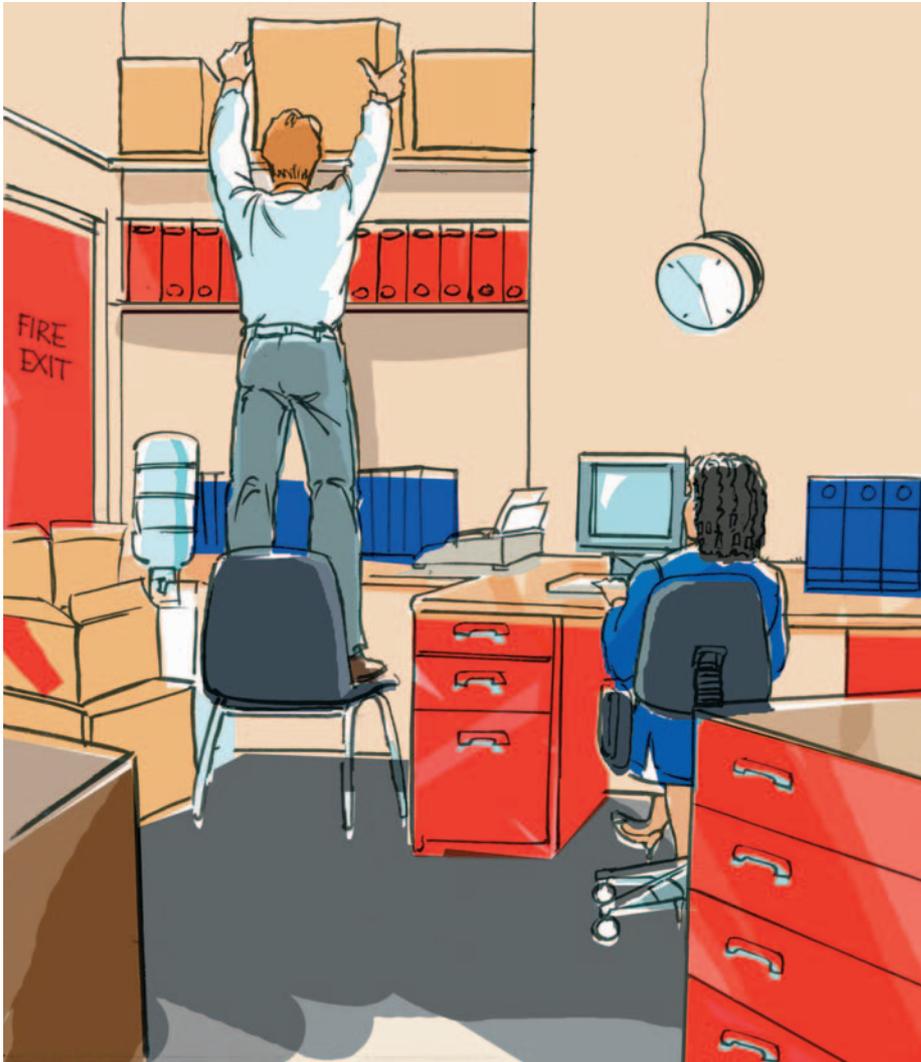
Decide what you would do about each hazard. Use the General health and safety guidelines in the Source material to help.

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

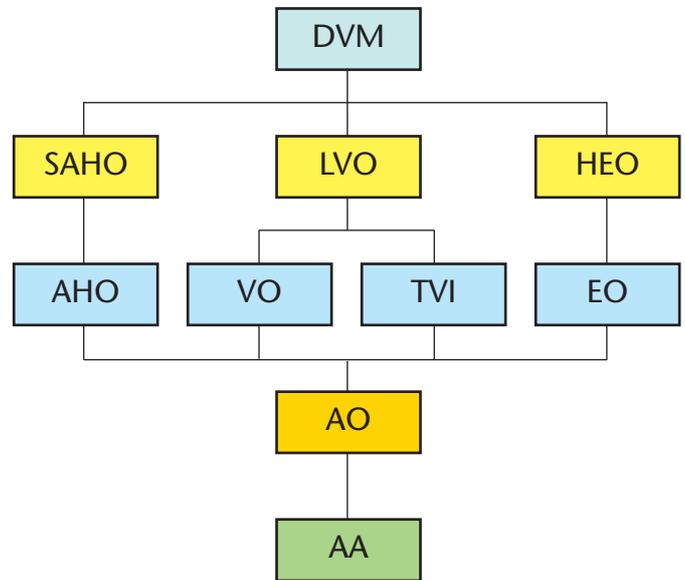
Think about hazards you could deal with yourself and those that would be safer to report to someone else.

Check it

1 Look at the organisation chart. Abbreviations are used for the job titles. Apart from the Vehicle Officers, who is the Lead Vehicle Officer responsible for?

- A Divisional Vehicle Manager
- B Executive Officer
- C Temporary Vehicle Inspectors
- D Assistant Officer

Rw/L1.2; Rt/L1.4



JOB DESCRIPTION



Office Assistant

Key role

To provide administrative support and office service

Report to: Office Supervisor/Line Manager

Key tasks

- Carry out telephone answering duties and take messages.
- Open post each day and pass to appropriate member of staff.
- Prepare post for dispatch, **maintaining** daily record.
- Receive and sign for deliveries.
- Order stationery supplies as requested.
- Support staff with filing, typing and other administrative work.
- Keep office diary up to date.
- Collect timesheets on a weekly basis.
- Assist with the production and binding of books to fulfil customers' orders.
- Take lunch orders for visitors and carry out general office services.



2 Look at the Job description. What does the highlighted word 'maintaining' mean?

- A advising
- B keeping up
- C posting off
- D weighing

Rw/L1.2

- 3 In the job description what is the meaning of the sentence 'Collect timesheets on a weekly basis'?
- A Work out what hours employees work.
 - B Collect employees' timesheets once a day.
 - C Gather together information from employees about holidays.
 - D Gather employees' timesheets every week.

Rs/L1.1

- 4 Which of these types of safety signs gives a warning?
- A Red circle
 - B Yellow triangle
 - C Blue circle
 - D Green rectangle

Rw/E3.1

- 5 Look at these dates. Which one comes first in date order?

04/08/04	04/07/04	03/07/04	03/07/05
----------	----------	----------	----------

- A 03/07/04
- B 04/08/04
- C 03/07/05
- D 04/07/04

MSS1/L1.2

- 6 Look at these codes. Which one comes first in number order?

001063	000968	001061	000965
--------	--------	--------	--------

- A 001063
- B 000968
- C 001061
- D 000965

MSS1/E2.3

- 7 Which of these would be appropriate when answering the telephone to a client?
- A Good morning. Sandford Office Supplies. Jennie speaking. How can I help you?
 - B Hello. Who do you want and why?
 - C Good morning. Jennie Sarah Birch speaking, receptionist for Sandford Office Supplies. Serving the West of England. How may I be of assistance?
 - D Yes? Who's calling?

SLc/E3.2; SLc/E3.4

8 If a 24-hour clock showed 18:15, what is the time?

- A It is a quarter past six in the morning.
- B It is a quarter to nine in the evening.
- C It is fifteen minutes past eight in the evening.
- D It is quarter past six in the evening.

MSS1/L1.2

9 Look at the JB Office Supplies order form in the Source material (page 0:33).
What is the cost of 20 sets of 5-part punched 4-hole subject dividers?

- A £58.00
- B £1.45
- C £5.80
- D £2.90

MSS1/L1.1

10 Look at the postal rates chart. How much would it cost to send a 1250g package first class?

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		

- A £3.45
- B £4.31
- C £4.24
- D £4.33

HD1/E3.1; MSS1/E3.6

Audio

PAGE 3:1

What do I do? (1)

Focus page 10

Audio 1

I'm in overall charge of the whole company. I have four managers under me who are in charge of different departments. The managers report directly to me. One of the managers is also my personal assistant.

Audio 2

My job is to manage the day-to-day running of the office. I answer the telephones, deal with correspondence such as letters and make appointments for different teams of people. I am responsible for the trainee office assistant. I report directly to the PA, the sales team or the editing team, depending on who I am taking messages for or doing a job for at the time.

Task 1 11

Audio 1

I report to the Associate Director. I am responsible for the Controller.

Audio 2

I've only just joined the company. I report to the Senior Administration Assistant.

Audio 3

My job is to answer the telephone to customers. I work with two male colleagues. I report to the Controller.

Audio 4

My main job is to make sure the office runs smoothly and that appointments are made and letters written as and when required. I am responsible for the Senior Administration Assistant. I report directly to the Legal Liaison Unit Manager or to the Director.

PAGE 3:5

Who's calling?

Focus page 12

Hello. This is Mrs Davies again. I've just remembered that I won't be in this afternoon. Can you get Mr

Hanfield to call back in the morning instead, round about 9.30? Thank you.

Task 1 13

Hi there. Lloyd's Security. Jane speaking. What can I do for you then?

Task 3 14

Yes, hello. This is Mike Jones. Can you ask Sally to ring me tomorrow morning at work. She knows the number.

PAGE 3:17

Face to face

Focus page 15

- 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.
- 3 Could I swap shifts with Abdul tomorrow?
- 4 D'you fancy a pub meal at lunchtime?
- 5 There's a parcel to go, too. Could you hang on just a second and I'll fetch it.

16

Would you like to take a seat and I'll tell Mr Patel you're here. (*said in four different tones*)

Tasks 1 and 2 17

- 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?

Answers

PAGES 3:1-3:2

What do I do? (1)

Focus page

P/T stands for part-time.

HR stands for Human Resources.

Audio 1 is the Chairman.

Audio 2 is the Receptionist/Office assistant.

Task 1

- 1 Gemma Scott – Manager
- 2 Aran Ferrani – Junior administration assistant
- 3 Kat Evans – Call centre operator
- 4 Carrie Mutesi – Administration manager

Task 2

- 1 The AO (Assistant officer)
- 2 The Lead VO (Lead veterinary officer)
- 3 The EO (Executive officer)
- 4 The DVM (Divisional veterinary manager)

PAGES 3:3-3:4

What do I do? (2)

Task 1

- 1 Human resources officer
- 2 Carry out, receive, deal with, maintain, purchase
- 3 Contribute to the work of other staff, take part in staff meetings, adhere to health and safety requirements
- 4 Filing letters and answering calls

Task 2

- 1 look after
- 2 distribute = give out
- 3 do several tasks at once
- 4 correct and precise

Task 3

You might have written something like this:

- 1 Help other staff with their work when asked to.
- 2 Buy coffee and tea with the money put aside for that purpose.

PAGES 3:5-3:6

Who's calling?

Task 1

Gives an appropriate greeting	X
Gives the company name	✓
Says who she is	✓
Offers help in an appropriate way	X

Task 2

The ticked phrases should be:

- Can I take your name please?
- Yes, I'll do that now.
- Can I check that date with Mr Gresty and then call you back?
- Our business manager should be able to help you. I'll just put you through.

Task 3

You might have written something like this:

Sally to ring Mike Jones at work tomorrow morning.

PAGES 3:7-3:8

Filing

Focus page

Dates in order:

21/04/01

16/10/01

03/06/02

03/09/02

17/01/03

19/12/03

11/08/04

30/11/04

Task 1

Barlowe
 Bowdler
 Brown
 Butler
 Cartwright
 Edwards
 Grant
 Griffiths
 Johnson
 Kelly
 Millington
 Turner
 Tyler
 Watson
 Wilson

Task 2

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

Task 3

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

PAGES 3:9-3:10**Right on time****Task 1**

1 10:15
 2 10:30
 3 11:45

Task 2

12:30 Mr Spencer 16:30 Ms Rawlings

Task 3 correct responses

Jim Lawrence 29 May; Sophie Legge 18 May; Rachel Lee 22 May

Task 3

1 29/5/06
 2 18/05/06
 3 22/05/06

PAGES 3:11-3:12**Writing for different purposes****Task 1**

WORKFORCE

Development

Bexley College, Tower Road, Belvedere DA17 6JA

Mrs J Lane
 16 Railway Street
 Handley
 Berkshire
 B53 5TN

16th July

Your purchase order number 36882

Dear Mrs Lane

Re: Working CD-ROM

Thank you for your order of 14 July.

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



Victoria Smith

Task 2

Memorandum

To: Emily
 From: M Jordan
 Date: 12/8/0
 Re: Your paper order

The three reams of paper you ordered have now arrived.

Task 3

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
15/08/05	Dave	Black's Ltd	503857	diary	1	£5.50	M. Jordan

PAGES 3:13–3:14

Ordering Office Supplies

Task 1

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	10	6.90	
40432	A4 2 RING BINDER BLACK	EACH	0.69	20	13.80	
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	20	13.80	
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	1	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	1	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	3	2.85	
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	2	27.98	
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 £		79.23

PAGES 3:15–3:16**The post room****Task 1**

- 1 £1.75
- 2 71p
- 3 35p

Task 2

- 1 £3.46
- 2 £8.96

Task 3

- 1 $£3.45 + £0.86 = £4.31$
- 2 $£3.45 + 4 \times £0.86 = £6.89$
- 3 $£3.45 + 2 \times £0.86 = £5.17$

PAGES 3:17–3:18**Face to face****Task 1**

- 1 customer
- 2 supervisor
- 3 colleague

Task 2

- 1 To offer help/ask for information
- 2 To ask for information
- 3 To make a request or ask for help

Task 3

You may have noticed these things:

- 1 The office assistant is sitting down with his arms folded, which is not very polite. He is not smiling or making eye contact with the visitor. This body language is negative. It looks like he doesn't care about the visitor.
- 2 The office assistant is standing up, smiling and making eye contact with the customer. This is all positive body language and looks welcoming.

You should have put a tick by picture 2.

PAGES 3:19–3:20**Safety matters (1)****Focus page**

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

The sign with the lightning symbol means Danger of electrocution.

Task 1

- 1 Danger!
- 2 No entry
- 3 Now wash your hands
- 4 Fire hose
- 5 First aid

Task 2

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

PAGES 3:21–3:22**Safety matters (2)****Task 1**

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

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

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

Task 2

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

Task 3

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

PAGES 3:23–3:24**A risky business****Focus page**

The hazards are:

- 1 Cables and leads trailing across the floor – someone might trip over these.
- 2 A shelf is overloaded with books and looks like it is about to break.
- 3 A drawer of a cabinet left open, which someone might bump into.

It is probably safest to ask the person in charge of IT or the maintenance staff to sort the cables out rather than moving them yourself. You might want to make everyone in the office aware of the dangers first.

The best thing to do with the shelf is move the person standing under it away first, stop anyone else going near it and call the maintenance staff to deal with it. You could remove some of the heavy books.

You can deal with the cabinet drawer yourself by pushing it back in so that no one can bump into it.

Task 1

The three potentially hazardous situations in the picture are:

- 1 A person standing on a chair to reach a heavy box down from a high shelf – they could fall, or drop the heavy box.
- 2 A clock hanging off the wall by a thin piece of wire above a person's head – it could land on someone.

- 3 Boxes stacked up against a fire exit so that they are blocking it.

Task 2

You may have decided to do this:

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

Check it

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