

## Recognising the difference between fact and opinion and interpreting instructions

<b>Group:</b>
<b>Tutor:</b>
<b>Location:</b>

### SESSION PLAN

#### Aims

- To explore the difference between fact and opinion.
- To interpret verbal and written instructions

#### Outcomes

Participants will have:

- discussed the role of fact as opposed to opinion when completing documents in the workplace
- understood the language of instructions
- explored why following instructions is important for health and safety and quality assurance
- investigated strategies for interpreting verbal and written instructions at work

Time/activity	Teacher activity	Learner activity	References
<b>Introduction</b> 10 minutes	<ul style="list-style-type: none"> <li>• Recap on last week</li> <li>• Introduce aims and objectives using <b>module 5 presentation slides 1- 3.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Listen and respond</li> </ul>	SLlr/L2.1
<b>Fact and opinion</b> 10 minutes	<ul style="list-style-type: none"> <li>• Introduce difference between fact and opinion. Discuss implications of writing own opinions on work documentation e.g. forms and reports, and the impact this may have on the professional ethic. Ask what type of language should be used? It should be formal and informative as opposed to informal and emotional.</li> <li>• Show <b>presentation slide 4.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Listen and respond.</li> <li>• Read through text.</li> </ul>	SLlr/L2.1 SLc/L2.1



Time/activity	Teacher activity	Learner activity	References
<b>Between the lines : fact or opinion</b> 15 minutes	<ul style="list-style-type: none"> <li>• Distribute <b>Activity 1 Between the lines</b>.</li> <li>• Give participants 5 minutes to read through text and then go through the contents with them checking for understanding of vocabulary</li> <li>• Refer participants to activity 2 on the sheet. Read questions aloud and ask participants to tick answers as they go.</li> <li>• Take feedback.</li> <li>• Introduce <b>presentation slide 5</b> and discuss bias.</li> <li>• Ask participants, in pairs, to highlight evidence of bias in the text.</li> <li>• Take feedback.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen and respond.</li> <li>• Read through text.</li> <li>• Individual activity – complete question sheet.</li> <li>• Paired activity – use highlighter pens.</li> <li>• Give feedback</li> </ul>	Rw/L2.3 Rt/L2.4 - 5
<b>Test practice</b> 20 minutes	<ul style="list-style-type: none"> <li>• Distribute and set <b>Practice Test questions</b></li> <li>• Take feedback, go through answers and discuss.</li> </ul>	<ul style="list-style-type: none"> <li>• Paired activity.</li> <li>• Read and respond.</li> </ul>	
<b>Break</b> 10 minutes			
<b>The language of instructions</b> 10 minutes	<ul style="list-style-type: none"> <li>• Discuss with participants what is meant by an instruction i.e. instructions are directions, commands or orders that they follow on a day-to-day basis.</li> <li>• Ask 'Why follow instructions?' and record suggestions on flipchart. Safety issues, maintaining standards, knowing how to do something may all emerge as suggestions. Explore reasons why it is important to read instructions carefully and what the implications of not following instructions may be.</li> <li>• Discuss the language of instructions, e.g. the use of imperatives and 'must do' words. Give out <b>Handout 1 The language of instructions</b> and read through with participants.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen and respond</li> <li>• Speak to communicate</li> <li>• Give feedback</li> </ul>	SLlr/L2.1 SLc/L2.1



Time/activity	Teacher activity	Learner activity	References
<p><b>Works instructions</b></p> <p>15 minutes</p>	<ul style="list-style-type: none"> <li>Distribute <b>Activity 2 Works instructions</b> and ask participants to work in pairs to complete. Suggest they either use different coloured highlighter pens to demarcate different instructions or use a pen to mark where one instruction ends and another begins.</li> <li>Instructions should be numbered – there are 9 in all.</li> <li>Hand out copies of the answer sheet so participants can see for themselves where the breaks occur.</li> <li>As an extension of this activity, encourage participants to identify where imperative language has been used in the instructions.</li> </ul>	<ul style="list-style-type: none"> <li>Paired activity using highlighter pens or pen.</li> <li>Give feedback</li> </ul>	Rt/L2.1
<p><b>In the right order</b></p> <p>10 minutes</p>	<ul style="list-style-type: none"> <li>Hand out sets of cards created from the teacher resource <b>Activity 3 In the right order.</b></li> <li>Participants to work in pairs or small groups to put the cards in the right order.</li> <li>Note that there are sequencing words, such as 'first', 'next', 'then' and 'finally' which tell you in what order to do things.</li> </ul>	<ul style="list-style-type: none"> <li>Paired activity using highlighter pens or pen.</li> <li>Give feedback</li> </ul>	Rt/L2.1



Time/activity	Teacher activity	Learner activity	References
<p><b>On the job -spoken instructions</b></p> <p>10 minutes</p>	<ul style="list-style-type: none"> <li>• Give out <b>Activity 4 On the job - spoken instructions</b>. Explain that the instructions need to be numbered in the correct order and task 2 requires the participants to identify something that must not be done.</li> <li>• Play the audio clip or read the text once for gist. Allow participants to discuss the clip if needed.</li> <li>• Play or read again for participants to listen out for the five instructions on the list. Explain that they need to listen out for the sequence words to help them decide on the right order.</li> <li>• Play or read again as often as participants wish. Explain that they will be able to listen several times to check the order but that in real life they would have to ask questions if they didn't understand first time.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen and respond</li> <li>• Listen for relevant information and complete activity sheet.</li> <li>• Give feedback.</li> </ul>	<p>SLlr/L2.1</p> <p>SLlr/L2.2</p>
<p><b>Summary and self-directed study</b></p> <p>10 minutes</p>	<ul style="list-style-type: none"> <li>• E-learning: direct participants to complete the relevant e-learning activities relating to this session.</li> <li>• Alternatively, hand out paper based activity sheets on fact and opinion and instructions for completion during the week.</li> <li>• Revisit session aims and objectives using <b>slides 2&amp;3</b>.</li> <li>• Take feedback and questions.</li> <li>• Ask participants to complete evaluation section in their ILP</li> </ul>	<ul style="list-style-type: none"> <li>• Listen and respond.</li> </ul>	



### Resources/aids

- Module 5 PowerPoint presentation/OHP slides
- Handouts: Handout 1 The language of instructions
- Activity sheets: Activity 1 Between the lines: fact or opinion; Activity 2 Works instructions; Activity 3 In the right order; Activity 4 On the job – spoken instructions.
- Practice test questions
- Highlighter pens
- Flipchart and markers

### Individual learning planning

Learner	Skills	Activity/resources	Evaluation





**MOVE ON**  
IN MANUFACTURING 

Recognising the difference  
between fact and opinion and  
recognising instructions

**Aims**

- To explore the difference between fact and opinion.
- To interpret verbal and written instructions

## Objectives

Participants will have:

- discussed the role of fact as opposed to opinion when completing documents in the workplace
- understood the language of instructions
- explored why following instructions is important for health and safety and quality assurance
- investigated strategies for interpreting verbal and written instructions at work



## Fact and opinion

**What is the difference between fact and opinion?**

- **Facts** provide information that can be proven by observation or reference to a reliable source.
- **Opinion** persuades the reader and cannot be proven.





## Bias

### What is bias?

- **Bias** is a subtle way of letting an opinion emerge without actually expressing it. For this reason, people are often unaware of their bias.

## Instructions

- Instructions are usually written using imperative language.
- Imperative language directs us to do, or not do, something e.g.

**Do not lift** the lid if the temperature reads above 300 degrees C.

**Always ensure** there are two operators to perform this task.



## Activity summary and guidance

### Introduction

Introduce Module 5 aims and objectives using **slides 1 - 3**. Review work done since the last session.

### Fact and opinion

Ask participants to explain their understanding of the difference between fact and opinion. Discuss the implications of writing own opinions on work documentation e.g. on forms and reports and the impact this may have on the professional ethic. Ask in what way could this make them vulnerable as forms and reports need to be transparent and available for scrutiny, for example if there was a health and safety investigation. Ask what type of language should be used? Stress it should be formal and informative as opposed to informal and emotive. **Show slide 4**.

### Between the lines: fact or opinion

Give participants 5 minutes to read through the text on the **Between the lines: fact or opinion** activity sheet and then go through the contents with them, first checking for understanding of vocabulary. They should then complete activity 2 which is designed to check if they understand the difference between fact, which is information that can be proved by observation, and opinion, which persuades the reader and cannot be proven.

Show **slide 5** which introduces the concept of bias and explain how bias can be reflected through the deliberate choice (on the part of the writer) of emotive vocabulary in a text. Ask participants, in pairs, to highlight evidence of bias in the text.

### Practice test questions

The practice test questions have been selected to reinforce the learning in the module in that they contain a number of questions relating to fact and opinion. This activity is in multiple choice format. Give participants 20 minutes to complete the test questions and take feedback, noting any areas of difficulty.

### The language of instructions

Discuss with learners what is meant by an instruction. Instructions are directions, commands or orders that they follow on a day-to-day basis. Ask 'Why follow instructions?' and record suggestions on flipchart. Safety issues, maintaining standards, knowing how to do something may all emerge as suggestions. Explore what the implication of not following instructions carefully may be, especially in the context of health and safety and quality assurance. This may lead to a discussion of specific instances in the participants' workplaces where instructions weren't carried out correctly and the resultant outcome. Give out **The language of instructions** handout and read through with participants. Discuss the language of instruction, i.e. the use of imperatives and 'command' words such as 'must/must not'.

### Works instructions

Distribute the **Works instructions** activity sheet and ask participants to work in pairs to complete. As a piece of continuous text the instructions are very difficult to read and to make sense of. Suggest they either use different coloured highlighter pens to demarcate different instructions or use a pen to mark where one instruction ends and another begins. Point out that, generally, each instruction begins with an imperative or 'command' word. The instructions should be numbered – there are 9 in all. Make answer sheets available to participants as this will make it easier for them to see where the breaks should occur. Link this activity into the previous task relating to imperative language by asking participants to highlight where imperative language has been used in the instructions.

### In the right order

The **In the right order** activity should be copied onto a piece of cardboard. It may be a good idea to laminate the cardboard if used often. Cut along the lines to create sets of cards and present each pair or small group with a set. They should arrange the instructions in the right order. Note that there are sequencing words such as 'first', 'next', 'then' and 'finally' which give clues as to what order the instructions should take.

### On the job – spoken instructions

Give out **On the job- spoken instructions**. Explain that the instructions need to be numbered in the correct order and task 2 requires the participants to identify something that must not be done. The audio recording for this activity can be found in the DFES Materials for Embedded Learning, Production Line Manufacturing Teacher Reference Pack (audio track 12). If you don't have access to these resources, read out the transcript provided on the Teacher resource and answer sheet. Play the audio clip or read the text once for gist. This is a complex set of instructions and participants will benefit from getting a good overview of what is happening. Allow them to discuss the clip if needed. Play or read again for participants to listen out for the five instructions on the list. Explain that they need to listen out for the sequence words to help them decide on the right order. Play or read again as often as participants wish. Explain that they will be able to listen several times to check the order but that in real life they would have to ask questions if they didn't understand first time. If there is sufficient time, this may be an opportunity to practice framing questions.

### Summary

E-learning: direct participants to complete the relevant e-learning activities relating to this session. They may also wish to visit the Skillswise website if there hasn't been an opportunity during the session. Alternatively, hand out paper based activity sheets on fact and opinion and instructions for completion during the week. Revisit session aims and objectives using **slides 2&3**. Take feedback and questions. Ask participants to complete evaluation section in their ILP.

**Activity 1: Between the lines**

## Labour ‘killing Britain’s renewables industry’



**Government grants to encourage families to install cleaner energy are being slashed, making green manufacturers fear for the future**

Ministers are strangling the very industry they will need to help them meet ambitious targets for renewable energy and build new ecotowns across the country.

The number of households installing solar panels and other clean energy systems has slumped

by up to three-quarters in England and Wales because grants to make them more affordable have been slashed and rationed.

The Department of Business, Enterprise and Regulatory Reform’s refusal to increase grants contrasts with the Scottish government which last month trebled its funding to help families, businesses and

**Continued over...**



communities to install clean energy. Last night the former environment minister Michael Meacher called its approach “unspeakable” and said that it was “unremittingly hostile to renewable energy”.

He said the department was wedded to the nuclear industry and other big traditional suppliers of energy and was “going to wipe out the alternatives, while the rest of Europe was going in the other direction”.

Germany, for example, has installed hundreds of times more household renewable systems than Britain. And the UK’s only manufacturer of photovoltaic solar electric panels, Sharp, says that less than a week of its year-round production is installed in this country, with the rest going elsewhere in Europe.

The grants programme was an instant success when it began just under two years ago. It offered up to £7,500 to install photovoltaic panels, with total payments soaring to nearly £1.4m in November 2006, more than four times expectations.

But instead of building on this success, ministers embarked on

measures to choke it off. First, it rationed its payouts to just £500,000 a month, causing this entire allocation to be used up within just two hours of being open for applications in February last year.

They then slashed the maximum amount paid for photovoltaic panels by two-thirds and for wind turbines by a half, which succeeded in drastically damping down demand. For the past year payments have been running at £200,000 a month, so far beneath original expectations that the programme was heading for a £10m underspend by the time it was due to end next year.

The industry pressed ministers to restore the original grants, but instead they announced on Monday that they would merely extend them at their present low levels for another year.

Philip Wolfe, executive director of the Renewable Energy Association, which represents the industry, said last night: “If the Government’s whole approach to household renewables is to eke out this pitiful programme to 2010, there will be no industry left to meet its targets for zero-carbon homes.”

By Geoffrey Lean, Environmental Editor, *Independent on Sunday*, 6 April 2008



1. Read the text and highlight any words you are unfamiliar with. Discuss with the group.
2. Are the statements below fact or opinion? Tick the relevant boxes.

		<b>Fact</b>	<b>Opinion</b>
1	Labour is killing Britain's renewables industry.		
2	The European Commission has set a target for Britain to obtain 40% of its energy from renewable sources by 2020.		
3	Ministers are strangling the very industry they need to help them meet the targets.		
4	In March 08 the Scottish government trebled its funding to help families, businesses and communities to install clean energy.		
5	The department is unremittingly hostile to renewable energy.		
6	Ministers embarked on measures to choke off the programme.		
7	The grants programme was an instant success when it began.		
8	Payments have been running at £200,000 per month.		
9	The programme is pitiful.		

3. Highlight any words or phrases in the text which you think indicate a biased opinion.





## Test Questions

Questions 1 to 5 are based on the following document.

### **For Sale By Auction**

**Church End, Church Lane, Gingham Common, Wiltshire**

Situated on the outskirts of this small town, Church End is a property with significant historical connections. Built during the Civil War, this listed building is reputed to have hidden many a Cavalier who was being pursued by the Roundheads. The house is currently owned by the well-known television personality, Samuel D. Rose, who now has a new show in the USA, and will reside there.

The detached house consists of entrance lobby, living room, sitting room, kitchen/breakfast room and conservatory on the ground floor. On the first floor there are three charming bedrooms with oak beams and panelling. Each bedroom has a compact en suite bathroom. The second floor beneath a thatched roof has two box rooms which, if converted, would make a studio or fourth bedroom. There are extensive gardens to the front and rear and excellent views of the surrounding countryside. The boundary of the property is the bank of the River Luke. The ground amounts to three-quarters of an acre.

The property will be offered for sale by auction on 23rd April next at 11:00 am at the King George Hotel in Greater Balchester.

For full details and viewing contact the vendors, Humble, Strake and Gladstone on 01578 31467

Line 1

Line 2

Line 3

Line 4

Line 5

Line 6

Line 7

Line 8

Line 9

Line 10

Line 11

Line 12

Line 13

Line 14

Line 15

Line 16

Line 17

Line 18

Line 19

Line 20

**1 According to the document, which of these statements is a fact?**

- A The property dates back to the time of the Civil War
- B The property is on the outskirts of Greater Balchester
- C The property owns a stretch of the River Luke
- D Each of the rooms has its own en suite bathroom

**2 The statement that the two box rooms could be converted into a studio or 4th bedroom is**

- A a suggestion
- B an exaggeration
- C a request
- D a conclusion

**3 What is the likely reason that the house is being sold?**

- A The owner is moving to the USA
- B The gardens are too much work
- C The attic rooms need converting
- D The house is no longer big enough

**4 The word detached as it is used on line 9 means**

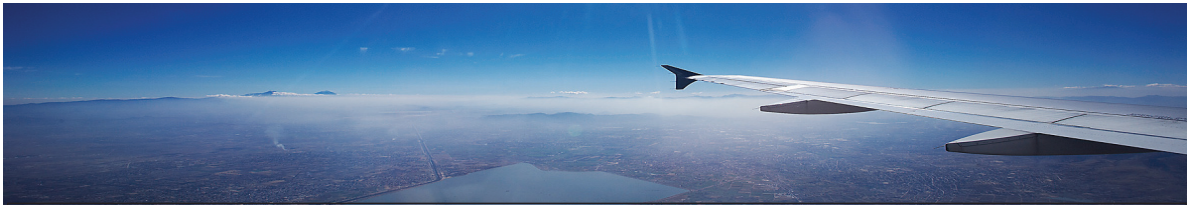
- A disconnected
- B unattached
- C linked
- D displaced

**5 A person wishing to look around the house should**

- A write to the owner, Samuel D. Rose, in America
- B call at the King George Hotel, Greater Balchester
- C telephone the agents, Humble, Strake and Gladstone
- D be at Gingham Common in Wiltshire on 23rd April



Questions 6 to 10 are based on the following document.



**Standards Of Service Provided By Travel Agents**

Line 1

Travel agents have the benefit of providing a neutral and impartial distribution of air tickets to customers. They have defined standards of service whereby they are committed to:

Line 2

Line 3

Line 4

- offer the lowest fare available through each travel agent office
- not increase any fare once the ticket has been issued, for the date, flight and class of service booked
- make refunds to passengers entitled to them within seven working days
- provide assistance to passengers with reduced mobility.

Line 5

Line 6

Line 7

Line 8

Line 9

Line 10

You can expect clear and accurate information at the time of booking on your time of departure and arrival, the name of the airline company and the flight number.

Line 11

Line 12

Line 13

When tickets are received you can expect:

Line 14

flight times to be confirmed and information about the amount of luggage you will be allowed to take. You can also expect clear information regarding the cost of taking excess luggage on the plane.

Line 15

Line 16

Line 17

**6 According to the document a passenger can expect**

- A assistance if they have mobility problems
- B to receive refunds if they have mobility problems
- C to only pay more after they have received their tickets
- D to pay the lowest fare of all travel agents

**7 A travel agent is expected to**

- A confirm the airline number when sending out the tickets
- B provide information regarding the amount of luggage allowed
- C help passengers who have problems carrying excess luggage
- D tell passengers where they should collect their tickets from

**8 The words committed to (line 4) mean that this is**

- A something the travel agents intend to happen
- B something the agents think might happen
- C something passengers would like to happen
- D something the travel agents wish to avoid

**9 The language that the writer of the document has used is**

- A persuasive in order to get people to use travel agents
- B legal so that all passengers know their rights
- C unambiguous so that everyone's responsibilities are clear
- D forceful in order to make everyone obey the rules

**10 According to the document**

- A any refunds to passengers must be made after seven days
- B fares cannot be increased after a booking has been made
- C passengers with excess baggage are liable to be fined
- D departure times are the responsibility of the travel agent



Questions 11 to 15 are based on the following document.

**Home safety – the problem**

Line 1

There are about 2.8 million home accidents in the UK each year where the victim visits an Accident and Emergency department for treatment. In addition, there are a similar number of cases where the victim is treated by a General Practitioner as well as millions of minor injuries which are treated at home. There are over 3,000 deaths due to home accidents – more than on the roads.

Line 2

Line 3

Line 4

Line 5

Line 6

Line 7

The DTI published research in November 1999 giving an overview of the current pattern of home accidents and to help identify the areas where there is greatest scope for reducing them.

Line 8

Line 9

Line 10

	<b>% fatal</b>	<b>% non-fatal</b>
Falls	52	42
Accidental poisoning by medicines	20	–
Uncontrolled fires	11	–
DIY	1	5
Choking on food and drink	5	–
Packaging accidents	–	4
Burns and scalds	2	2
Clothing fires	2	–

We are likely to achieve some improvement through simple measures.

Line 11

What can we do? Everyone needs to be aware that they too can help to improve safety in the home, for example, by correct storage of medicines and detergents and by keeping matches away from children.

Line 12

Line 13

Line 14

**11 According to the document, the greatest source of accidents in the home is from**

- A** falls
- B** fires
- C** poisoning
- D** choking

**12 What is the main purpose of the document?**

- A** To treat minor accidents at home
- B** To attempt to raise public awareness
- C** To outline new laws coming into place
- D** To give general advice to car drivers

**13 According to the document**

- A** fewer accidents involving falls are fatal than are non-fatal
- B** more deaths occur from DIY accidents than clothing fires
- C** choking accidents are less frequent than packaging accidents
- D** more people die from choking than do from burns and scalds

**14 This extract from the leaflet uses a combination of**

- A** graph and text
- B** diagram and list
- C** text and table
- D** list and graphics

**15 The word measures as it is used on line 11 means**

- A** methods
- B** evaluations
- C** calculations
- D** ideas



## Practice test questions

### Answers

1. A
2. A
3. A
4. B
5. C
6. A
7. B
8. A
9. C
10. B
11. A
12. B
13. D
14. C
15. A





## Handout 1 The language of instructions

When you see instructions on signs, or in recipes or DIY manuals they are usually written using the **imperative**.

The imperative is formed by using the verb [the action word] without 'to' or any noun or pronoun in front of it, e.g. 'You need to turn left at the Post office' becomes '**Turn** left at the post office.'

This type of instruction doesn't say WHO has to follow it.

Here are some examples of instructions written using the imperative:

Sentence		Imperative instruction
You should not smoke here	=	<b>Don't smoke</b> here
You must fix this with glue	=	<b>Fix</b> this with glue
You must not run	=	<b>Don't run</b>

This type of instruction isn't written as a full sentence. Imperative instructions are often written as a list, you start at the top and you work down. The list may be numbered, or may have bullet points.

Imperative instructions should never be used when you are writing formally, for example in a letter to the bank.

If you see the imperative (e.g.: '**Cook** for 5 minutes') then you know you are looking at a set of instructions. You can find imperative instructions all over the place, they may be on a microwave meal, on fire notices, or on a tin of paint.

## **Activity 2 Works instruction**

The instructions below are very difficult to follow. Sort out where the text breaks should be to make the instructions easier to read, then number the instructions. There are 9 instructions in all.

On receiving a job the operator must ensure that they have all the necessary information required to process the parts. This **must** include: Works Order, Master Operations Card, Identification Tag – numbered, Drawing(s) – If applicable, Reference sheet – if applicable. Do not process parts if documents are missing. All parts put into production will have passed goods inwards inspection. Ensure the Goods Inwards Inspection section on the Works Order has been stamped. Do not process parts if not stamped. Read both the Works Order, the Master Operations Card and any drawings or reference sheets enclosed thoroughly. Refer to any notes on the Works Order or reference sheets detailing any additional requirements. If in doubt, ask. Carry out any pre-treatment work as detailed in the inspection section of the Master Operations Card or additional requirements picked up at Goods Inwards Inspection. Process the parts as detailed in the Master Operations Card.

## **Activity 2 Works instruction**

### **Answer sheet**

1. On receiving a job the operator must ensure that they have all the necessary information required to process the parts. This **must** include:  
Works Order  
Master Operations Card  
Identification Tag – numbered  
Drawing(s) – If applicable  
Reference sheet – if applicable
2. Do not process parts if documents are missing.
3. All parts put into production will have passed goods inwards inspection.
4. Ensure the Goods Inwards Inspection section on the Works Order has been stamped. Do not process parts if not stamped.
5. Read both the Works Order, the Master Operations Card and any drawings or reference sheets enclosed thoroughly.
6. Refer to any notes on the Works Order or reference sheets detailing any additional requirements.
7. If in doubt, ask.
8. Carry out any pre-treatment work as detailed in the inspection section of the Master Operations Card or additional requirements picked up at Goods Inwards Inspection.
9. Process the parts as detailed in the Master Operations Card.



### **Activity 3 In the right order - Teacher resource**

Print this sheet onto card and cut up along the lines. Hand out sets of cards and ask participants to put the instructions in the right order.

<b>Outbreak of fire</b>
If you discover a fire, carry out the following procedures:
<ul style="list-style-type: none"><li>• Firstly, find the nearest fire alarm.</li></ul>
<ul style="list-style-type: none"><li>• Fire alarms are situated at strategic points around the building so that alarms can be heard in all locations.</li></ul>
<ul style="list-style-type: none"><li>• Next, sound the fire alarm and shout 'fire'. Attract the attention of others.</li></ul>
<ul style="list-style-type: none"><li>• Then, fight the fire with the available equipment if you consider it safe to do so.</li></ul>
<ul style="list-style-type: none"><li>• Fourthly, do not tackle the fire if there is a possibility of the exit becoming blocked if the fire spreads.</li></ul>
<ul style="list-style-type: none"><li>• If there is a danger of the exit becoming blocked, evacuate the building immediately.</li></ul>
<ul style="list-style-type: none"><li>• On leaving the building all staff should go to the assembly point.</li></ul>
<ul style="list-style-type: none"><li>• Finally, no one should leave the assembly point or return to the building for any reason until authorised to do so.</li></ul>



**Activity 4 On the job – spoken instructions**

Factories are noisy places! You have to listen carefully to make sure you know what you have to do.

1. Listen to the instructions for setting up the foiler. Write numbers next to the five instructions below to show the correct order.

- Secure the foil feeder with two bolts.
- Secure the sucker plate with two bolts.
- Blow out the three suckers with the air pipe.
- Fit the foil feeder onto the locating pins.
- Assemble the sucker plate.

2. Listen to the instructions again. Write down the thing that must not be done.

DO NOT:

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## **Activity 4 On the job – spoken instructions**

### **Teacher resource and answer sheet**

The audio recording for this activity can be found in the DFES Materials for Embedded Learning, Production Line Manufacturing Teacher Reference Pack (audio track 12). If you don't have access to these resources, read out the transcript below.

### **Transcript**

Right, Peter, as I said before, we are all setting up the machines for this run. This is the foiler machine. It makes the foils for the pies.

If you're setting up the foiler, you have to follow five steps.

First you must use this air pipe to blow out the three suckers. That gets rid of any debris left over from the last run.

Next, you have to assemble the sucker plate for the suckers.

When that's done, fix the sucker plate in place with these two bolts.

Next, you must fit the foil feeder onto the locating pins that are sticking out here.

Finally, fasten the foil feeder in place with these two bolts.

If you see any problems or hazards while you're setting up this machine or any other one, you must report them straight away to the engineers. Oh, and make sure you take extra care when you are using the compressed air to blow out the suckers. It can be dangerous stuff in the wrong hands.

Remember – always avoid cutting corners when it comes to health and safety.



## **Answers to Activity 4**

### **Task 1**

1. Blow out the three suckers with the air pipe.
2. Assemble the sucker plate.
3. Secure the sucker plate with two bolts.
4. Fit the foil feeder onto the locating pins.
5. Secure the foil feeder with two bolts.

### **Task 2**

DO NOT: cut corners when it comes to health and safety



