

Rail operations

Introduction to Module 4

The particular tasks that customer-facing employees in the rail industry have to perform at work are addressed in this module. Although different rail operating companies have different policies, procedures and ways of working, the underpinning literacy and numeracy skills needed to carry them out successfully are largely the same.

This module considers some of these underpinning literacy and numeracy skills. It includes those needed to:

- understand roles and responsibilities
- read workplace policies and procedures
- understand timetables
- work out best-value fares
- communicate by radio and mobile phone
- use the phonetic alphabet to communicate
- understand station reports
- understand the Rule Book
- cash up
- complete short forms
- report accidents and incidents
- make announcements.

This module can be used in conjunction with Module 1: Customer service and Module 2: The Working Environment.

It is important that learners are encouraged to apply the skills and strategies developed here to the context of their own workplace setting. Content can also be adapted using the *Word* version of the materials.

Transport – Module 4: Rail operations					
Theme	Page reference	NOS/NVQ	Literacy	Numeracy	Key Skills
Roles and responsibilities	Tr 4:1–4:2	Rail Transport Operations Units 1, 4	Rt/L1.4; Rt/L1.5; Rt/L2.1; Rt/L2.3; Rt/L2.7; Rs/L1.1; Rs/L1.2; Rw/L1.2		C1.2
Company policy	Tr 4:3–4:4	Rail Transport Operations Unit 1	Rt/L2.1; Rt/L2.3; Rt/L2.5; Rt/L2.7; Rt/L2.8; Rw/L1.1; Rw/L1.2		C2.2
Timetables	Tr 4:5–4:9	Rail Transport Operations Units 1, 28	Rt/E3.9	HD1/L1.1	N1.1
Best-value fares	Tr 4:10–4:13	Rail Transport Operations Units 3, 28, 29	Rt/L1.4; Rt/L1.5; Rt/L2.8; Rw/E2.5; Rw/E3.4; Rw/L1.2; Rw/L2.2; Rw/L2.3	HD1/L1.1	C1.2
Communication	Tr 4:14–4:16	Rail Transport Operations Units 3, 34	SLc/L1.1; SLc/L1.2; SLc/L1.3; SLlr/L1.1; SLlr/L1.2; SLlr/L1.3; SLlr/L1.4		C1.1
Letters and numbers	Tr 4:17–4:18	Rail Transport Operations Units 3, 34	Rw/E2.5; SLc/L1.1; SLlr/L1.1		
Platform duties	Tr 4:19–4:20	Rail Transport Operations Units 3, 34	Rs/E3.2; Rs/L1.1; Rw/E3.5; Rw/L1.2; Ww/E3.1; Ww/L1.1		
Train dispatch	Tr 4:21–4:22	Rail Transport Operations Unit 3	Rt/L1.4; Rs/L1.2; Rw/L1.1; Rw/L1.2; Rw/L1.3		C1.2
Cashing up	Tr 4:23–4:24	Rail Transport Operations Units 28, 29	N2/E3.4; N2/L1.5	MSS1/E3.1	
Completing forms	Tr 4:25–4:26	Rail Transport Operations Unit 3	Rt/L2.8; Wt/L1.5; Wt/L2.2	MSS1/L1.2	C1.3; N1.3
Reporting accidents and incidents	Tr 4:27–4:29	Rail Transport Operations Units 2, 3, 33, 35, 36	SLlr/L1.1; Rt/L1.1; Rt/L1.2; Wt/L1.2; Wt/L1.3; Wt/L1.4; Wt/L1.5; Wt/L1.6; Ww/L1.2		C1.3
Announcements	Tr 4:30–4:32	Customer Service Unit 1 Rail Transport Operations Unit 3	SLc/L1.1; SLc/L1.3; SLc/L1.4		

Skills checklist

You work as part of a team and it is vital to understand the part you play in that team. Most of the policies and procedures you should follow are written down, so being able to find the information you need is important. You have to communicate clearly with both colleagues and members of the public. You may also be involved in reporting non-routine situations or filling in forms.

You will need all of the following skills in order to be confident in your workplace. Tick all the skills you have **now**, then look again at the checklist **later** when you have used the materials.



Skills for rail operations	Now	Later
Using different techniques to understand complicated documents		
Working out best-value fares from a manual		
Communicating with colleagues		
Using route maps and timetables		
Sending and receiving radio messages		
Learning and using the phonetic alphabet		
Cashing up		
Reporting accidents and incidents		
Filling in forms		
Making announcements		

PAGES 4:1–4:2

Roles and responsibilities

Occupational setting

Everybody working in Transport is part of a team and as such has a role to play and a person to whom he/she is responsible. Knowing what you are responsible for and ensuring that you carry out your role is part of taking responsibility within the team. This often involves reading and understanding longer pieces of text that can contain formal language. This focus develops some of the reading skills required to read and understand job descriptions and contracts of employment. Further work about detailed reading can be found in Module 1: Customer service.

Materials

Job descriptions and contracts of employment from the workplace if available

Job description – service delivery assistant (0:36) and Contract of employment – service delivery assistant (0:37) from the Source material

Dictionaries

Highlighter pens

Learning outcomes

- 1 To recognise command words (focus page, Task 1)
- 2 To use punctuation to aid understanding (focus page, Task 2)
- 3 To use different strategies to aid understanding (focus page, Tasks 1–3)

Suggested teaching activities

Introduction

- Discuss the different roles within a team and how an individual worker can identify his/her own responsibilities. Learners should bring their own experience of the workplace to this discussion. It might be useful to develop a flow chart showing the line management in the workplace and how different groups of people work together as part of a wider team.
- Ensure learners understand the basic facts about contracts and job descriptions, i.e.

- the contract of employment sets out rights and responsibilities at work
- all employees are given a written job description which *must* be read and understood before the contract is signed.

- Stress to learners the need to read a contract carefully before signing it, to ensure they understand it and are aware of their responsibilities. Discuss the impact of not doing this.
- Discuss contracts and job descriptions and any difficulties experienced in reading these. Confirm that most people find these difficult, but it is important to understand them as they affect your work and your rights.
- Ask learners to share any existing strategies that help them to read and understand demanding text. Note them on a flipchart if appropriate.

Focus page

Use the focus page information and examples to take learners through stages of interpreting the information as follows.

- **Using wording to identify instructions:**
 - Ask learners to identify the word that tells them what to do in sentences such as: ‘*Sit over there*’, ‘*Write your name at the top of the form*’. Look at the highlighted examples on the focus page and discuss the type of word they are, i.e. verbs or action words. Make sure learners know the meaning of these words. Discuss the position of these words (at the beginning of the sentence). This is particularly important for ESOL learners as it shows a convention often used in written instructions.
 - Support learners to highlight similar words in the rest of the Job description from the Source material. Explain that these words can help you to identify the number of things you have to do.
 - Explain that sometimes you find instructions within instructions, or instructions that have several parts. Commas and the use of the word ‘and’ can also help you identify how many instructions there are. Look at the highlighted examples on the focus page. Taking the first bullet point as an example,

note that the command word 'deliver' can be put in front of all the following instructions. Write these instructions as a list all starting with the word 'deliver' so that learners can see how many there are.

- Ask learners to go through the rest of the document, putting a tick by the instructions where they are asked to do more than one thing. Go over this with them to ensure they identified the correct examples.
- Extend the practice done so far to workplace job descriptions.

■ Introducing different techniques for reading in detail:

- *Reading aloud:* Model reading chunks aloud to improve understanding. Give learners practice in this with one of the short instructions that does not contain too many difficult words. Does it help their understanding if they hear it?
- *Reading text more than once:* Talk learners through skimming to get the general idea of a text first. Model this for them using the Job description from the Source material. Talk about what you are doing, e.g. picking out headings and sub-headings to get a general impression of what the text is about. Talk about what you remember about the information at the end. Give learners the Contract of employment from the Source material to practise the same technique. Then discuss the next step you would take: re-reading each section several times to get more familiar with the detail.
- *Reading text in chunks and checking understanding before moving on:* Model this for learners using a section from the Job description. Talk through instances where you stop to think about or check content. Give learners another section to practise the same technique.
- *Checking the meaning of unfamiliar words and phrases:* Give learners practice in finding the meaning of some of the words shown in the focus page extracts. Model one example of how you might check that the meaning given in a dictionary or glossary makes sense in the context of the sentence by asking yourself questions such as, 'If I put this word in instead, would it still make sense?' Get learners to try this with other words.
- *Asking for clarification:* Discuss how learners might ask a colleague or line-manager for clarification, e.g. 'Am I right in thinking that I should ...?' 'Does this mean that I've got to ...?' 'What does this part mean?'

- *Re-wording difficult text:* Ask learners to try explaining sentences from the Job description to a colleague in their own words. Does this help to make it clearer?

- Compare the techniques covered and practised with the list made on the flipchart earlier. Confirm learners' awareness of existing techniques and the need to practise new ones.
- Present questions to the learners and ask them to find the answers in the Job description, e.g. *Will there be any paperwork for the service delivery assistant to complete?* It may be more appropriate to use a suitable workplace job description for this. One possibility is to use a job description for a line manager so that the learner can see the responsibilities that he/she holds.

Curric. refs	NOS/NVQ	Key Skills
Rs/L1.1	RTO	C1.2
Rs/L1.2	Unit 1	
Rt/L1.4	Unit 4	
Rt/L1.5		
Rt/L2.1		
Rt/L2.3		
Rt/L2.7		
Rw/L1.2		

Task 1

Identify command words

Rw/L1.2

- This task can be adapted to a job description from the learners' workplace, if more appropriate.
- Make sure learners are clear that they just need to pick out the instruction words in each point. They can highlight or underline these words.

If the learner has difficulty

- Have command words written on individual cards. Ask learners to select one and order a colleague to do something using the word on the card, e.g. 'Walk over to the door.'
- Have the sentences written individually on paper and ask learners to cut off the command words.
- Go through the meaning of the command words with learners in the context of the instructions. Make sure they understand that the command 'carry out' is different to the command 'carry'.

- Ensure learners understand phrases such as 'visible presence'.

Extension

- Ask learners to write a job description for their own job using command words where appropriate. This can be done in pairs or small groups.
- Have learners swap job descriptions with another learner/pair/group and ask them to describe the types of activity carried out at work, using the job description as a prompt.

Task 2

Use separators such as commas and the word 'and' to identify separate instructions

Rs/L1.2

- Remind learners of the way the instructions were split up on the focus page example using commas and the word 'and'.
- Suggest that they work out what to write on a separate piece of paper, before writing their final answers on the sheet.

If the learner has difficulty

- Learners may find it easier to have the first instruction modelled for them in the style of a gap fill where they just have to write in one word to complete the instruction. For example: 1 Attend _____ as required.
- Discuss how this instruction was made using the command word and the end of the sentence plus one of the nouns in the middle.
- Learners can then follow this model to help them write out the other two instructions.
- At the end, read back through the learners' instructions with them to ensure that they have understood the model.

Extension

Ask learners to re-write a more complicated point from the job description or the contract as separate instructions. This takes the activity a step further as it requires them to interpret the instructions and reword them to some extent.

Task 3

Use reading strategies to find and read specific information

Rt/L2.7

Rt/L1.4

- Make sure learners have a copy of the Contract of employment from the Source material. If more appropriate, this task can be adapted to a contract of employment from the learners' workplace.
- Confirm with learners that it is vital to have a complete understanding of what has been read.
- Discuss with learners how knowing rights and responsibilities at work can also lead to a clearer understanding of your role in the team.
- Reading in detail is a skill that must be practised in order to gain complete understanding of important documents. Complex text may need to be read several times, sentence by sentence.
- Remind learners of the reading techniques practised in the focus page activities.

If the learner has difficulty

- Refer to *Skills for Life* materials for extra reading activities.
- Word decoding may need additional support.
- A clear understanding of what each question is asking is important. Work on identifying the key words in each question. Does this help to locate the correct part of the Contract of employment?
- Work with learners to identify the key words in the sub-headings within the Contract of employment. Read through the relevant sections with them and explain complex language. Ask them to then identify/underline the relevant part of the section, and ask direct questions about the information to check their understanding.

Extension

- Duplicate the activity using other workplace job descriptions.
- Learners could set questions for colleagues, based on their own job descriptions.

Theme assessment

Learners should make a list of their own job functions based on their job description, putting each point into their own words and splitting up the instructions as necessary to make it clearer. This may involve finding out the meaning of words or asking others. These will need to be checked for accuracy.

Roles and responsibilities

Focus

In transport you work as part of a team. It is important for you to know:

- what **your** duties are
- what the duties of **other members** of the team are
- who **you** should report to.

The **job description** says **who** the employee must report to.

It says **what must be done.**

There may be **more than one** thing to do in each point.

You must read your job description carefully before you sign your contract.

- Read your **contract** in detail before you sign it.
- You will probably need to read it more than once.
- Break it up into smaller chunks. Read one sentence or one point at a time.
- Find out about anything you do not understand.
- Try to guess the meaning of any unknown word from the words around it.
- Check words in a glossary or dictionary or by asking a colleague.

JOB DESCRIPTION

POSITION: **Service Delivery Assistant**

STATION: **Greenwood International**

RESPONSIBLE TO: **Customer Service Manager**

Purpose of the role

- To deliver the highest levels of customer service and safety compliance at Greenwood International Station whilst carrying out critical duties such as dispatch, customer information provision and providing a clean and safe station environment.

Key role responsibilities

- **Deliver** the full range of station services, including train dispatch, information and assistance, watering, labelling, reserving and cleaning.
- **Provide** the highest levels of customer service and be proactive to customer needs.
- **Comply** with the Station Staff Manual.
- Ensure that the safety of customers, staff, visitors and contractors is given the highest priority.
- Be conversant with, and apply, all rules, regulations and instructions, including Alcohol and

CONTRACT OF EMPLOYMENT

GIVEN PURSUANT TO THE EMPLOYMENT RIGHTS ACT 1996

EMPLOYER: The GR8[®] GROUP OF COMPANIES of 12 London Road, Winbury, WNB3 7LW (Hereafter referred to as 'the Company')

EMPLOYEE: *Josh Franklin, 2 The Barns, Stretton* JOB TITLE: *Service Delivery Assistant*

1. INTRODUCTION:

Any changes in the terms of employment will be notified to the Employee in a written statement within one month of any such change.

2. COMMENCEMENT OF EMPLOYMENT:

4th December 2006

3. PROBATIONARY PERIOD:

- 3.1 The Employee's employment described hereunder is subject to a probationary period of 3 months.
- 3.2 The Company reserves the right to extend the initial 3 months' probationary period subject to clause 3.4.
- 3.3 If the Company wishes to terminate the Employee's employment during the probationary period, it will be required to give him/her 1 week's written notice.
- 3.4 The probationary period is used to determine if

6. HOURS OF WORK:

This is a shift-working post including weekends and bank holidays. The Employee's hours of work will vary according to their place of work, their job role and any seasonal variations.

7. NOTICE:

Except where the Employee is on probation, if the Company wishes to terminate the employment, 4 weeks' written notice shall be given. The Employee shall give 4 weeks' written notice of termination of employment.

8. HOLIDAYS:

The Employee is entitled to 20 days' holiday in each complete year of his/her employment in addition to the normal bank or public holidays. Where bank or public holidays are worked, time off in lieu will be granted.

Check that you understand what your responsibilities are by:

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

Roles and responsibilities

Task

Task 1

Highlight the words in this section from the Job description that tell the Service Delivery Assistant what to do.

- Carry out additional duties as directed by your line manager.
- Attend meetings, briefings and training as required.
- Maintain a visible presence at the station at all times.

Task 2

This point contains three instructions. Read it carefully, then write it out as three separate instructions.

- Attend meetings, briefings and training as required.

1

2

3

Task 3

Look at the Contract of employment from the Source material. Discuss and answer these questions.

Tip

Look for the **bold** words to find the parts of the contract you need to read.

1

Do I have to read my **job description** before I sign the contract of employment?

2

On what day each month will I get my **pay**?

3

How long is my **probationary period**?



4

How many days **holiday** can I have each year?

5

Do I have to take part in **training**?

PAGES 4:3–4:4

Company policy

Occupational setting

During induction, trainees are given policies and procedures that they must read, understand and follow. These require detailed reading and often include technical or unfamiliar language. This focus aims to present learners with a strategy for coping with extended or difficult texts by breaking them down into manageable chunks and working through them systematically. This is only one method for reading a difficult text and it is up to every individual to find a system that suits them. It is not expected that this approach will suit all learners, but it does offer the opportunity for learners to think about how they can approach a text to obtain maximum information from it. The important thing is to understand the text in question – how this is done is less important. This theme extends the reading strategies presented in the previous theme.

Materials

Workplace policies and procedures

Induction manual

Rules of conduct from the Source material (0:38)

Acknowledgement of receipt from the Source material (0:39)

Dictionaries

Learning outcomes

- 1 To understand the importance of reading work information such as policies (focus page)
- 2 To work through and practise a step-by-step strategy for accessing complex text (focus page, Tasks 1–3)

Suggested teaching activities

Introduction

- Show learners a copy of the induction materials and discuss how the amount of reading can put employees off. However, the materials have to be read as they contain important information about the job and the company.
- Mention the possibility that learners may have to sign to say that they have received and/or read policies and procedures. Why is this done? What implications are there for learners?
- Present learners with one of the more complex policies from the induction materials (or the Rules of conduct from the Source material if preferred). Give them a few moments to have a quick look over it – they should not read it in detail.
- Ask for their immediate reactions to the language, layout or volume, etc. Discuss anything that learners think would put them off reading it, even if this is just that it 'looks boring'. It is useful to acknowledge that even very experienced readers may have issues with the text, e.g. most people need to check meanings of words.
- Discuss what sort of information is in a company policy and how this differs from company procedures. If possible, show examples of both of these. Explain that learners must understand and follow both company policies and procedures in order to carry out their job in the way the company requires and expects.

Focus page

- Read through the introduction. Show learners a copy of the Acknowledgement of receipt from the Source material and explain that this is the sort of thing they may get with induction materials or new policies.
- Go through the meaning of the phrases on the form: 'I, the undersigned, acknowledge that I have received the Rules of Conduct operating on and from June 2006' and 'I undertake to read them carefully and follow the instructions.'
- Explain that once employees have signed such an acknowledgement they become totally responsible for anything they do that is against company policy.
- Give a scenario of an employee being disciplined for writing emails to friends during work time. He argues that he didn't realise it

isn't allowed and his employers respond with, 'Well, it's in the company policy: you signed a form to say you had read it, so you should have known about it.' Ask learners to think about who is most likely to win the argument and explain this is why they need to read policies carefully.

- Give learners a copy of the Rules of conduct from the Source material (if they have not already got this) and get them to work through the linked strategies in arrowed orange boxes on the focus page, in the following way:
 - **Box 1:** Give learners a few moments to skim the text and ask what it's about (what sort of information is in it) or what information they remember. Explain that doing this helps them to get an impression of what sort of information it contains and therefore increases understanding when they start to read it in more detail.
 - **Box 2:** Point out that this policy is already set out in clear sections and that each of the main sections is numbered 1–3. Explain that it is best to read the sections in order in case they follow on from each other. Get them to read quickly just the first set of bullet points. Ask them what they think the section is generally about. Read it aloud to them, asking them to follow it on the page. Discuss what it is about and compare this to the 'gist' they picked up from skim-reading it.
 - **Box 3:** Ask learners to underline or highlight any words or phrases they find difficult to follow. What strategies would they use to check the meanings? Support learners to use any chosen strategies for looking up words or predicting meaning from context.
 - **Box 4:** As a whole group, make a very short summary of the information and ask learners to write this on the sheet (as a way of annotating it). Give them an example of how to do this, using an arrow to link the summary to the section. Explain that this is one way of helping them to understand and remember the information.
 - **Box 5:** Discuss strategies learners use to remember things. This might include writing things in their own words, making up a mnemonic, saying things aloud to themselves, etc. Read through the first set of bullets and explain that these are important to remember because they are rules. Ask learners to try out any of their ideas for

remembering the first four rules and then get a partner to test them. (Remember that strategies can include writing the rules in their own words.)

- As a whole group and using the whole of this section, devise a 'Dos and Don'ts' list on a separate sheet of paper, using a summary of each point in the correct column. For example, under 'Do' – 'Wear your uniform'. Explain how writing out rules or points in this way acts as a quick reminder, so learners don't have to keep looking things up.
- Now look at the second set of bullet points. Discuss the way each set of points relates to the phrase above it. (This will help learners to understand the format of bullets.) Ask learners to read this section quickly and say what it is generally about. Read it aloud to them and make sure learners understand that this section lists the things that could lead to disciplinary action against them. Discuss what this means. Discuss the language used here, especially words such as 'negligent'. Ask learners to try putting these points into their own words. They can look up words in the dictionary or in the glossary in this file.
- Learners can choose whether and how to practise annotating this section, including rewriting it in their own words on a separate piece of paper.
- Reiterate the importance of reading and understanding work documents, especially where you have to sign to say you have read them as this also assumes understanding.

Curric. refs	NOS/NVQ	Key Skills
Rt/L2.1	RTO	C2.2
Rt/L2.3	Unit 1	
Rt/L2.5		
Rt/L2.7		
Rt/L2.8		
Rw/L1.1		
Rw/L1.2		

Task 1

Look briefly at text to decide its purpose then read it in detail and summarise it

Rt/L2.7
Rt/L2.8

- Allow learners to work in pairs or small groups.

- Point out which part they need to look at (the section on the penalty for offences, numbered '3').
- Give learners a moment to glance over the section and then get them to cover it up and discuss what they think it is about.
- Ask learners to then read it again and work together to come up with a fair summary of the type of information the section gives. Give them the option of starting with the phrase, 'This section tells you about ...'
- If possible, compare the summaries as a whole group at the end.

If the learner has difficulty

Question 1

- Dyslexic or ESOL learners may need longer than other learners to take in the message of a piece of text.
- Learners whose reading skills are insecure may find skim-reading very difficult and may try to read every word instead. Encourage them to practise glancing at texts, for instance in magazines or newspapers, and guessing what they are about.

Question 2

- Make sure learners are clear that they are summarising the general gist of the section, not trying to rewrite every point. For this reason, concentrate on the introductory phrase with them and treat the bullets as being on the same theme.
- Encourage learners to write the summary in rough first.
- Learners who are struggling with the language in the introductory phrase may find it difficult to write a summary of the whole section. These learners might find it easier to do Task 2 first and return to this task.

Extension

Learners can summarise the information contained in a chosen section or paragraph from a workplace policy.

Task 2

Summarise an extract from a policy that includes unfamiliar words

Rw/L1.1

Rw/L1.2

- This task requires learners to read and extract meaning from the text.

- Read through the extract as a whole group and point out that it comes from the section they read in Task 1.
- Point out the Tip and ensure learners have access to a dictionary if required.
- Encourage learners to try replacing the highlighted words with simpler ones to help them understand the meaning properly before they try to summarise it for question 3.

If the learner has difficulty

- Support learners to look words up in the glossary within this file. This gives the meanings of the words in the context of the extract.
- Help learners to replace the highlighted words – scribe the new text for them.
- Look at each sentence of the extract separately with learners. Make sure they understand how the phrase 'This will apply if ...' relates to the bullet point. It may be better to write this as one continual sentence for them.
- Learners with ESOL needs may prefer to think about the highlighted words in the context of the whole phrase, e.g. 'the usual penalty for breaches ...,' rather than looking at the word on its own, out of context.
- ESOL learners may wish to look up the highlighted words in a bilingual dictionary.
- Have alphabet strips available for learners to use when accessing the glossary.

Extension

Reading in detail needs a lot of practice to consolidate skills. Set learners a similar task on a longer extract from a workplace text that includes technical language, e.g. health and safety or policy information.

Task 3 **18**

Use a workplace policy to identify which rules an employee has broken and which he could be dismissed for

Rt/L2.1

Rt/L2.3

Rt/L2.5

Note: this activity asks learners to apply the rules or policy to a workplace scenario.

- Explain that learners will hear an audio clip and can also follow it on the page.

- Point out that there are two parts to the activity and make sure learners can identify the two sections mentioned.
- Encourage learners to underline or highlight the parts of the audio script that they think describe breaking a rule. They can then match this with the information from section 1 (or the lists they made earlier).
- Play the audio clip as many times as required.

If the learner has difficulty

Question 1

- ESOL learners may have problems with the spoken idiom. Go through informal expressions such as 'had a bit of a lie-in', and 'nip off home early'. They may wish to put these into more formal language in order to help them identify the corresponding points in section 1.
- Learners may find the amount of reading daunting. Split the audio script into separate sentences and deal with one at a time. Ask questions to check understanding, e.g. *What did he wear to work this morning?* Guide learners towards the relevant points in the 'Dos and Don'ts' lists made earlier if they find these easier to understand. Ask questions about the rules, such as, *Is there a rule about what to wear for work? Is he allowed to wear jeans to work? or What is he supposed to wear?*
- It may be better to present just the sentences that indicate breaking a rule. This will avoid distracting learners with irrelevant comments such as, 'I'm on holiday next week, y'know.'

Question 2

- Direct learners to the section they need (section 3). Remind them that this section explains which actions can lead to dismissal (the sack). Encourage them to cover the other parts of the text up so that they can just focus on this part.
- Remind learners of their answers to question 1 and guide them to look for key words related to these answers in the section, e.g. *Is anything mentioned about uniform?*
- Make sure learners understand the language. You may need to explain each point in simpler terms, or ask learners what they think it means.

Extension

Ask learners to make a 'Dos and Don'ts' list for use in their own workplace, taking information from policies or procedures. These can be copied and given to other learners, too.

Theme assessment

- Ask learners to read and annotate a workplace policy or procedure in a way that will help them understand it and remember key points.
- Check their work to ensure understanding.


Company policy

Focus

During the induction period at the start your job, you will be given company rules in the form of written policies and procedures, which you will be expected to read.

You may be asked to sign to say you will or have read the rules. The responsibility to abide by the rules then lies with you.

It is therefore vital that you read these documents carefully and remember as much as you can.

THE GR8 RAIL GROUP  **Acknowledgement of receipt of rules of conduct**

GR8 Rail Rules of Conduct

I, the undersigned, acknowledge that I have received the Rules of Conduct operating on and from June 2006.
I undertake to read them carefully and follow the instructions.

SIGNATURE _____ DATE _____

PRINT NAME _____

JOB TITLE (please print) _____

LOCATION (please print) _____

Please sign this receipt immediately and hand it to your line manager/supervisor.
The line manager has to place this receipt in your personal file.

Reading policies and procedures

Have a quick look over the document to get an idea of what it is about.

Concentrate on one small part at a time.

- Read this part quickly again first to remind yourself of what it is about.
- Then read it again slowly and carefully.

Check the meaning of unfamiliar words or phrases.

Ask colleagues for help if necessary.

Make notes on the document or on a separate piece of paper to help make the meaning clearer or to remind you of key points.

Find a way of remembering the most important parts.

THE GR8 RAIL GROUP **RULES OF CONDUCT**

A summary

The Company expects high standards of conduct and behaviour from all employees. Remember that during working hours you are a representative of the Company. Your conduct or behaviour affects the opinion the public have of the Company as a whole as well as the opinion they have of you personally.

1. According to your contract of employment you have to follow certain rules of conduct or behaviour, and so you must:
 - be at work when required and report any unplanned absences to your manager
 - not consume alcohol or take any drugs before or while you are at work
 - obey all the rules and instructions that apply to your job
 - tell your manager, in writing, if you change your address
 - not handle cash if this is not part of your job
 - not give out any Company information that is private or sensitive
 - not steal, borrow or take away any Company property or equipment
 - not use the Company telephone, Internet or email facilities for private use
 - give the appropriate length of notice if you are leaving your employment
 - wear the Company uniform properly and keep up a high standard of appearance
 - be as helpful and polite as possible with customers
 - only travel on a train if you have a permit
 - not take home any lost property.
2. Disciplinary procedures will be followed in cases involving these acts of misconduct:
 - You commit minor offences of misconduct across a period of time.
 - You do your job unsatisfactorily across a period of time.
 - You do not follow reasonable instructions.
 - You act in a negligent way.
3. The usual penalty for breaches of the mutual trust that must exist between employee and employer will be summary dismissal. This will apply if:
 - You are unfit for work through consuming alcohol or drugs before or while you are on duty.
 - You do not follow instructions given by managers.
 - You assault another person, a colleague or a member of the public, on Company premises.
 - You are involved in stealing cash or completing timesheets in a fraudulent way.
 - You are involved in a criminal offence that means you are unsuitable to continue your job with the Company.
 - You give commercial information to rival companies, the press or public at any time.
 - You use travel facilities inappropriately.
 - You use Company Internet/email facilities for private use.
 - You do not follow the Company's Equal Opportunities and Anti-Harassment Policies.
 - You ignore or do not follow rules, regulations and instructions affecting the safety of the public, other workers or yourself.

For further details please read the full Rules of Conduct policy in your copy of the Company Handbook.
Please keep it safe in case you need to refer to it in the future.



What do I need to remember?

Company policy

Task

Task 1

- 1 Glance *quickly* at Section 3 of the Rules of conduct summary from the Source material. Discuss what you think it is about.
- 2 Now read it carefully and write a summary of what it is generally about.

Task 2

3. The usual **penalty** for breaches of the **mutual** trust that must exist between employee and employer will be **summary dismissal**. This will apply if:
- You are unfit for work through **consuming** alcohol or drugs before or while you are on duty.

- 1 Write the meanings of the highlighted words as they are used in this extract from Section 3.
 - a **penalty** _____
 - b **mutual** _____
 - c **summary dismissal** _____
 - d **consuming** _____
- 2 Explain to a colleague what this point means.
- 3 Write an outline of what this point means in your own words.

Tip

You can look up words or work out their meanings.



Task 3

- 1 Use your 'dos' and 'don'ts' lists or Section 1 of the Rules of conduct summary to identify the rules that this employee has broken.
- 2 Now look at Section 3 of the Rules of conduct summary. Which of the things he has done could lead to summary dismissal?

I got to work an hour late this morning. Well, I had a bit of a lie-in, then I couldn't find my uniform trousers. That's why I'm wearing these jeans. I'm going to nip off home early today. I want to start packing. I'm on holiday next week, y'know. Booked it over the Internet at work while no one was looking. Took me ages, but it was worth it. Oh, that reminds me – you know that suitcase that's been in Lost Property for ages? I took it home yesterday. Just right for my hols, eh?

PAGES 4:5–4:9

Timetables

Occupational setting

All employees working in the rail sector need to have an understanding of the layout of the network and to be able to extract information relating to services from timetables. Employees who are customer-facing also need to advise passengers about their journeys and other journey options. This is only achieved with a thorough understanding of how the network operates and a lot of practice of using timetables.

Materials

Selection of network maps and train timetables with accompanying notes

Large map of the region projected onto OHT, or an enlarged paper copy

A related network map blown up to the same size, also on OHT, or an enlarged paper copy

Large map of UK

Timetable (0:40) and Timetable notes (0:41) from the Source material

Learning outcomes

- 1 To obtain information from a route map (focus page 4:5, Tasks 1 and 2)
- 2 To extract information from timetables (focus page 4:6, Tasks 3–5)

Suggested teaching activities

Introduction and focus pages

The following activities can also be completed in small groups or pairs with smaller maps and overlays of the network plan, if necessary.

- As a group, look at the enlarged map of the region. Establish that this shows a 'bird's-eye view' of the area. Ask learners to label North, South, East and West using sticky notes.
- Identify major towns and cities and mark these clearly with sticky notes, or map pins if using a paper copy.
- Ask learners to find and trace the main rail routes on the map of the region – use a pencil or thread to show these.
- Using the network map on OHT, demonstrate how the network map also shows the relationship between stations and how it links to the map of the region. Emphasise the need for a simple representation of the rail network that is geographically correct but is easy to follow.
- Discuss the fact that the key on the network map will help people to identify
 - main stations where passengers may need to connect to other local services
 - principal services
 - local services.

Are some station names written in bold print or a different colour? Get learners to describe how their network map indicates which stations are major stations.
- Discuss the fact that the provision of rail services is allocated to a number of train operators, and that getting from one point to another may involve changing trains and/or service operators. Use a map of the whole country or a full map of the UK rail network to show where all the major stations are. Learners can use coloured sticky notes to show which train operating companies operate out of each station, if known. This will demonstrate that some stations are serviced by many train operators whereas others are reached by just one or two.
- Refer to the route map on focus page 4:5. Can learners use the key to work out which are the major stations on the service and which stations are reached by other service operators? Get learners to explain the strategies they used to glean this information. (looked at the key to find the meaning of the symbols; applied that knowledge to interpret the map)
- Now refer to the timetable on focus page 4:6. Point out that it is for northbound services provided by one company. Discuss what this means. Ask learners to check if the boundaries of the service are the same on the timetable

and the route map. Ask them to trace a northbound journey on the timetable, then trace the same journey on the route map. What do they notice about the order of the stations on the timetable when compared to the route map? Extract the fact that journeys on timetables are shown in chronological order with the earliest point in the journey at the top of the timetable. This means you always track down a timetable to trace a journey whether it is north-, south-, east- or westbound (unlike on a map, where you track up for north, down for south, etc.).

- Ensure learners understand the convention of referring to trains as a departure time from a particular station, and that the name for the same train may change further on in its journey (e.g. 'the 1720 from King's Cross' and 'the 1805 from Peterborough' are in fact the same train at different points in its journey).
- Discuss the fact that different schedules often run on weekdays and weekends and that not all trains stop at the same stations. Ask which days are covered by the timetable on focus page 4:6 and how many train schedules are shown. Can learners work out which trains from King's Cross stop at Peterborough, York, Edinburgh, etc.? Demonstrate how to track down columns and along rows to obtain information. Give learners plenty of practice at using this skill.
- Examine the timetable in detail, referring to the accompanying notes. Bring out the following facts:
 - Some times are for arrivals, some are for departures.
 - Some stations are reached by changing to a different train.
 - Some journeys have a restaurant service.
- In pairs or small groups, ask learners to work through a series of scenarios using the maps and timetables. As a whole group, discuss and share successful methods and address any difficulties.
- Recap the session by going through each of the questions on focus page 4:6 as a group, getting learners to describe the process they followed to arrive at their answer. Provide plenty of practice at using the timetable. (Note: there are larger versions of the Timetable and Timetable notes in the Source material.)

- Role-play scenarios that involve learners using timetables to resolve customer queries.

Curric. refs	NOS/NVQ	Key Skills
Rt/E3.9	RTO	N1.1
HD1/L1.1	Unit 1	
	Unit 28	

Task 1

Obtain information from a route map
Rt/E3.9

- Go over the fact that it is possible for train journeys to start or finish on a connecting service provided by another train company; alternatively the journey may just follow the service operator's route.
- Remind learners of how to use the key that accompanies the route map to find out what each symbol means.

If the learner has difficulty

- Read through the task with the learner and discuss what needs to be done. Get the learner to explain it in their own words.
- Check that the symbols on the key have been correctly interpreted. Does the learner understand what is meant by 'other services'? (services run by different train operating companies)
- Work through each question, allowing plenty of time for the learner to locate the place names. It might be helpful for the learner to highlight or to position sticky labels marked with arrows beside stations when they find them on the route map.
- Demonstrate how to trace along the lines used to connect the two stations, describing the symbol used. Demonstrate how to use and interpret the key.
- Some learners may find the amount of information on the route map overwhelming. Try covering the irrelevant parts of the map or use flash cards showing just the stations referred to in the questions. Dyslexic learners in particular may find this useful.

Extension

Set a similar quiz based on the route map of another service operator.

Task 2

Obtain information from a route map
Rt/E3.9

- Remind learners that the route map gives a bird's eye view and that it is possible to travel in any direction on the network. This means tracking up the page for northbound journeys and down the page for southbound, etc.
- Ask for volunteers to read out each question and discuss how best to tackle it. Explain that learners may find it useful to imagine themselves in the position of the passengers making the journeys.

If the learner has difficulty

- Ensure that ESOL learners understand the positional language used in the questions (i.e. 'before', 'after', 'between', 'from', 'to', 'pass through'); also words such as 'change', 'connect'.
- Check that the structure of the map is understood. The concept may need further explanation and practice.
- Some learners may have difficulty finding the place names. Allow them plenty of time to do so. It might be helpful for learners to highlight stations when they find them on the route map. Encourage them to use a different-coloured highlighter pen to trace out each journey.
- The questions require learners to juggle several sets of information and text simultaneously. Talk through the task with learners step-by-step e.g. for question 1: *First let's find Stevenage and highlight it. Now let's find Retford and highlight it. We can draw a line between them starting at Stevenage to show the journey of the train. We'll look out for Newark to see if the train goes through there before it reaches Retford.*
- Provide assistance with using the key as necessary.

Extension

Ask learners to describe two different routes from Hull to Harrogate, Doncaster to Lincoln, and Huddersfield to York.

Task 3

Extract information from timetables

HD1/L1.1

- Remind learners that a timetable provides a chronological account of a journey and that

you can track the journey of a train by tracing down the relevant column of the timetable. Journeys start at the top of the page and finish lower down.

- Point out that although all the stations are shown on the timetable (compare with the route map) they are not all on the direct route and some need connecting services to get to them.
- Read through the examples on the task page. Get learners to track each journey using both the route map on the focus page and the Timetable and Timetable notes from the Source material. Draw learners' attention to the second journey where a change of trains is required. Ensure they know how to find details of the change using the abbreviation on the timetable and the accompanying notes.
- Explain the task.

If the learner has difficulty

- Observe learners tackling the task and identify the type of difficulty the learner is experiencing. This may be understanding the task, reading and understanding the timetable or it may be with extracting information about stations and times.
- Strategies and approaches will vary from learner to learner. These might include the following:
 - *Understanding the task:* Help the learner to find and highlight Leeds and Newcastle on the timetable. Ask which column they can spot the 1812 in. Ensure learners understand that they are following the progression of this train between these two points. Learners may find it helpful to highlight the journey and to trace the same journey on the route map.
 - *Reading and understanding the timetable:* Ensure learners understand the format used on the Timetable. Get them to check 'bold type' and 'light type' in the notes and to relate this information to the Timetable. (Again the route map will be useful.) Some learners may wish to cross out connecting train services that are not required to complete the journey. It may be necessary to provide simpler timetables to begin with.
 - *Extracting information about stations and times:* Some learners may have difficulty tracking across the Timetable to find station names and/or times. Encourage them to use a ruler

or L-shaped piece of card. Check that the structure of the Timetable is understood.

- Ensure learners understand the convention for writing time and that they copy the times correctly.

Extension

Practise tracing journeys using other service operators' timetables. If possible, find the times of connecting services to complete journeys.

Task 4

Extract information from timetables

HD1/L1.1

- Remind learners that it is possible to get on or off a train at any of the scheduled stops and that different trains stop at different stations.
- Read through the example. Give learners plenty of practice in answering similar types of question.

If the learner has difficulty

- Encourage learners to highlight the key parts of the question. Where is the train from? Where is it going to? Have you been given an arrival time or a departure time? Will your answer be a time or a station?
- Encourage learners to highlight on the Timetable the journeys that they are looking at for each different part of the task, so they can see the journey more clearly, or to use a ruler or L-shaped piece of card to help with tracking.

Extension

Use timetables produced by other service operators to answer similar questions.

Task 5

Extract information from timetables

HD1/L1.1

- Discuss the fact that several trains may meet the requirements of passengers wishing to get from A to B. Some trains are faster than others (with fewer stops) and passengers may prefer to use these. Some trains are better for connecting services than others. If a passenger has a fairly open time range during which he/she wishes to travel, then several options can be given so that the passenger may choose which journey he/she would prefer to take.
- Explain that in this task, more than one option is suitable.

- Give learners an opportunity to practise explaining the options to the customer.

If the learner has difficulty

Work through the task one step at a time, providing assistance as highlighted in Task 4 above.

Extension

Use timetables produced by other service operators to answer similar questions.

Theme assessment

Learners can work in pairs, taking turns to pose questions and answer passengers' train enquiries.

Timetables

Focus

In order to answer questions about train journeys, you need to know about **the layout of the service line** and **how information is organised on timetables**.

- The **route map** shows the positions of **MAJOR STATIONS** and other **stations** that the service stops at.
- It also shows the **stations** that can be reached by connecting trains.



The **key** tells you the meaning of **symbols** used on the network map.

- Principal services
- Other services
- Connections (other services)

Timetables

Focus

Timetables list services provided by the train company as well as local connecting train services.

- 1 Make sure you have the correct timetable for the **day of travel**.

Do you know what 'a' and 'd' mean?

Do you know where to change trains to get to these stations?

Do you know which train to catch from York to get to these stations?

Mondays to Fridays

	FX	mo	FO	mo	mo	mo	HE	mo
	×	×	×	×	×	×	×	×
London King's Cross	d 1630	1630	1635	1700	1703	1720	1730	1733
Stevenage	d 1649	1649						1752
Peterborough	a		1722		1749	1804	1814	
Cambridge	d		1559p		1632v	1656p		
Peterborough	d		1723		1749	1805	1814	
Grantham	d 1732	1732			1808			1837
Newark North Gate	a 1744	1744				1833		
Lincoln Central	a		1907r					
Newark North Gate	d 1744	1744				1833		
Retford	d		1801					1859
Doncaster	a 1809	1809	1818		1843	1902		1915
Grimsby Town	a				1958b			
Hull	a 1909b	1909b	1949b			2002		
Doncaster	d 1810	1810	1819		1843			1915
Wakefield Westgate	a		1836		1901			1932
Leeds	a		1857		1922			1949
Huddersfield	a		1927k		1958k			2026k
Bradford Forster Sq	a		1928g		1957g			2024
Keighley	a		1941k		2020k			2050k
Skipton	a		1954k		2035k			2106k
York	a 1835	1835		1847			1923	
Selby	a					1918		
Harrogate	a			1943y				
Scarborough	a 1929yb	1929yb					2025yb	
Leeds	d 1755y	1755y		1812y			1827y	
York	d 1839	1839		1849			1925	
Northallerton	a 1858	1858		1920y			2022y	
Darlington	a 1911	1911		1917			1953	
Middlesbrough	a			1950f			2035f	
Darlington	d 1911	1911		1918			1954	
Durham	a 1929	1929		1941f			2011	
Newcastle	a 1947	1947		1949			2027	
Sunderland	a			2019n				
Newcastle	d 1947			1952			2029	
Morpeth	a						2043	
Alnmouth	a						2059	
Berwick-upon-Tweed	a						2122	
Dunbar	a						2146	
Edinburgh	a	2121		2124			2216	
Edinburgh	d							
Haymarket	a							
Motherwell	a							
Glasgow Central	a							
Glasgow Queen St	a			2250e			2325e	
Inverkeithing	a			2212e				
Kirkcaldy	a							
Leuchars	a							
Dundee	a							
Arbroath	a							
Montrose	a							
Stonehaven	a							
Aberdeen	a							
Stirling	a	2223e						
Perth	a	2304e						
Inverness	a							

- 2 Check that you have the correct timetable for the **direction of travel**.

- **Northbound** means travelling towards the north.
- **Southbound** means travelling towards the south.

Do you know which journeys have a restaurant service?

- 3 Use the notes to find the meaning of text features such as **bold type**, **shading**, symbols and abbreviations.

Notes

Bold type denotes a direct train service

Light type denotes a connecting train service

✕ Restaurant service

■ The restaurant service is available Mondays to Fridays from the highlighted stations shown in **bold type**

mo Mobile office, wireless internet access on the move. For more information on how to use, visit our website

FS The Flying Scotsman
HC The Highland Chieftain (for full details see p...)
HE The Hull Executive
NL The Northern Lights
WR The White Rose

FO Fridays only
FX Fridays excepted
MO Mondays only
MX Mondays excepted

a Arrival time
b Change at Doncaster
d Departure time
e Change at Edinburgh
f Change at Darlington
g Change at Leeds, arrives at or departs from Bradford Interchange
k Change at Leeds
p Change at Peterborough
r Change at Retford
v Change at Peterborough & Ely or vice versa
y Change at York
yb Change at York. From 19th September arrive 3 minutes later

Timetables

Task

Task 1

Use the route map on focus page 4:5 to find out which trains are run by the service operator and which are connecting services.

Tip

Use the key to find what the symbols mean.

Tick the boxes to show your answers.


	Run by service operator	Connecting service
Grantham to Newark		
Newark to Grimsby		
Scarborough to York		
York to Edinburgh		
Leeds to Wakefield		
Wakefield to Skipton		
Dundee to Aberdeen		

Task 2

Use the route map on the focus page to answer these questions.


1

Travelling north from **Stevenage**, is **Newark** before or after **Retford**?




2

Will I have to change trains to get from **Newcastle** to **Lincoln**?




3

How can I get from **Doncaster** to **Huddersfield**?




4

How many stations are between **Edinburgh** and **Montrose**?




5

What's the fewest number of changes between **Sunderland** and **Dunbar**?



6

Does the direct train from **Grantham** to **York** pass through **Leeds**?



Timetables

Task

Task 3

- 1 Use the route map on focus page 4:6 and the Timetable and Timetable notes from the Source material to trace these two journeys. At what time does the passenger get to each destination?

I took the 1730 from King's Cross all the way to Darlington. These are all the stations the train stopped at.



London King's Cross
Depart 1730
↓
Peterborough
Arrive 1814 Depart 1814
↓
York
Arrive 1923 Depart 1925
↓
Darlington
Arrive

London King's Cross
Depart 1730
↓
Peterborough
Arrive 1814 Depart 1814
↓
York
Arrive 1923
↓
Northallerton
Arrive

I wanted to go to Northallerton, but the 1730 from King's Cross doesn't stop there. I got off at York and caught another train to Northallerton.



- 2 Use the Timetable and Timetable notes from the Source material.
- Show the journey of a passenger travelling from Leeds to Newcastle on the 1812.
 - Shade each train in a different colour.

Remember!

If a change of train is necessary, the time on the timetable is followed by an **abbreviation**. The **notes** that go with the timetable tell you what the abbreviations mean.

Leeds
Depart _____
↓
Depart _____
↓
Arrive _____ Depart _____
↓
Newcastle
Arrive _____

Timetables

Task

Find information about a particular train by:

- tracking across the row
- tracking up or down the column

Read the information where the row and column meet.

What time does the 1749 from Peterborough arrive at Doncaster?

Mondays to Fridays NORTHBOUND

	FX	mo	FO	mo	mo	mo	HE	mo
London King's Cross	d 1630	1630	1635	1700	1703	1720	1730	1733
Stevenage	d 1649	1649						1752
Peterborough	a		1722		1749	1804	1814	
Cambridge	d		1559p		1632v	1656p		
Peterborough	d		1723		1749	1805	1814	
Grantham	d	1732	1732					1837
Newark North Gate	a	1744	1744			1833		
Lincoln Central	a		1907r					
Newark North Gate	d	1744	1744			1833		
Retford	d		1801					1859
Doncaster	a	1809	1809	1818	1843	1902		1915

It arrives in Doncaster at 1843.

Task 4

Use the Timetable and Timetable notes from the Source material to answer these passengers' questions about travel times.

Remember!

The notes tell you the meaning of text features, symbols and abbreviations used on the timetable.

1

What time does the 1730 from King's Cross arrive at Newcastle?

2

What time does the 2029 from Newcastle arrive at Dunbar?

3

What time does the train that arrives in Durham at 2011 leave York?

4

What is the last station from which the restaurant service is available on the 1635 from King's Cross?

5

What time does the train that arrives in Edinburgh at 2216 leave Darlington?

6

On which days does the 1630 from King's Cross go to Edinburgh?

Task 5

Advise this passenger about which train journeys might be suitable.

The _____ from York will get you to Middlesbrough at _____.
There's one change at _____.
Alternatively, the _____ from York will get you to Middlesbrough at _____, with one change at _____.

I want to go from York to Middlesbrough, arriving between 7:30 and 9:00 pm.

PAGES 4:10–4:13

Best-value fares

Occupational setting

In ticket offices and onboard trains, tickets are sold and it is usual for passengers to be offered the best-value fare for the journey they want to make. Computer terminals offer this information, but it is also printed in regional fares manuals. Accessing these manuals involves a complicated multi-step process. Learners will require practice in following the process.

To be able to access the manual, knowledge of alphabetical order is vital, whilst both the display screen and fares manual use codes and symbols to indicate different conditions attached to different fares. This focus uses a National Fares Manual to practise using alphabetical order, symbols and codes to find information. The fares manual for the East was used to prepare the pages.

Materials

National Fares Manuals

Dictionaries

Learning outcomes

- 1 To find information from a list that is arranged in alphabetical order (focus page 4:10, Tasks 1 and 3)
- 2 To find additional information using a key (focus page 4:11, Task 2)
- 3 To interpret codes (focus page 4:11, Tasks 2 and 4)

Suggested teaching activities

Introduction

- Check learners understand what is meant by 'best-value fares' and what this means to both the train operating companies and the passengers.
- Introduce the fares manuals and explain what they are used for.
- Distribute some manuals to individuals, pairs or small groups and allow some time for learners to explore them.

- Conduct an 'information search': ask learners to locate particular pieces of information in the manuals, e.g. *How many sections are there in the manual? Which section tells you about season ticket prices? Where would you look for the prices of tickets to London?*
- When learners are becoming more familiar with the manual, discuss the techniques they used to locate the information, e.g. using the contents list, the black tabs at the edges of the pages, the page numbers in the bottom right-hand corner, alphabetical order. Where else do they use these skills? (e.g. dictionaries, non-fiction books, magazines)

Focus pages 4:10 and 4:11

- Introduce the focus pages by explaining the scenario of finding the best-value fare for a particular journey. Which section would learners visit to begin the search?
- Work through the stages on the focus pages. At each stage, refer learners to the fares manual to explore how each section works:
- *Alphabetical list and station codes in black boxes:* Look in detail at the station names and codes as they appear on the page.
 - Ask learners to find the section in the fares manual where these stations are listed (section Z). *What do you notice about the list?* (alphabetical order) Explain that this means they do not have to search from the beginning every time they want a particular station. They can begin searching at about the point the first letter appears in the alphabet. (Point out the alphabet at the edge of the page for guidance.)
 - Ask learners to track down the first column of the list from the beginning. *What do you notice?* (That the second and subsequent letters are in alphabetical order – Ab, Abb, Aber, etc.) Again, this means they do not have to start at the beginning of the list. Ask learners to quickly find a particular station's National Location Number using second and subsequent letters.

- Extend the discussion to the whole page. Look at column headings and explain why this information might be useful. Offer suggestions for tracking across the page such as using a straight edge or a ruler.
- *The alphabetical list for each station:* Select a page in section C and demonstrate the use of alphabetical order as used in the previous point in locating a station name. Challenge learners to find station names quickly.
- *Symbols:* Ask learners to use the glossary in this file or in the manual to find out what each of the symbols mean. (See page A6 in the National Fares Manual.)
- *Codes and abbreviations:* Use the manual to find out what the codes mean. Discuss how they are formed, e.g. first letter of each word (SET = South East Trains), missing letters (rte = route), etc. (See pages A6, A7.) Also explore ticket validities (section E) and the way the codes work here. Look at days of the week and months of the year. What is the standard industry abbreviation for each of these? (See page A9.)
- As a final exercise, go through with the learners the whole process as demonstrated on the page. This is a complicated process and may need to be demonstrated several times.
- Present learners with scenarios to work through in small groups or pairs. Bring the group back together to share successes and address any difficulties.

Curric. refs	NOS/NVQ	Key Skills
Rw/E2.5	RTO	C1.2
Rw/E3.4	Unit 3	
Rw/L1.2	Unit 28	
Rw/L2.2	Unit 29	
Rw/L2.3		
Rt/L1.4		
Rt/L1.5		
Rt/L2.8		
HD1/L1.1		

Task 1

Work out the meanings of abbreviations for the months of the year

Rw/L1.2

- Remind learners of how abbreviations are formed.

- Give them several minutes to study page A9 to learn the standard industry abbreviations for the months of the year.
- Ask learners to complete the task.
- Ask learners to check their answers on page A9.

If the learner has difficulty

- Offer strategies for learning the abbreviations, e.g. take them one at a time and look, cover, say, write, check each one; repeat each one until remembered, etc. Further strategies are explored in the theme 'Letters and numbers' in this module.
- Suggest learners make a cue card to remind them of the abbreviations used in the rail industry for months of the year.

Extension

Expand the list of known abbreviations to include those most commonly used in the course of the learners' work. Ask learners to use the manual to compile a list of the abbreviations used. They can then use the list to test both themselves and others.

Task 2

Work out the meanings of codes for different conditions for different ticket types

Rw/L2.2

Rw/L2.3

- Ensure learners understand what is required from the task.
- Remind learners of the different sections of the fares manual and how to find information in each section.

If the learner has difficulty

- Learners may prefer to work in pairs.
- When learners find the meaning of each symbol or code, help them to explain the meaning in their own words.
- Encourage learners to compile a personal dictionary to include codes and abbreviations in common use.

Extension

Look up Aspatria in the Index of Stations and find out where tickets from there should be priced from.

Task 3

Arrange station names in alphabetical order

Rw/E2.5

Rw/E3.4

- Remind learners that they may need to look at the first, second, third or fourth letter to work out the alphabetical order of these place names. (The questions get increasingly difficult.)
- Encourage them to draft their answers on a sheet of paper first in case they make a mistake.

If the learner has difficulty

- Remind learners to use the alphabetical list on focus page 4:10.
- Write out the names on sticky notes so that learners can arrange them in different ways until satisfied.
- Highlight the identical parts of the names to allow learners to see which letter they are using to decide the position on each occasion.
- Give learners plenty of extra opportunity to find place names in the fares manual.
- Extend the practice to a glossary or dictionary if appropriate.
- Give ESOL learners as much opportunity as possible to practise the pronunciation of place names.

Extension

Ask learners to find further information about each station, e.g. *Which area is it in? Which is its closest fare point?*, etc.

Task 4

Work out the cheapest fare option for a passenger

Rw/L2.2

Rw/L2.3

- Remind learners of the system for looking up fares.
- Answers will vary according to which fare manual is used.
- Learners may prefer to work in pairs at first.

If the learner has difficulty

- Write out the alphabet and cut it into sections of four, five or six letters for learners to use when working out if a letter is at the beginning, middle or end of the alphabet.
- Assist learners to make a flow chart or list of the system used in the manual to act as a reminder.

- Give ESOL learners practice in answering the questions.

Extension

Challenge learners to time themselves to see how quickly they can find similar information.

Theme assessment

Observe learners in the workplace as they use the fares manual or set up a simulation of a typical workplace scenario.

Best-value fares

Focus

You must give customers accurate information about fares and fare prices. All this information can be found in the National Fares Manuals.



1

First you have to find the station where the customer's journey starts.

Where will you be travelling from?

These station names and national location codes are shown in black boxes. The names are arranged in alphabetical order.

APPLEBY 2052	DEWSBURY 8326	KINGS LYNN 7115	ROYSTON 6090	YORK 8263
-----------------	------------------	--------------------	-----------------	--------------

Tip

Decide whether the station you are looking for begins with a letter near the beginning, middle or end of the alphabet.
Open up the manual at about the right place.
Then search backwards or forwards for the right letter.

2

Next, find the station that the customer is travelling to.

Where will you be travelling to?

Do you want a single or return?

DURHAM 7745 ♦ ‡		
NT	(S)	(R)
SD	7.60	11.20
7D		50.40
EAST BOLDON 7746 ♦ ‡		
NT	(S)	(R)
SD	10.50	12.60
CD B3		11.60
7D		44.20
FLIMBY 2026 ♦ ‡		
NT	(S)	(R)
SD	12.50	15.70
SV BA		17.00
CD B3	11.40	11.50
GRETN A GREEN 9610 ‡		
NT	(S)	(R)
SD	12.00	13.30
SV 8A		14.40
CD B5		12.60
HARRINGTON 2027 ♦ ‡		
NT	(S)	(R)
SD	15.10	
SV 8A		18.90
CD B3	11.40	11.50

Tip

You will have to look at the second, third, fourth or even fifth letter of the name of the station to find it in the alphabetical list.

3

Then read all the possible fares for the journey the customer wants to make.

LONDON INTL (CIV) 5470		
rte ✕ Any Permitted		
GNE	(S)	(R)
EF	144.50	289.00
EO	103.00	
EV		93.20
rte ✕ GNER & CONNECTNS 430		
GNE	(S)	(R)
LF 1K		109.50
SA 2K	41.00	42.00

Best-value fares

Focus

To choose the best deal for the customer, you will need to look in other sections of the manual to check codes and abbreviations as well as prices.

Tips

- The **CONTENTS** page at the front of the Manual will tell you which **section** to look in for the information you need.
- Each section has a list of contents too.

Go to pages A6 and A7 in the National Fares Manual to find out what the codes mean.

rte – the route the customers must use when they buy a ticket.
‡ – one of the symbols that indicate the conditions attached to a particular ticket.

(S) All the fares in this column are single fares.

TOI code
 The train operating company responsible for fares for this journey.

rte Any Permitted ‡			
TOI code		(S)	(R)
GNE			
FO		86.50	173.00
SO			129.00
SV	9A		66.20
SS	9N	60.00	61.00

(R) All the fares in this column are return fares.

These are codes for different types of ticket.

These codes tell you **when** the tickets are valid.

Go to Section E – TICKET VALIDITIES in the National Fares Manual to find out more information.

Tips

- If the information you want is in a table, look across the rows and up and down the columns. Keep your place with your finger.
- If the information you need is in an alphabetical list, use your finger to track up and down.
- Sort out the possibilities before you offer the customer a choice.



I can offer you a first-class open for £173.00 or a standard open for £129.00. The £61.00 Super Saver can only be used for travel Monday to Thursday.

Best-value fares

Task

Task 1

Standard industry abbreviations are used for each month of the year. Complete the table with the correct months and abbreviations.

Month	Abbreviation	Month	Abbreviation
	JNR	July	
	FBY	August	
	MCH	September	
	APR	October	
	MAY	November	
	JUN	December	

Task 2

Use the Fares Manual to find out the meanings of the codes and symbols on this information about fares to Aspatria. Complete the table.

ASPATRIA 2095 ♦ ‡		
NT	(S)	(R)
SD	10.00	13.90
SV 8A		15.10
CD B3		10.50

Symbol or code	Meaning
♦	
‡	
NT	
(S)	
(R)	
SD	
SV	
SV 8A	
CD	
CD B3	

Best-value fares

Task

Task 3

Arrange these sets of station names into alphabetical order.

1	<div>Southport</div> <div>Gerrards Cross</div> <div>Warrington</div> <div>Ilkley</div> <div>Dingwall</div>	→	<div>Dingwall</div> <div>Gerrards Cross</div> <div></div> <div></div> <div></div>
2	<div>Shenstone</div> <div>Southend</div> <div>Settle</div> <div>Snaith</div> <div>Slough</div>	→	<div></div> <div></div> <div></div> <div></div> <div></div>
3	<div>Thorpe Bay</div> <div>Thirsk</div> <div>Thurso</div> <div>Thatto Heath</div> <div>Three Oaks</div>	→	<div></div> <div></div> <div></div> <div></div> <div></div>
4	<div>Frimly</div> <div>Frome</div> <div>Frinton</div> <div>Frodsham</div> <div>Frizinghall</div>	→	<div></div> <div></div> <div></div> <div></div> <div></div>

Task 4

Find out the details of the cheapest fare for each of these passengers.

1	<div>Hello. I'd like to go to Dundee please. I want to go on Friday 10th and return on Monday 13th.</div>	2	<div>Is it possible to buy a Super Saver to go to Leeds next weekend? If so, how much will it cost?</div>	3	<div>Could you tell me the cost of a single to Aberystwyth on Wednesday at around 10 o'clock please?</div>
---	---	---	---	---	--

PAGES 4:14–4:16

Communication

Occupational setting

Clear communication is vital in rail operations. This module aims to develop learners' skills in relaying concise messages that contain adequate information, and receiving and confirming messages using the telephone or radio. More information can be found in Rule Book GE/RT8000/G1.

Materials

Rule Book GE/RT8000/G1

Role-play cards, including scenarios familiar to learners or that learners are likely to come across: one pack should include situations/messages to be passed on by phone or radio; a second pack should include possible listener responses to the message

Telephones and radios used by learners

Flipchart/board

Audio equipment

Learning outcomes

- 1 To become familiar with the correct way to send a message by phone or radio (focus page 4:14, Task 1)
- 2 To become familiar with the correct way to receive phone or radio messages (focus page 4:15, Task 2)

Suggested teaching activities

Introduction

- Discuss learner experiences of giving and receiving messages.
- *What are the key things to remember about how to use the phone or radio?* (e.g. hold down 'transmit' or 'speak' button fully and do not release it until you have finished speaking)
- *How should you speak?* (e.g. mouthpiece close to mouth, but not too close; speak slowly with a natural rhythm, etc.)

- *What should you say?* (e.g. normal rail industry words and phrases; specialist phrases for communicating by phone or radio – 'negative', 'say again', etc.)
- *What must you include in the message?* (e.g. name, contact number, etc.)
- *What mustn't you include in the message?* (e.g. personal conversation, 'Over and out', etc.)
- Are there any examples of good/poor practice that learners know about and are willing to share? What are the potential consequences if messages are not given or received correctly?
- Do learners have any existing strategies for giving/receiving messages that they can share? (e.g. making notes, using a checklist)

Focus pages  19–20

- Each photograph is accompanied by an audio clip. Some teachers may prefer to read the audio script or to replace it with a message of greater relevance to the learners. Each pair of messages shows both bad and good practice.
- Work through the audio clips and the accompanying text, discussing each one and asking learners to give their opinion on why each one is correct or incorrect.
- Ask learners to suggest phrases they could use to check that messages they give have been understood. Write the suggestions on the board/flipchart and ask learners to select some to add to the speech bubble on focus page 4:14.
- Discuss learners' ideas for how they might improve each message. Model a message that includes learners' suggestions. Ask learners, in pairs, to role-play giving and receiving correct messages using scenarios prepared on cards. A third learner might act as an observer and feed back positive comments.
- Round off the session by asking learners to contribute to a checklist of 'Things to do when sending messages' and another for 'Things to do when receiving messages.' Record these on a flipchart or board. They can be typed up later and distributed to the learners.

Curric. refs	NOS/NVQ	Key Skills
SLlr/L1.1	RTO	C1.1
SLlr/L1.2	Unit 3	
SLlr/L1.3	Unit 34	
SLlr/L1.4		
SLc/L1.1		
SLc/L1.2		
SLc/L1.3		

Task 1 21

Express clearly statements of fact

SLc/L1.1

SLc/L1.3

- Discuss the checklist with the learners. How does it compare with the one they composed in response to focus page 4:14? If preferable, use the learners' checklists to complete the task.
- Ensure all learners understand each point.
- Play the audio clip. Stress that in reality you can only listen once, unless you ask appropriate questions. Guide learners towards appropriate questions.
- Play the audio clip again to confirm answers to the learners' questions.
- Repeat the process if necessary.
- Ask learners to complete the task individually, in pairs or in small groups.

If the learner has difficulty

- Suggest learners keep a notebook to note down salient facts.
- Play the audio clip in small chunks.
- Cut the checklist into individual points and ask learners to make two piles as they listen.
- Ask each member of the group to listen out for one point. Combine all the answers.
- Compose other scripts of messages likely to be encountered by learners for them to analyse.
- Assist learners to compile scripts for situations they are likely to encounter, and practise them.
- Remind learners that in a real situation they can ask for a pause or repetition.
- Give ESOL learners a chance to practise the 'natural rhythm' of English.

Extension

Ask learners to work individually, in pairs or in small groups, to identify any information that was missing from or incorrect in the audio clip and to compose a script that covers all the points.

Task 2 22

Listen effectively

SLlr/L1.1

SLlr/L1.2

SLlr/L1.3

SLc/L1.2

- Discuss the checklist with the learners. How does it compare with the one they composed in response to focus page 4:15? If preferable, use the learners' checklists to complete the task.
- Ensure the learners understand each point.

If the learner has difficulty

- Suggest learners keep a notebook to note down salient facts.
- Play the audio clip in small chunks.
- Cut the checklist into individual points and ask learners to make two piles as they listen.
- Ask each member of the group to listen out for one point. Combine all the answers.
- Compose other scripts of messages likely to be encountered by learners for them to analyse.
- Assist learners to compile scripts for situations they are likely to encounter and practise them.

Extension

Ask learners to work individually, in pairs or in small groups, to identify any information that was missing from or incorrect in the audio clip and to compose a script that covers all the points.

Theme assessment

Based on their own experience, ask learners to compose a script that contains all the correct points for both speakers and listeners and then enact it for the other learners as an example of good practice.

Communication

Focus



19

Good passenger services rely on good communication.

When **giving information** by phone or radio you need to:

- speak clearly
- include all the relevant details.

Always make sure you are talking to the right person.

Give enough information to make the message clear. Make sure you include details such as:

- your name
- your job title
- where you are speaking from
- your contact number.

Don't include information that has nothing to do with the message you are sending.

Before you finish the conversation:

- get the person you are speaking to to repeat the message back to you
- check that your message has been understood.

Repeat the message back to me.



Communication

Focus



When receiving information by phone or radio:

20

- listen carefully
- if there is anything you do not understand, ask.



Let the caller know:

- your name
- your job title
- where you are speaking from.



Let the caller know you are ready to listen.

State your message.

Let the caller know you are listening.

'Mmm ...'

Make sure you find out:

- who the caller is
- how the caller can be contacted.



Listen out for alterations to the message.

Correction

Disregard

Let the caller know when to speak or when the message is finished.

Over.

Out.



Before you finish the conversation:

- make sure you understand the message
- repeat the message so that the caller knows you have understood it.

Say again from ...

Speak slower.

Communication

Task



Task 1

21

Listen to the message. Tick (✓) the things on the checklist that the speaker does correctly.

Giving messages – the way to speak	✓
Speak slightly slower than normal with a natural rhythm	
Speak at the same volume as a normal conversation; do not shout or whisper	
Use clear sentences	
Speak clearly; do not slur words together or hesitate; don't use 'er' or 'um'	
Giving messages – what to say	✓
Give your name	
Give your job title	
Say where you are	
Say how you can be contacted	
Check the listener has understood you	
Ask the listener to repeat the message back to you – particularly any numbers, codes or times	



Task 2

22

Listen to what the listener does. Tick (✓) the things on the checklist that the listener does correctly.

Receiving messages – the way to listen	✓
Let the caller know that you are ready to listen: 'State your message'	
During the message, let the caller know that you are listening: 'Yes, OK, mmm'	
Let the speaker know when it is his or her turn to speak or that the message is over: 'Over', 'Out'	
Receiving messages – what to say	✓
Give your name	
Give your job title	
Say where you are	
Say how you can be contacted	
Find out who the caller is	
Find out how the caller can be contacted	
Check that you have understood the message	
Repeat the message back to the caller – particularly any numbers, codes or times	

PAGES 4:17–4:18

Letters and numbers

Occupational setting

To avoid confusion, the phonetic alphabet and numerals must be used when giving and receiving messages involving codes such as those used for signals, points and train descriptions. This focus looks at ways of learning the alphabet so that it can be used to both give and receive messages. Some of the suggestions for methods of learning might also be applied in other areas, such as learning particular spellings or remembering particular workplace procedures. It follows the advice given in section 11 of Module G1 of the Rule Book.

Materials

Phonetic alphabet (0:42) and Phonetic numbers (0:43) from the Source material

Set of cards with common workplace codes on them – ideally the codes should include three numerals from 0 to 9 and three letters. Letters with sounds that are difficult to distinguish (e.g. S and F; B, D, and P; M and N, etc.) should predominate

Code cards from the Source material (0:44–0:45)

Pens, pencils, paper

Telephones/radios

Learning outcome

- 1 To use a variety of techniques to learn and remember the phonetic alphabet (focus page, Tasks 1–3)

Suggested teaching activities

Introduction

- Ask learners to sit back to back, in pairs. One learner is to read a code from a card using standard number and letter names. The other learner should write the code down. After several examples, learners can swop roles.
- Bring learners together to compare what they wrote with what was actually written on each card. Discuss any difficulties with letters that

sound similar. Extend the discussion to include difficulties when there is a noisy background, interference on the radio, the speaker's native language is not English, people have different dialects, etc.

- Make sure each learner has a copy of the Phonetic alphabet and Phonetic numbers sheets from the Source material. Ensure learners understand the format of the pages and how each letter should be pronounced. (The emphasised syllable is in bold.)
- Discuss the letters that were confused in the earlier exercise. Ask learners to find these on the sheets from the Source material. Could Sierra be confused with Foxtrot, as 's' and 'f' might be confused?
- Read out each phonetic letter and number so that learners can hear how it sounds. Give learners a chance to practise listening.
- Read through the other information on the Phonetic numbers sheet about how to make numbers clearer. For example, each must be said separately, so 142 becomes 'one-four-two', not 'one hundred and forty-two'.
- Discuss why '9' is pronounced 'ni-ner' (so as not to confuse the number with the German word for 'no' – 'nein').
- Point out that the numeral pronunciations are not used for times, weights and measurements.
- Discuss how learners think they might remember the phonetic alphabet. Note existing techniques for remembering on the flipchart.
- ESOL learners may need the cultural references explained.

Focus page

- Discuss each technique for remembering the phonetic alphabet exemplified on the page. Compare this with the list compiled by learners and add any extra techniques in the space provided.
- Extend the discussion to include how these techniques could be useful for remembering other things such as procedures, methods and spellings.

Curric. refs	NOS/NVQ	Key Skills
Rw/E2.5	RTO	n/a
SLc/L1.1	Unit 3	
SLlr/L1.1	Unit 34	

Task 1

Use the phonetic alphabet to give and receive codes

SLc/L1.1

SLlr/L1.1

- Divide the group into threes. One group member acts as an observer and has the phonetic alphabet written out to correct errors and provide clues when the others get stuck.
- Using the blue set of Code cards from the Source material (cut up individually), challenge learners to speak out the code using the phonetic alphabet, while their partners note down the code in standard letters and numbers. Reverse roles.
- Repeat the exercise using the pink set of cards.
- If possible, make the task more authentic by using telephones or radios and ensure all three group members have a go at giving and receiving the codes.

If the learner has difficulty

- Suggest learners test themselves on the phonetic alphabet and list the letters that are causing a problem. Go through the methods of learning them suggested on the focus page and identify/suggest an appropriate method for learning the remaining letters.
- Allow learners to use a 'crib sheet' until they feel more confident.
- Ensure learners are able to read the words pertaining to each letter and know the correct pronunciation. Go through this with them.
- Visual and weak auditory learners may find a set of flash cards with the letter on one side and key word/picture on the other a useful tool for learning the alphabet.

Extension

Give further practice with a variety of station codes that will be used regularly by learners.

Task 2

Use the phonetic alphabet to spell out words

SLc/L1.1

SLlr/L1.1

- Ideally this task should be done orally.
- Learners should spell the station names to a partner who transcribes them.
- If required, a third person can observe and be ready to prompt as in Task 1.

If the learner has difficulty

- Ensure learners understand the place names on the list.
- Support learners to remember the phonetic alphabet using any method that they find successful and provide plenty of opportunity for practice.

Extension

Give further practice with station names, passenger names and other vocabulary that will be used regularly by learners.

Task 3 23

Listen to a message, transcribe it and repeat it back

SLc/L1.1

SLlr/L1.1

- This task follows on from the previous theme. Explain that learners will be asked to listen to a message that uses the phonetic alphabet, write it down and repeat it back.
- If preferable, learners can work in pairs, with one learner reading from the script and the other repeating the information back. The roles can then be reversed.

If the learner has difficulty

- Break the task into more manageable chunks. Support learners to listen as often as necessary, write down the message and listen again to check their notes, then repeat the message back to check it again.
- Read the script to the learners. Encourage them to use the phrase, 'Say again from ...' when they need part of the message repeated.

Extension

- Ask learners to repeat back the message from memory.
- Ask learners to repeat the task using codes/situations from their own workplace.

Theme assessment

Learners will be observed using the phonetic alphabet correctly in the workplace.

Letters and numbers

Focus

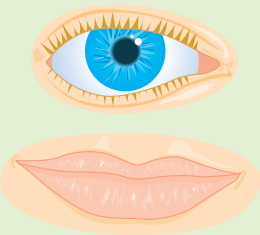
Often signals, points, trains and locations have similar names, letters or numbers. To avoid confusion, the **phonetic alphabet** is used when giving messages that include letters or numbers. How can you remember it?



Create a picture in your mind that links what you are trying to remember with the letter.

J – Juliet
R – Romeo

M – Mike
T – Tango



Look at one letter at a time.
Say it aloud.
Cover it over.
Repeat it back.
Check you got it right.

Test yourself again an hour later.
Test yourself the next day.

Repeat the process with more than one letter at a time.



Make a recording of the alphabet and listen to it whenever you can.
Join in with the letters you know.
Sing it if it helps!
Make another recording of just the letters, with gaps so that you can fill in the words that go with them.



Trace the letters with your finger as you say them.
Learn the letters in chunks of three or four.

Play games with the letters.

I spy with my little eye something beginning with 'kilo'.



Practice

Spell out everything you see – car registrations, names, shopping lists ...

*Mike, India,
Lima, Kilo.*

Letters and numbers

Task

Task 1

Work with a partner. Use the Code cards from the Source material to practise using the phonetic alphabet.



Task 2

Spell these place names using the phonetic alphabet.

- | | |
|--------------|-----------------|
| 1 Ilkley | 6 Penzance |
| 2 Farnham | 7 Yeovil |
| 3 Glasgow | 8 Queensborough |
| 4 Jordanhill | 9 Uxbridge |
| 5 Carlisle | |



Task 3

Work in pairs. Listen to the radio conversation. Write down the words or codes that are spelled out using the phonetic alphabet. Repeat each one back to your partner.

1

2

3

4

5

6

PAGES 4:19–4:20

Platform duties

Occupational setting

Instructions for platform duties may arrive by fax or email. It is important that the people following both these instructions and written instructions in other forms understand the way they are set out, the style in which they are written and the way abbreviations are used in them. Many words have specific abbreviations that must be used. Other words can be abbreviated in any way as long as the reader can understand the message. This focus aims to offer practice both in decoding and writing abbreviations, and in reading and understanding work instructions.

Materials

Actual examples of work instructions

List of workplace abbreviations, especially those for technical terms

Mobile phones belonging to the learners

Learning outcomes

- 1 To decode abbreviations (focus page, Tasks 1 and 3)
- 2 To write abbreviations (focus page, Task 2)

Suggested teaching activities

Introduction

- Have a message for the learners written on the board/flipchart. This may be an instruction to do something or information about the session, e.g. MON OCT 24TH CN U RD THS MSSG? TDY THE THME OF THE SESSN IS PLAT DTYS.
- Can learners decode it? Go through the various ways of making messages shorter, e.g. missing out non-essential words, using only the first few letters of a word, missing out the vowels, etc.
- Introduce the list of technical terms used in the rail industry and the equivalent abbreviations. How are these formed? Point out that while some abbreviations are standard to the industry (e.g. station names, months, etc.), others are

more personal and may vary. Give some examples. Where a variety of abbreviations is used, it is important to apply the basic principles of abbreviating, and to ensure that the message is still clear. When in doubt it is better to use the full word or name.

- If appropriate, get learners to text words from the list to each other. The recipient should reply with the full word.

Focus page

- Go through the example of a Station Report on the page. Ensure learners know what the report is for and how it should be used. Go through what each heading refers to. Use the information in the 'Tips' box and support learners to answer the questions.
- Stress that capital letters are often difficult to read because of the lack of differentiation between the shapes of letters.
- Look at the abbreviations used, work through the various ways of forming abbreviations and support learners to change abbreviations into the complete words.
- Support learners to read back the whole message in their own words.

Curric. refs	NOS/NVQ	Key Skills
Rs/E3.2	RTO	n/a
Rs/L1.1	Unit 3	
Rw/E3.5	Unit 34	
Rw/L1.2		
Ww/E3.1		
Ww/L1.1		

Task 1

Match abbreviations for months of the year with the full word

Rw/E3.5

Ww/E3.5

- Remind learners that three-letter codes for months of the year are always used in the rail industry.
- Make sure they understand the task.

If the learner has difficulty

- Cut out the months and abbreviations or write them on sticky notes, and get learners to match them.
- Ask learners to pull out the abbreviations which always use the first three letters of the month and learn these first. Then concentrate on the ones that use letters from throughout the word and support learners to find a method to remember them.

Extension

Practise writing the abbreviations as well as reading them.

Task 2

Abbreviate a message

Rs/L1.1

Rw/L1.2

Ww/L1.1

- Ensure learners understand the task.
- Put the message in context.

If the learner has difficulty

- Take the message a word at a time. Offer suggestions as to how it could be abbreviated. Get the learner to select one option and copy it out.
- Ask the learner to put words such as 'assist' into their own words.
- Allow learners to make as many rough drafts as necessary before they are happy with the result.
- Be aware that many learners find reading capital letters more difficult than lower case letters.

Extension

- Ask learners to read each other's versions to check they can be deciphered by a recipient.
- Ask learners to construct their own abbreviated messages and pass them on to a partner to be deciphered.

Task 3

Relay the information from a station report to a colleague

Rs/L1.1

Rw/L1.2

Ww/L1.1

- Remind learners that they will have to use all the information in the message and to use the headings as well as the abbreviations to make up a sensible message for a colleague.
- The handwriting is to remind the person doing the job which platforms are involved. Is it possible to write reminders/additional information on a Station Report?

If the learner has difficulty

Cover the information not required as each sentence is tackled.

Extension

Learners can decode and compose messages based on workplace scenarios.

Theme assessment

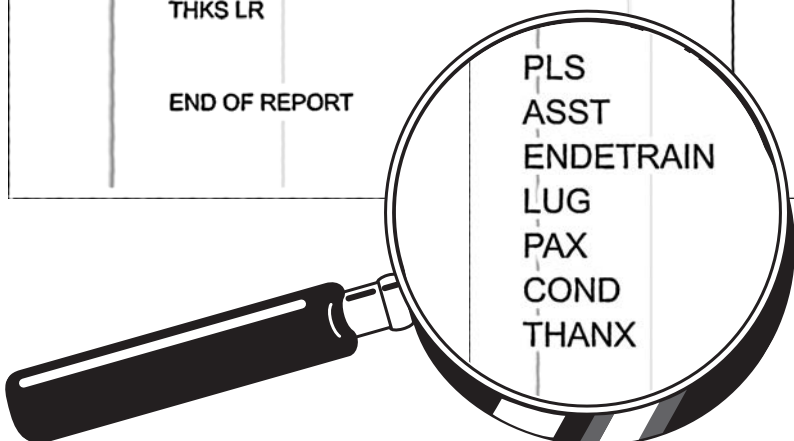
Discuss with learners the actions that need to be taken to respond to these station reports. Make sure learners are clear about their responsibilities and company policies regarding passengers with disabilities.

Platform duties

Focus

You need to read job instructions carefully to make sure you are in the right place at the right time.

STATION REPORT *****			
REPORT FOR LEICESTER ON MONDAY OCT 24TH *****			
DISABLED PASSENGER RESERVATIONS ***			
ARRIVING	NAME	TYPE OF DISABILITY	BOOKING REF
1410	MISS EVANS	MOBILITY PROBLEMS	01FO88P
DEPARTING BY TRAIN : 1440 TO LIVERPOOL			
***ASSISTANCE REQUIRED FOR THIS CUSTOMER ***			
*PLS ASST ENDETRAIN WITH LUG. ELDER PAX WITH *			
*HEART COND. THANX AG *			
1525	MR BROOKS	MOBILITY PROBLEMS	00GT62P
DEPARTING BY TRAIN : 1605 BIRMINGHAM			
***ASSISTANCE REQUIRED ***			
PLS ASST ENTRAIN/DETRAIN. ELDER PAX WITH LUGGAGE.			
THKS LR			
END OF REPORT			



PLS
ASST
ENDETRAIN
LUG
PAX
COND
THANX



Tips

- Use the titles to check that you are looking at the right piece of paper!
 - Which station is this station report for?
 - What date is it for?
- Use the headings to help you find your way around the page.
 - What is the name of the first passenger on the list?
 - What is the reference number of the second passenger on the list?
- Think about what the abbreviations might mean.

Abbreviations might be:

- words with all the vowels missing: **PLEASE**
- the beginnings and ends of words: **ASSIST**
- just the beginnings of words: **REFERENCE**
- technical words used only in the rail industry: **PAX**

You might also find:

- initial letters: **SET** = South East **T**rains
- months of the year: **JNR** = **J**anuary
- Text talk: X = across, B4 = before

Platform duties

Task

Task 1

Complete the table on the months and their abbreviations.

Month	Abbreviation	Month	Abbreviation
January		July	
February		August	
March		September	
	APR	October	
	MAY		NOV
June			DEC



Task 2

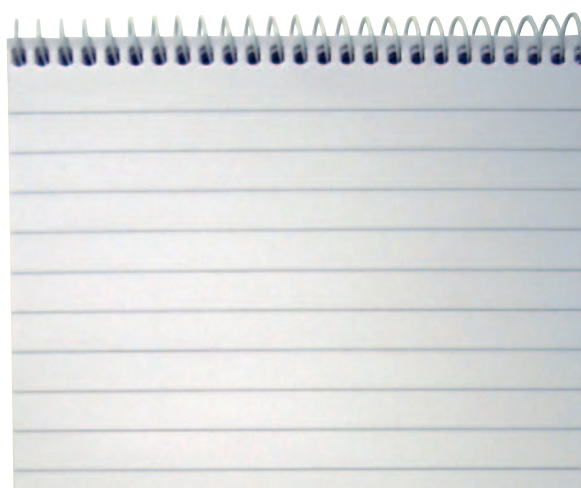
Abbreviate this message.

PLEASE ASSIST PERSON ON AND
OFF TRAIN AT ALL POINTS.

HELP WITH LUGGAGE REQUIRED.

HELP CROSS PLATFORMS.

ASSIST TO SEAT.
MANY THANKS AGR.



Task 3

You have to pass on a message about these passengers to a colleague. What will you say?

ARRIVING	NAME	TYPE OF DISABILITY	BOOKING REF
1903	MR/MRS WEST	OWN WHEELCHAIR/ BLIND PASSENGERS	0A51BFC
ARRIVING BY TRAIN : 1903 FROM SWANSEA <i>Arr plat 1</i>			
SEATS F34D F34C			
DEPARTING BY TRAIN: 1954 TO CHESTER <i>Chester plat 2</i>			
***ASSISTANCE REQUIRED ***			
PLSE ASST BLIND PAX ONTO/ TRANSF TRAINS TRAV			
WITH GUIDE DOG. 2ND LEG OF JNY NON RESV. THKS TM			

Mr and Mrs W_____ are arriving
from S_____ on Platform
_____ at _____.
They need help to get to Platform
_____ to catch the _____
to C_____.

One of them has a w_____.

They are travelling with a g_____ because one of them is blind.

The second leg of their journey is
non-r_____.

PAGES 4:21–4:22

Train dispatch

Occupational setting

Dispatching trains is a skilled job for which individuals must be properly trained. The process is defined by the Rule Book. This is a hefty volume that contains the procedures to be used by front line staff in the rail industry. It is constantly being updated and it is vital that the most current issue of this document is referred to in this theme.

This theme concentrates on the use of format to locate information and on techniques for improving understanding. It uses the dispatch procedure to demonstrate these techniques.

It may be necessary for rail workers to refer to part of the document for information, so it is important for the learner to be able to access the information required and that this is current.

Note: The December 2003 issue of the Rule Book was used as a basis for this activity.

Materials

Rule Book, Module SS1

Contents page of Module SS1 on OHT

Section 6.1 from the Rule Book on OHT, to demonstrate how it is set out

Rule Book section 6.3 from the Source material (0:46)

Learning outcomes

- 1 To use format to locate information (focus page, Task 1)
- 2 To use different strategies to find out the meanings of words (focus page, Task 1)
- 3 To use punctuation to help understanding (focus page, Task 1)

Suggested teaching activities

Introduction

- Introduce learners to Module SS1 of the Rule Book and allow them to peruse it for a while.

- Encourage the use of the contents page by asking each learner or pair of learners to find a particular section.
- Ask learners to study their particular section to try and work out how to find their way around it.
- Bring learners together to feed back their findings.
- Using the OHT of the contents page, confirm that the module is divided into sections, and that each section is further divided. Demonstrate how the numbering system works.
- Using the OHT of section 6.1, confirm that different sizes, colours, and styles of text are used to help learners find the information they need.

Focus page

- Using the focus page, go through the first three text boxes, reiterating the information they contain.
- Move on to the section about instructions, bottom left. Pay particular attention to:
 - the words that indicate that something must be done: ask learners how an instruction *not* to do something might be phrased
 - the way punctuation is used for lists of actions, and the relationship between the introductory phrase and the separate bullets
 - how they would know to do something *only* in particular circumstances.
- The section about unknown words offers several strategies. Model each one using the word 'vigilant'.
- Teachers may wish to go through the entire dispatch procedure at this stage. If so, learners should be asked to use the techniques described as they tackle each part.

Curric. refs	NOS/NVQ	Key Skills
Rt/L1.4	Unit 3	C1.2
Rs/L1.2		
Rw/L1.1		
Rw/L1.2		
Rw/L1.3		

Theme assessment

Learners can be observed using the correct procedure when dispatching trains as part of their job.

Task 1

Find information about a procedure in the Rule Book

Rt/L1.4

Rs/L1.2

Rw/L1.2

- Ensure each learner has either a copy of Module SS1 from the Rule Book, or Rule Book section 6.3 from the Source material.
- Encourage learners to become familiar with any colloquial or technical names for different signals used in this procedure, depending on what they are most likely to hear in the workplace.
- Support learners to read through the section, making sure they practise the techniques described on the focus page.
- Introduce the idea of using the procedure to answer questions from a new recruit.

If the learner has difficulty

- Encourage learners to give the answers verbally in the first place.
- Stress that this is not a test of spelling and writing.
- Point out that many of the words required are in the text.
- Support learners to locate the correct information to answer the question.
- Cut out larger empty speech bubbles and encourage learners to write down exactly what they would say to each question.

Extension

Ask learners to devise some questions for another part of the procedure and use them to challenge another learner to find information.

Train dispatch

Focus

When you have a particular procedure to follow, you must know exactly what your role is so that you know what to do and what you are responsible for. It also helps to know other people's roles in the procedure.

The Rule Book sets out exactly how trains should be dispatched.

It uses different colours, sizes and styles to make parts of what you have to read stand out.

6

Dispatching trains

The people responsible: platform staff, guard, driver, person in charge of the platform

It numbers every step of the procedure.

6.1 Safety of passengers during train dispatch

Staff **must** be **vigilant** at all times during train dispatch to **make sure that**:

- train doors are properly closed
- no one is trapped in the doors, for example by clothing
- it is safe to dispatch the train.

platform staff, guard, driver

It tells everybody what he or she is responsible for.

6.2 Starting a train **if** a signal is provided

If there is a platform starting signal or an associated OFF indicator, you must, if possible check that the signal is showing a proceed aspect or the OFF indicator is lit, before you give:

- a signal to the guard or driver of a DO train to show that station work is complete
- the driver of a driver-only DO train the READY-TO-START signal.

person in charge of the platform

There are **instructions**, telling you what to do. Look out for words like **must** and **make sure**.

The **punctuation** and **bullet points** tell you there is more than one thing to do. The punctuation tells you where the list begins and ends.

There may be things to do **if** or when something else happens.

You may come across a **word that puzzles you**.

- Try to work out what the word means from the other words around it.
- Check it out in a dictionary or glossary.
- Ask a colleague.
- Put the whole sentence into your own words once you have checked the meaning of the word.

Train dispatch

Task**Task 1**

You will need Rule Book section 6.3 from the Source material. Use it to answer these questions from a new recruit about the 'STATION WORK COMPLETE' part of the dispatch procedure.

What's this called in your workplace?

1 *What does the STATION WORK COMPLETE signal mean?*

2 *Who gives the STATION WORK COMPLETE signal?*

3 *What does 'proceed aspect' mean?*

4 *What are the three different hand signals that mean STATION WORK COMPLETE?*

5 *What is the difference between the message the STATION WORK COMPLETE signal gives to a driver or guard of a train with power-operated doors and the message it gives a driver or guard of a train with slam doors?*

The signal tells the driver or guard of a train with power-operated doors that

The signal tells the driver of a slam-door train that

PAGES 4:23–4:24

Cashing up

Occupational setting

Working in ticket sales requires individuals to have a clear idea of how debit and credit transactions are recorded, as well as accurate numeracy skills. This focus page aims to highlight some of the basic techniques used for recording and summarising money transactions. The purpose is to ensure that learners develop skills that can be transferred to many other workplace scenarios where money needs to be recorded and accounted for. It is not important that all participants use the same computation methods. Individual strategies should be encouraged where they are consistent and effective.

Materials

Calculators (one for each learner)

Learning outcomes

- 1 To understand the basic principles of producing a ticket office summary (focus page, Task 1)
- 2 To understand and use a range of strategies to calculate a summary involving different payment methods (focus page, Task 1)

Suggested teaching activities

Introduction

- Passengers may pay for rail tickets in many different ways. Ask learners to think about the different methods they know about or have used themselves (e.g. cash, cheque, debit/credit card, vouchers, warrants, etc.). Write these on the board under the heading 'Money in'. *Which are the ones where the train company receives the money immediately?* (cash and debit cards) *Which payment methods mean that the company has to wait for the payment to arrive?* (credit cards, cheques, vouchers and warrants) Are learners aware of different types of warrants? (e.g. rail travel account warrants issued by companies and private individuals; HM Forces warrants issued to MOD personnel; Police warrants) Do learners know how the rail

company receives payments for vouchers and warrants?

- Discuss what happens if a rail passenger is without a rail ticket or the means to pay, and how payment can be made at the ticket office by a third party. Add this method of payment to the list.
- Now ask learners to think of circumstances where the ticket office may be paying out rather than receiving payments (e.g. debit/credit card refunds, season ticket refunds, compensation vouchers, etc.). Write these in a separate list headed 'Money out'.
- Ask learners to consider whether it is possible for a ticket office to have a day where there is more money going out than coming in (e.g. season ticket refunds may run into thousands of pounds). How is this achieved with a limited amount of cash in the till? (Ensure learners understand that payments out are always in the form of electronic transfers or vouchers, so it is possible for this to happen.)

Focus page

- Talk through the example ticket office summary on the focus page. Explain that this is a summary of all the transactions that have gone through a booking office during the shift. Ensure learners understand all the language associated with it (e.g. 'cash float', 'takings', 'credits', 'debits', 'total remitted', 'final balance', etc.). Ask them to find these items on the summary. Talk through any items that are not understood, giving scenarios.
- Give learners an opportunity, in pairs or small groups, to discuss the form on the page, trying to work out what information goes where, how it works, etc. Bring groups together to explain their findings.
- Draw attention to the way that money is recorded in pounds and pence columns, and that the decimal point that would normally separate pounds from pence is not shown. Get learners to practise recording money in two columns using the method shown.

- Check that learners are able to record cash sums accurately, using real cash if possible. Ensure learners understand that they need to record the value of the cash, not the number of notes, coins, etc.
- Explain that the summary sheet requires a series of calculations. Ask learners if they can identify what these will be. Can they identify the maths function that is used for each one? Were there any key words they used to work this out? (e.g. 'total', 'plus', 'less')
- Give each learner a calculator to check the totals on the focus page. Go through the first total ensuring learners know which figures they should use. (Be aware of any learners who have problems accurately keying in the amounts and provide assistance as necessary.) Ask about learners' strategies for adding columns of money and issues surrounding the decimal point. Will they add the pence column first and then add the pounds – or will they key in the pounds and pence? Will they key in a decimal point or leave it out and interpret the final two digits as pence? Value each person's input and go through the different strategies, ensuring all learners have a sound and effective strategy for adding and subtracting money and for checking their answers.
- Continue leading the group to check the remaining totals, discussing issues and strategies.
- Throughout these activities the need for checking and accuracy must be emphasised. Employees may be penalised for inaccuracies. Further work may be needed to help learners develop checking skills using different methods. The *Skills for Life* materials offer some suggestions.

Curric. refs	NOS/NVQ	Key Skills
N2/L1.5	RTO	n/a
N2/E3.4	Unit 28	
MSS1/E3.1	Unit 29	

Task 1

Complete a summary of incomings and outgoings

N2/L1.5

N2/E3.4

MSS1/E3.1

- Note that the curriculum references for this task depend on the method used to do the calculation.

- Explain that the task is to produce a summary of all the transactions at a ticket office. The summary sheet is identical to the one on the focus page, except for the amounts.
- Remind learners of the language used on the form as necessary (e.g. 'total', 'cash float', 'plus', 'less', 'final balance', etc.).
- Make sure learners are aware that this is a multi-step process.
- Emphasise the need for accuracy rather than speed, and stress that learners should check all of their calculations.

If the learner has difficulty

- The process of recording daily takings is a multi-step task. This can be initially daunting. It is important first that learners understand the purpose of the activity, the level of accuracy required and also the individual sections of the task. For some learners it will be necessary to chunk down the activity by covering parts of the task and asking them to complete sections separately. Learners could begin by highlighting the boxes that need to be filled in.
- Observe learners tackling the task and identify the type of difficulty the learner is experiencing. The problem may lie in reading and understanding the summary sheet, keying amounts into a calculator, correctly reading and keying in the digits in the right order, carrying out calculations using written methods, or it may lie in recording the answer in columns.
- Strategies and approaches will vary from learner to learner. These might include the following:
 - *Reading and understanding the summary sheet:* The language of maths is one of the biggest barriers to learning in numeracy. Make sure you use the same words as the learner for 'adding' and 'subtracting' and for all other aspects such as 'carrying', 'decimal point', 'columns', etc. In the case of ESOL learners who may have the maths skills already, it is important to clarify the terminology and methods used. Read through each part of the summary sheet with the learner, discussing what needs to be done and the order in which to do it.

- *Keying amounts into a calculator:* Observe the learner keying in the amounts and ask them to talk you through their preferred method, paying particular attention to the decimal point. This may reveal where they are making errors. If the problem lies with inconsistent use of the decimal point, get the learner to mark these on the column so they do not overlook them when entering amounts. If the learner prefers the strategy of not entering decimals when the figure is for whole pounds, get them to highlight the digits they will enter (e.g. 200 for 200.00, 680 for 680.00, etc.).
- *Carrying out calculations using written methods:* Observe the learner carrying out the calculation. The problem may lie in carrying into the next column when adding, or subtracting larger digits from smaller digits when subtracting. Discuss the problem using the learner's preferred method.
- *Recording the answer in columns:* The concept may need further explanation and practice. Note: some learners will have little experience of calculating using large amounts of money and may require extra guidance.

Extension

Total up 'dummy' cheques and/or credit/debit slips.

Theme assessment

- Total up cash, 'dummy' cheques and credit/debit slips. Enter the figures onto a summary sheet and calculate a final balance.
- For further practice, give out other summary sheets and ask pairs to check them for accuracy.

Cashing up

Focus

When working in the ticket office, you need to keep a record of all the money coming in and going out.

THE GR8 RAIL GROUP		Ticket Office Summary		Shift Sheet No. 127271	
Name G Hamblett	Details of cash etc		£	p	
Date 12th November	Notes: £50		200	00	
Station Oakton	Notes: £20		680	00	
Machine/window 02	Notes: £10		790	00	
Shift commenced 06:00	Notes: £5		365	00	
Shift closed 14:00	Coins: (including £1)		73	55	
Cash float received £30	Total		2108	55	
	Less cash float		30	00	
	Cash takings		2078	55	
	Tokens		0	00	
	Cheques Items 7		395	75	
	Total remitted		2474	30	
Debits	£	p	Credits	£	p
Debit/credit card refunds	58	95	Debit/credit card payments	3944	45
Compensation vouchers given out	188	75	Compensation vouchers received	219	00
Items without debit	119	75	Items without debit repaid	145	95
Season ticket refunds	225	00	Warrants	58	85
Other	0	00	Other	0	00
Total debits	592	45	Total credits	4368	25
Comments:	Total remitted		2474	30	
	Plus Total credits		4368	25	
			6842	55	
	Less Total debits		592	45	
	Final balance		6250	10	
Completed by G Hamblett		Checked by S Khan			

Record the amounts of money in these two columns:

- the left-hand column £ is for pounds.
- the right-hand column p is for pence.

Because the pounds and pence are in separate columns, you don't need a decimal point.

Show payments going out on the '**Debit**' side.

Show payments coming in on the '**Credit**' side.

'**Total**' means all the items added together.
 '**Plus**' is another way of saying 'add'.
 '**Less**' means 'subtract' or 'take away.'

The '**Final balance**' is the difference between the total amount going out (debits) and coming in (credits).

If the final balance is a **positive number**, it means *more money came in* than went out.

If the final balance is a **negative number**, it means *more money went out* than came in.

Cashing up

Task

Task 1

Complete the ticket office summary sheet.

Remember!

When dealing with money, it is important to get it right. Always check your answers.

THE GR8 RAIL GROUP		Ticket Office Summary		Shift Sheet No. 127275	
Name		Details of cash etc.	£	p	
Date		Notes: £50	350	00	
Station Oakton		Notes: £20	560	00	
Machine/window 03		Notes: £10	830	00	
Shift commenced 06:30		Notes: £5	385	00	
Shift closed 14:30		Coins: (including £1)	112	30	
		Total			
Cash float received £30		Less cash float	30	00	
		Cash takings			
		Tokens	0	00	
		Cheques Items 3	418	25	
		Total remitted			
Debits	£	p	Credits	£	p
Debit/credit card refunds	155	95	Debit/credit card payments	3295	65
Compensation vouchers given out	121	00	Compensation vouchers received	225	00
Items without debit	78	75	Items without debit repaid	184	85
Season ticket refunds	1050	50	Warrants	112	00
Other	0	00	Other	0	00
Total debits			Total credits		
Comments:			Total remitted		
			Plus Total credits		
			Less Total debits		
			Final balance		
Completed by	Checked by				

PAGES 4:25–4:26

Completing forms

Occupational setting

Rail companies are fined for every train that arrives at its final destination five minutes later than advertised by the company. There is therefore a huge incentive for companies to know how and why delays were caused and for times of arrival and departure to be recorded accurately. This focus looks at completing daily records of dispatch movements accurately.

Materials

Company dispatch sheets, diagrams, etc. – some empty, some completed but with names removed

Set of pre-prepared cards offering scenarios for why a train may have been dispatched early or late

Times sheet from the Source material (0:47)

Learning outcomes

- 1 To read and record time accurately (focus page, Task 1)
- 2 To complete brief records accurately and succinctly (focus page, Tasks 2 and 3)

Suggested teaching activities

Introduction

- Introduce a company form that uses a table to record information. Ensure learners are secure in locating information, and spaces to record information, using the columns and rows of the table. Discuss the role of the column and row headings. Ask for suggestions of useful ways to pinpoint a particular part of a table, e.g. tracking with a finger/pencil; using a straight edge such as a ruler or an L-shaped piece of card, etc. If necessary, give practice in finding information.
- Discuss the importance to the company of dispatching trains on time, dwell times, etc.
- How do learners know when trains should arrive/depart?

Focus page  24

- Introduce the Daily Dispatch Record on the focus page. Point out the column headings and discuss each column in turn.
 - *Abbreviations used for head codes, station names, rolling stock, operating companies, etc.:* List on the board/flipchart any abbreviations in common use by learners, along with the full version. Discuss how the abbreviations are formed. Add to the list during the session and produce a full copy for learners to use in the workplace.
 - *Booked times of arrival and departure:* Ensure learners understand the use of the 24-hour clock and can read the times. If any learners are insecure in this knowledge, refer them to other themes in this material where this is tackled, or to sources of extra help such as the *Skills for Life* materials.
 - *Actual times of arrival and departure:* Discuss how learners find out the time a train arrives or departs. Where do they read the time from? Why is it important to be accurate? What difficulties do they face? How does the company prefer time to be recorded? Give learners practice in recording time in the prescribed way by completing the actual times on the page. Trains should be recorded as early as well as late.
- *Comments:* What sort of comments are written in the 'Comments' boxes? Discuss any scenarios the learners have come across. Use the example to emphasise that the comments should be:
 - appropriate
 - accurate
 - readable
 - short.
 (There is an audio clip to accompany this, if required.)
- Model reducing the spoken story of what happened to a spoken or written sentence, then reduce the sentence to a few written words. Discuss abbreviations in this context. Does the company have approved abbreviations or codes that learners should use? How would learners shorten 'wheelchair',

'bicycle' or 'luggage' so that the words could still be read and understood by any person reading the form? In pairs, give learners a scenario they know about or one from a pre-prepared card, and ask them to practise reducing it to a few words that will fit into the space. Bring the group back together to compare results.

Curric. refs	NOS/NVQ	Key Skills
MSS1/L1.2	RTO	C1.3
Wt/L1.5	Unit 3	N1.3
Wt/L2.2		
Rt/L2.8		

Task 1

Write 24-hour time in a form that is acceptable to the company

MSS1/L1.2

Wt/L1.5

- By folding the Times page from the Source material in half, learners can choose to use either digital times or analogue times. Whichever one they choose, it is important that the learner records the missing times in the table in the correct format, i.e. four digits without a colon.
- For digital, remind learners that they must transfer the time to the form using the correct method prescribed by the company (four digits without a colon).
- For analogue, remind learners of 12- and 24-hour clock time. They will have to use their judgement as to whether the time shown is am or pm.
- Ask learners to check each other's answers.

If the learner has difficulty

- If the problem lies in transcribing the time to a different digital format, show several examples of time written in the acceptable format and discuss. Then take each time separately and support learners to transcribe it to the correct system.
- If the problem lies in reading an analogue clock-face, offer solutions such as ensuring that 12-hour digital time is always available when time needs to be recorded (e.g. by using a digital watch).

- If the problem lies in understanding 24-hour time, refer learners to other sources of help such as the *Skills for Life* materials. They could also practise matching analogue and 24-hour digital times using both sets of Times cards from the Source material.

Extension

- If learners have coped well with digital time, encourage them to do the exercise with analogue time.
- Ask learners to work out how many minutes late/early each arrival and departure was.
- Repeat the exercise using a completed form from the workplace.

Task 2

Reduce a sentence to a few words

Rt/L2.8

Wt/L1.5

Wt/L2.2

- Learners can work individually, in pairs or in small groups.
- Discuss the amount of space available and what size/style of writing should be used to record answers.
- Explain that there is no correct answer but the comment must contain the most important facts.

If the learner has difficulty

- Cut the comment into words and phrases. Ask learners to rearrange them into 'important' and 'not important' piles. Arrange the important pile into a short comment. Learners should check it cannot be shortened further, then copy it onto the page.
- Give learners a selection of typical comments and ask them to practise copying them into the space provided on a typical form from the workplace. Discuss where to start writing, how big the letters should be, whether learners should write in capitals or lower case letters, etc.
- Support learners to read typical comments from a completed form and discuss how they could be improved.

Extension

Ask learners to invent their own scenarios and challenge other learners to reduce them to a few words.

Task 3  **25**

Listen to a comment and summarise it in a few words

Rt/L2.8

Wt/L1.5

Wt/L2.2

- Ensure learners are able to listen to the audio clip as many times as possible.
- Encourage learners to make notes on a separate piece of paper as they listen to the audio clip.

If the learner has difficulty

- Read the script at a suitable pace.
- Explain vocabulary as necessary.
- Assist learners to pick out the important points and transcribe them. If learners find it easier, they can have a copy of the script and underline the key parts instead, then cut them down.
- Support learners to learn comments suitable to their situations by keeping examples in a small notebook for easy reference.

Extension

- Learners should role-play a typical situation and record it on a workplace form.
- Extend the exercise to other forms in the workplace. Learners could teach other members of the group how to complete each one.

Theme assessment

Learners should be observed completing forms accurately in the workplace.

Completing forms

Focus



Whatever your job role, you will come across forms you have to read and forms you have to complete.

Many forms have information arranged in tables.
You can read the information by tracking along the rows and up and down the columns.
Use the headings to decide where to start tracking.

Daily Dispatch Record								
Head code	Origin	Destination	Time of arrival Booked	Time of arrival Actual	Time of departure Booked	Time of departure Actual	Platform	Comments
1V04	BHM	CDF	0633		0642		10B	
1004	MAN	BHM	0657		0703		3	
1V05	DBY	PLY	0709		0713		12	
1V07	DBY	CDF	0739		0742		10	
1G99	MAN	BHM	0749		0752		4B	
1V21	PRE	PNZ	0806		0813		12	
1V27	YRK	SWA	0839		0842		12	
1V29	LDS	PGN	0858		0912		11	
1V31	YRK	PLY	0939		0942		10	

You may need to read and write codes and abbreviations.

8263 – York
SS – Silverlink
SHR – Shrewsbury
dep. – depart
V31 – York to Plymouth train
EP – Eurostar

There may be a space for you to enter information.
Other people will have to read what you have written – so make sure it is clear.

Do you know how your company records the time?

- 0939
- 09H39
- 09.39
- 09:39

There may not be much space to write in.
You have to be brief and keep to the point.

The train left the platform several minutes late because we took a long time getting the ramp into position to detrain a wheelchair passenger from coach B.

Xtra time needed w/chair pass.

Completing forms

Task

Task 1

You will need the Times sheet from the Source material. Use it to complete the missing actual times of arrival and departure on this section of a form.

	Time of arrival Booked	Time of arrival Actual	Time of departure Booked	Time of departure Actual
1	0818		0825	0825
2	1147	1147	1150	
3	1424		1429	1430
4	1907	1907	1910	
5	2352		2355	2355



Task 2

Cross out the parts of these comments that are not needed.
Re-write the comment as you would write it on the form.

1 It took several minutes for two customers who were putting their bicycles onto the train to secure them in a safe manner.	
2 The train was extremely overloaded due to cancellation of two previous trains to Shrewsbury. Many passengers had to be persuaded to disembark and wait for the next train. This took some time.	



25

Task 3

Listen to the Customer Service Manager describing what happened.
Write a comment on the form based on her information.



Customer operations					
Arrival	Stock	Depart	By	Platform	Comments
EXBN	MK4	0615	D1	5	On time
EXBN	MK4	0700	D1	4	On time
EXBN	MK4	0710	D2	3	On time
EXBN	MK4	0800	D1	4	On time
EXBN	EP	0810	D1+D2	1	

PAGES 4:27–4:29

Reporting accidents and incidents

Occupational setting

All accidents and near misses must be recorded either in an accident book or on an accident report form. Companies may use different methods and forms to report and record incidents. Many rely upon verbal reporting to the supervisor who then completes the documentation. Other companies require witnesses and injured parties to complete forms themselves. Regardless of the methods used, it is important for learners to recognise the need for accuracy when giving information about accidents. This theme looks at both verbal reporting and recording information in writing.

Materials

Accident report form – rail from the Source material (0:48) – paper copies and on OHT

Description of accident – rail from the Source material (0:49)

Script of the spoken accident report from focus page 4:28 on OHT

Learning outcomes

- 1 To recognise fact and opinion (focus page 4:27, Task 1)
- 2 To give short explanations and descriptions clearly (focus page 4:27, Tasks 2 and 3)
- 3 To judge how much to write (focus page 4:28, Theme assessment)
- 4 To use a pre-set format (focus page 4:28, Theme assessment)
- 5 To write clearly (focus page 4:28, Theme assessment)

Suggested teaching activities

Introduction

- Discuss with learners what they understand by the words ‘near miss’ and ‘incident’ and how this is different from an accident.
- Find out from group members what they already know about reporting accidents at work

and use their experiences as a focus for discussion. Ask learners if they are aware of the system used in their own workplace for reporting accidents or near misses. Their experience of this may be limited, so it is worth having some examples of workplace accident forms and books.

- Does the type of accident or incident affect how it is reported or recorded? Make sure that learners understand that even minor occurrences must be reported as even a small cut can cause bigger problems if it becomes infected.
- Before looking at the focus pages, ask learners to think about the important things to remember when reporting an accident. List their thoughts on the board.

Focus page 4:27  26

- The first focus page is about giving a verbal witness report of an accident. Check the key points at the top of the page against the learners’ suggestions on the board.
- Tell learners that they are going to listen to a witness account of an accident. Ask learners to listen to the account and think about the key points. The account contains examples of very informal expressions which may need to be explained, e.g. ‘with it’, ‘turns out’.
- Play the audio clip and discuss the parts learners remember.
- *Facts rather than opinions:* What is the difference? Ask learners to identify which of the two examples on the page is a fact and which is an opinion. Give further examples to clarify this if learners are unclear. Is the witness account factual? Pick out the facts together and write them on the board. These will be useful later when completing the form.
- *Clear description:* Is the witness account clear? Use the audio script or listen again to the audio clip. What would make this witness account clearer? Talk about the importance of relating events in the order in which they actually happened. Agree on the clearest way to report verbally what happened and write this on the board as well.

- **Relevant details:** Make sure the meaning of 'relevant' is understood by all in the group. This may need to be discussed and demonstrated. Is all the information given about the accident relevant? Ask learners, in pairs, to pick out the relevant information. Allow time for discussion and disagreement. Write agreed points on the board.
- Listen again to the account of the accident if necessary to reinforce the key points on the page. Discuss the way in which the accident was dealt with. Are there any issues here?

Focus page 4:28 26

- This page is about recording the same accident using an accident report form. Make sure learners have a copy of the Accident report form from the Source material.
- Using an OHT of the accident scenario script shown in the speech bubble, model the process of recording an accident in the following way:
 - Read out the spoken report of the accident and ask learners what they think is the most important factual information. Write their ideas down on a flipchart. Discuss the difference between fact and opinion. This may need some further illustration, e.g. *It is a fact that football is a game that many people watch. It is an opinion that Manchester United is the best team.* Note that only facts are written on an accident report form. Ask learners if they can identify any statements that are opinions and should therefore not be included.
 - Ask the group to number the statements in the order in which the accident appears to have happened.
 - Using the blank Accident report form on OHT, go through the form identifying instructions and features as described on the focus page.
 - Discuss the headings and sections and ask learners where they would place the information they have just agreed. Write it on the OHT.
 - Talk through the process of proofreading for errors, e.g. 'Now, let me make sure I have made no spelling mistakes'; 'I can see that I have left off a full stop here'; 'I'm not sure about saying "The bump came up like an egg" – it's not formal enough. It would probably be better to say that his head was badly bruised.' It is important for learners to

realise that this is the normal checking process. Note: proofreading needs to be split into separate, independent checks, e.g. learners check suitability of language for the intended audience first, then check spelling, then check punctuation.

- Remind learners to use the past tense (because they are describing something that has happened in the past). ESOL learners may need help and practice with putting verbs in the past tense. They could then underline past tenses (past simple and past continuous) in the report used for Task 2.
- Ask learners, as a group, to use the facts about the accident identified by the group to fill in Section 3 of the form. Learners can listen again to the audio clip if they need to. An interactive whiteboard or OHT can be used to complete the form.
- Are there any other parts of the form that learners can complete using the information they have? Ask learners in pairs to list all the other information they need to collect in order to complete the form. Check their list is correct.

Curric. refs	NOS/NVQ	Key Skills
Rt/L1.2	RTO	C1.3
SLlr/L1.1	Unit 2	
Wt/L1.2	Unit 3	
Wt/L1.3	Unit 33	
Wt/L1.4	Unit 35	
Wt/L1.5	Unit 36	
Wt/L1.6		
Ww/L1.2		

Task 1

Decide which information is needed for one part of the accident report form

Wt/L1.2

Wt/L1.5

- Ensure learners locate the correct heading on the form.
- Ask them to briefly read the information that the person completing the form needs to fill in under this heading.
- Ensure all vocabulary is understood, e.g. 'exact location'.
- Ask learners to read the list on the task page and check off the items one by one.

If the learner has difficulty

- Write the statements onto slips of paper or sticky notes and then taking one at a time, read it together and ask the learner to place it on top or as near as possible to where it belongs on the form. The learner should come to a decision about what and where something is needed by a process of elimination.
- If learners do not understand how to determine what is relevant, look at the headings and the information and ask the question: *Is this about the location of the accident (i.e. where it happened)?*
- Provide learners with more than one copy of the report form so that one can be used as a draft copy.

Extension

- Discuss what other information from the witness statement should be recorded in this same section.
- Look on the headings on forms from the workplace to see what and where similar information is required.

Task 2

Underline the six sentences from a written accident statement that contain the relevant information

Rt/L1.1

- Discuss the need to select relevant information.
- Remind learners to look at the work they did as a group and in pairs at the beginning of the session.
- Make sure learners understand that they need to underline relevant sentences. Remind learners what a sentence might be by giving an example.

If the learner has difficulty

- Have ten statements prepared that are either fact or opinion, e.g. 'The driver fell on the floor'; 'It was a bit cold that night'; 'She seems to enjoy a good laugh'; 'There was grease on the floor', etc. Ask learners to sort them into two piles. Discuss that it is only the 'facts' pile that would be needed in an accident report.
- Using the Description of accident – rail from the Source material, ask the learner to cut up the text into individual sentences and then sort them into 'facts' and 'opinions'. This should

help learners to decide upon the sentences that contain the key information required to complete the task.

- ESOL learners might benefit from having a copy of the Description of accident with the verbs blanked out and a list of verbs to use in the blank spaces. Alternatively, ESOL learners can review past tenses: get learners to underline the past tense verbs in the report and circle negatives. Discuss the meaning of any verbs they are unfamiliar with.
- Break down the task by reading through a sentence at a time and picking out what is fact and what is opinion. Highlight facts with a coloured highlighter pen. Ask the question, *Can this be proved?*
- Give examples of language that is often associated with opinion such as 'I reckon ...', 'I guess ...', 'I think ...'

Extension

- Ask learners to complete as much of Part 3 of the form as they can using the information from the task.
- Ask learners to recall an accident that they have witnessed or that has happened to them, and to write it up in the formal, factual style required by accident report forms.
- Learners can write this up on a form from their own workplace.

Task 3

Write details of an accident in suitable language and in logical order from an informal spoken description

Wt/L1.2**Wt/L1.3****Wt/L1.4**

- Ask learners to read through the description first and identify any phrases they are unfamiliar with, e.g. 'They told me it was bust'. Ask members of the group to say what the phrases mean. Is this sort of language acceptable in a formal report? If not, what words would replace them? Explain that a report needs to be written in standard English so that it can be understood by others.
- It might help if you read out the text as well as allowing learners to read it.

- Allow learners to work in pairs and draft a suitably formal version of the speech. Remind them to use the past tense. They should then share their draft with the rest of the group and arrive at an agreed version which could be entered onto the Accident report form from the Source material.
- ESOL learners will need to examine the grammar of the report form and practise writing past tense accounts before they can tackle this task.

If the learner has difficulty

- This text is quite colloquial and ESOL learners may need support to understand terms such as 'Casualty', 'bust', 'went down hard', 'stay put'.
- Photocopy and enlarge, then cut up the speech into individual sentences. Start by asking learners to rewrite each sentence using more formal words. Ask learners to pull out only the sentences that really explain what happened, then ask them to put these selected sentences into the most logical order. They should then be ready to complete the task.
- Encourage learners to write a draft report and check it before transferring it to the form. Give learners additional blank copies of the form so that one can be used as a draft.

Extension

Give learners a set of colloquial phrases common to the workplace (e.g. 'his feet went from under him', 'her arm was black and blue',) and ask them to change them into standard English phrases that would be suitable for an accident report.

Theme assessment

Give learners some key words, e.g. 'late', 'shouting', 'swearing', 'Security', 'removed', and ask them to use the words as the basis for a short report to complete the Accident report form from the Source material.

Reporting accidents and incidents

Focus



All accidents and near misses at work must be reported by law.

26

If you are asked to describe an accident, you need to give:

- facts rather than opinions
- a clear description
- relevant details.

Facts rather than opinions

Facts are vital for accurate reporting.

- A fact is something that is **true** and can be proved.
- An opinion is something that is not necessarily true.

He hit his head.

I bet he was seeing stars!

*He **walked** straight into the pillar.*

He hit his head.

Clear description

A clear description helps others to understand more about:

- how the accident happened
- what injury was caused
- what action has been taken.

I took him to the first aider – just to get it checked, like. She said to take him to Casualty, just in case. Thought he might've got concussion. He was in a lot of pain. I took him to Casualty. Turns out it was just badly bruised.

Relevant details

Some details are important because they give the required information. Others are unnecessary and do not add anything useful.

We were checking the signage on Platform 5 at the time.

*We've finished it now.
Chris gave me a hand this afternoon.*

Tips

- Plan what you are going to say.
- Describe events in the order they happened.

Remember!

The clearer your description, the more accurately it will be recorded.

Reporting accidents and incidents

Focus

A record of minor accidents has to be kept by law. It is important that you:

- fill in the form correctly
- include all the necessary information
- write clearly.



26

I don't think Trev was really with it this morning. He was walking along the platform talking to me and he walked straight into the pillar. He hit his head. I bet he was seeing stars! The bump came up like an egg. I took him to the first aider – just to get it checked, like. She said to take him to Casualty, just in case. Thought he might've got concussion. He was in a lot of pain. I took him to Casualty. Turns out it was just badly bruised. It shook him up, though. We were checking the signage on Platform 5 at the time. We've finished it now. Chris gave me a hand this afternoon.

Read the form through first to check what information is required.

Put information in the **correct** places. Use the **section headings** to guide you.

Fill in the parts relevant to **you**.

Include the **day, month and year** in the date like this: 15/03/05.

Use **24-hour time** to show what time it happened, e.g.
0907 1425 1950

Workforce report

Accident/assault/incident/near miss

USE THIS REPORT FORM TO PROVIDE DETAILS OF:
EMPLOYEE ACCIDENTS/EMPLOYEE ASSAULTS AND INCIDENTS.

Ref No.

Office Use Only

1. GENERAL DETAILS:		2. TRAIN DETAILS: if a train was involved, please provide details	
Date		Head code e.g. 1E04/1A11/5E13	
Time		Departure time e.g. 0930/1520	
Location Area where train was at the time		From e.g. Newcastle/Edinburgh	
Exact location e.g. Platform 1/Kitchen/Steps		To e.g. Kings Cross/Edinburgh	
Weather/Conditions e.g. Sunny/Dry/Wet/Slippery		Loco/Vehicle/Coach e.g. 91130/10315/Coach B	
3. INJURED PERSON'S DETAILS:			
First name(s)		Type of injury e.g. Cut/Bruise/Sprain	
Surname		Part of body injured	
Job title e.g. CSA/Driver/COL/Manager		Was first aid/immediate medical treatment administered?	Yes <input type="checkbox"/> No <input type="checkbox"/>
Home location e.g. Leeds/York/Newcastle		If yes, by whom? e.g. First aider/Paramedic/Other person	
Line manager		Absence from work Has the accident resulted in a member of staff being off work or likely to be off work?	Yes <input type="checkbox"/> No <input type="checkbox"/>
Witnesses' names & details			
4. ASSAULTS: if reporting an assault, please provide details regarding the reporting to and attendance of the BTP.			
Was incident reported to the BTP?	Yes <input type="checkbox"/> No <input type="checkbox"/>	Did BTP attend?	Yes <input type="checkbox"/> No <input type="checkbox"/>
5. WHAT HAPPENED: Describe what happened in as much detail as possible. Include details of any equipment being used or operated. If appropriate, draw a sketch of what took place. Quote any identification numbers such as serial numbers, seal numbers, signal numbers etc.			
6. DETAILS OF PERSON COMPLETING THE REPORT: If different from above or if no injury occurred			
Name		Line manager	
Job title e.g. CSA/Driver/COL/Manager			
Home location e.g. Leeds/York/Newcastle		Date	

Keep descriptions and explanations **short but clear**.

Include only:

- **relevant facts**
- **necessary detail.**

Write details in a **logical order**.

Keep handwriting **neat and easy to read**.

Check your report for any errors in grammar, spelling or punctuation. **Check** that others can read it.

Keep a photocopy for yourself if you are the injured person.

Reporting accidents and incidents

Task

Task 1

Look carefully at Part 1 of the Accident report form from the Source material. Tick the information that you need to include in this section.

- ☐ Date of the accident
- ☐ A short description of how it happened
- ☐ The injury caused
- ☐ Your name
- ☐ The time the accident happened
- ☐ Where the accident happened
- ☐ What you think of the person who had the accident
- ☐ Whether you think the company is to blame for the accident

Tips

- Look at the headings to see which information can be recorded **elsewhere**.
- Think about what is **relevant** and **factual**.

Task 2

Read the description of an accident from the Source material. Underline the six sentences that contain relevant information for Part 5 of the Accident report form from the Source material.

Tip

- Include only the necessary detail. Leave out unsupported opinions.

Task 3

This is the injured person's description of the accident.

*The manager said to have my ankle checked at Casualty.
I tripped over as I was leaving the coach.
They told me it was bust, well not exactly bust, more badly sprained.
I went down hard on my left ankle.
The guard said, 'You stay put while I get the manager.'*



Pick out the relevant details and write a suitable entry for an accident report. Use the information from the report in Task 2 to help you.

Plan and check your entry on a separate piece of paper before filling it in on the Accident report form from the Source material.

PAGES 4:30–4:32

Announcements

Occupational setting

The public address system may be used both on the platform and on the train to welcome passengers, give up-to-date information to passengers, reassure passengers, give passengers instructions for their safety, request help from other employees, or request help from passengers such as doctors, nurses or first aiders.

Many operating companies have scripts which employees are asked to follow. Others allow their employees to create their own messages. In both cases employees are asked to speak clearly and give their message in a clear and concise fashion.

This focus aims to give learners tips for and practice in reading and making announcements and to recognise the degree of formality required when making announcements.

Materials

Announcement scripts from the workplace that learners will have to use

Announcement scripts from the Source material (0:50–0:51)

Public address equipment used in the workplace

Tape recorders

Board/flipchart

Learning outcome

- 1 To understand how to and practise making announcements in a clear, concise way (focus pages 1 and 2, Tasks 1–3)

Suggested teaching activities

Introduction

- As you walk into the training room, model making an announcement incorrectly (e.g. whisper, 'Ladies and gentlemen, may I have your attention please?'). Follow this with the same announcement made correctly. Hopefully the second announcement will get the correct response!
- Discuss the difference between the two versions of the announcement. Who are announcements for? What do you want to happen as a result of them? How can this best be achieved?
- Ask learners to suggest how announcements should be delivered. Begin a checklist on the board/flipchart. (This checklist is going to be used later by learners to guide them towards correct delivery. Try not to include negative suggestions such as, 'Do not shout,' but rather change these to positive ones such as, 'Use the correct volume'.)

Focus page

- Work through the points on the focus pages. Start by getting learners to discuss the pictures and apply what they see to the instructions below them. Make sure learners understand the language or terms used in the instructions.
- Discuss the consequences of not following these instructions – including what effect doing the opposite would have, where relevant. For example, the opposite of a good, upright posture is slouching, which can constrict breathing, which in turn affects the voice. Learners can try speaking both ways to see what the difference is. Learners can add reasons in the boxes on the page if they wish to, where reasons are not already given.
- Add points to the checklist as necessary. Provide examples from the workplace to back up or demonstrate the points.
- Open the discussion out to include such things as the use of jargon that passengers will not understand, being discreet and diplomatic, being authoritative, sounding like you know what you are doing, etc.
- Introduce either an appropriate Announcement script from the Source material or one from the workplace. Go through it explaining how it works, what to insert in place of the boxed text, etc. Ensure learners are familiar with the vocabulary used and understand the message enough to be able to convey it meaningfully.

- In pairs or small groups, get learners to prepare the message fully, inserting appropriate information, and then practise giving the message, bearing in mind the suggestions on the checklist.
- Bring learners together to discuss the experience and add to the checklist as appropriate.
- Discuss the final version of the checklist and arrange to have a copy made for all learners for future reference.
- Allow learners to practise further announcements. If appropriate, tape-record the messages so that learners can listen to themselves and be alerted to areas for improvement. Using actual announcement equipment would also be valuable.
- Learners whose first language is not English may wish to concentrate on ensuring they stress the right parts of words and sentences, when giving announcements.
- Bring learners together to sum up the session. Some learners may, together with a mentor, need to draw up an action plan to improve this area of their work.

Curric. refs	NOS/NVQ	Key Skills
SLc/L1.1	ICS	n/a
SLc/L1.3	Unit 1	
SLc/L1.4	RTO	
	Unit 3	

Task 1 27

Identify the clearest announcement
SLc/L1.1

- Check learners understand the task. Read through the written example in the speech bubble first, so they know what sort of information they will hear.
- Play the audio clip through for gist and point out the Tips.
- Play the audio clip again and ask learners to choose an answer.
- Replay the audio clip for confirmation.

If the learner has difficulty

- Play each announcement separately and ask appropriate questions to elicit what is right/wrong about each one.
- Give further practice using workplace scenarios.

Extension

Give learners a copy of the audio script and ask them to experiment with different tones, volumes and speeds, both 'good' and 'bad'. They can also use relevant suggestions from the focus pages. If possible, they should use real announcement equipment, but if not, they should record themselves on tape and then evaluate the examples.

Task 2 28

Identify the announcement that uses the most appropriate language
SLc/L1.1

- Check learners understand the task. Read through and discuss the written example in the speech bubble first so that they know what sort of information they will hear.
- Prepare learners to listen.
- Play the audio clip through for gist and point out the Tip.
- Play the audio clip again and ask learners to choose an answer.
- Replay the audio clip for confirmation.

If the learner has difficulty

- Play each announcement separately and ask appropriate questions to elicit what is right/wrong about each one.
- Give further practice using workplace scenarios.

Extension

Ask learners to tape-record good and bad examples of wording, using scenarios from the workplace, to create a similar task for other learners.

Task 3

Practise making announcements
SLc/L1.1
SLc/L1.3
SLc/L1.4

- Remind learners of the work done on the focus page.
- Cut the announcements into separate cards so that learners can use them separately, select appropriate ones for their workplace or put a number together to make a longer announcement.
- Point out the Tips.

- Provide examples of place names, times, etc. that could be used in place of the boxed text, or encourage learners to use common workplace examples.
- Encourage the use of announcement equipment and tape recorders.
- Ensure learners offer constructive criticism to each other and offer praise where it is due.

If the learner has difficulty

- Some learners may benefit from making a list of common words and phrases that could be inserted in the place of the boxed text, and practising them separately.
- Encourage learners to work on one card at a time. Listen as they do a practice read-through first to ensure they can read and understand it.
- The main issue for ESOL learners is stress, e.g. stressing the main syllable in place names (*Manchester*) and the key content words. Ask learners to underline the most important syllables.
- As messages are practised, ask learners to pay attention to stress, rhythm, intonation, pausing and speed.

Extension

Repeat the exercise using more complicated messages, messages where two or more scripts need to be combined or messages where learners have to improvise more.

Theme assessment

Observe learners in the workplace as they make announcements. This may provide evidence for NVQ.

Announcements

Focus

By making announcements at the right time and in the right way, you should make life easier for passengers, your colleagues, yourself and the company.

Remember!

You are sending a message to a lot of people. It is important that they understand you.



Do sit or stand the correct distance away from the microphone. This helps to make your voice clearer.



Do maintain a good, upright posture.



Do smile. It will show in your voice.



Do imagine you are talking to just one person. This will make a message sound more personal.



Do speak clearly.

Announcements

Focus

Do focus on your announcement.



Do stick to the script.



Do plan what you are going to say before you begin.



Do keep the message short and concise.

Tip

Think about the consequences of not making an announcement, making it at the wrong time or giving the wrong information.

Announcements

Task



Task 1

27

Listen to the three announcements. Which one is delivered the most clearly?

A B C



*This is a platform alteration.
The [time] train for
[destination] will now be
leaving from [platform]. Will all
passengers for the [time and
destination] train please
make their way to [platform]?
Thank you.*

Tips

- Think about how you use your voice.
- Think about making your message as clear as possible.



Task 2

28

Listen to three more announcements. Which one is delivered in the most professional manner? Tick your choice.

A B C



*This is [your name], your
conductor for today.
I apologise for this delay. This
is due to [give reason and be
truthful. Do not use jargon].*

Tip

Think about how the passenger will feel as a result of the announcement.

Task 3

Work with a partner. Use the checklist that you made earlier and the Announcement scripts from the Source material or from your workplace.

One person reads out the script as if making an announcement. The other person uses the checklist to decide whether any areas need improvement.

Swop roles.

You can tape-record each announcement and play it back to spot areas that you need to work on.

Tips

- Don't forget to prepare what you are going to say before you begin.
- If you do make a mistake, say, 'Correction,' and continue with the message.

Check it

Please note that a copy of page 0:48 from the Source material will be needed

- 1 Look at the extract from a job description shown below.
How many things are there to do in the highlighted point?

- A 3
- B 5
- C 6
- D 9

Key role responsibilities

- Deliver the full range of station services, including train dispatch, information and assistance, watering, labelling, reserving, and cleaning.
- Provide the highest levels of customer service and be proactive to customer needs.
- Comply with the Station Staff Manual.
- Ensure that the safety of customers, staff, visitors and contractors is given the highest priority.
- Be conversant with, and apply, all rules, regulations and instructions, including Alcohol and Drugs Policy and Accident Reporting Guidelines.

Rs/L1.2

- 2 The extract below is from a company policy. The four listed points are examples of 'acts of misconduct'. What does this mean?

- A laws passed by the Government about behaviour
- B rules for train drivers
- C ways of behaving badly that can lead to a prison sentence
- D ways of behaving that are not approved of by the company

2. The agreed disciplinary procedure will be applied in any of the following acts of misconduct:
- You persistently commit minor offences.
 - You persistently perform your duties unsatisfactorily.
 - You disobey instructions.
 - You act negligently.

Rw/L1.2

- 3 Which of these statements is correct according to the timetable and notes below?
- A The 1649 from Stevenage does stop in Cambridge.
- B The 1730 from London King's Cross arrives in Grantham at 1814.
- C The 1723 from Peterborough stops in Grantham.
- D The 1703 from London King's Cross includes a mobile office.

Mondays to Fridays						NORTHBOUND			
	FX	mo	FO	mo		mo	mo	HE	mo
	✕	✕	✕	✕	✕	✕	✕	✕	✕
London King's Cross	d	1630	1630	1635	1700	1703	1720	1730	1733
Stevenage	d	1649	1649						1752
Peterborough	a			1722		1749	1804	1814	
Cambridge	d			1559p		1632v	1656p		
Peterborough	d			1723		1749	1805	1814	
Grantham	d	1732	1732			1808			1837
Newark North Gate	a	1744	1744				1833		
Lincoln Central	a			1907r					
Newark North Gate	d	1744	1744				1833		
Retford	d			1801					1859

mo Mobile office, wireless internet access on the move. For more information on how to use, visit our website

FS The Flying Scotsman

HC The Highland Chieftain (for full details see pages 53 and 85)

HE The Hull Executive

NL The Northern Lights

WR The White Rose

FO Fridays only

FX Fridays excepted

MO Mondays only

MX Mondays excepted

a Arrival time

b Change at Doncaster

d Departure time

e Change at Edinburgh

f Change at Darlington

g Change at Leeds, arrives at or departs from Bradford Interchange

k Change at Leeds

p Change at Peterborough

r Change at Retford

HD1/L1.1

- 4 The National Fares Manual lists stations in alphabetical order. Which station would come first in the manual out of the four options shown below?
- A Castle Cary
- B Castleford
- C Carnforth
- D Carmyle

Rw/E3.4

- 5 How would you spell out 'Llanelli' in words using the phonetic alphabet?
- A double Lima, Alfa, November, Echo, double Lima, India
 - B capital Lima, small Lima, Alfa, November, Echo, two small Limas, India
 - C Lima, Lima, Alfa, November, Echo, Lima, Lima, India
 - D two Limas, Alfa, November, Echo, two more Limas, India

Phonetic alphabet			
Letter		Letter	
A	Alfa	B	Bravo
C	Charlie	D	Delta
E	Echo	F	Foxtrot
G	Golf	H	Hotel
I	India	J	Juliet
K	Kilo	L	Lima
M	Mike	N	November

SLlc/L1.1


- 6 The message below is from a station report. What does the highlighted part of the message mean?
- A We are pleased to announce that we will be training our young assistants in luggage and package handling.
 - B Please help a young passenger with luggage to get on and off the train.
 - C Please turn over to find out how to search passengers with large backpacks.
 - D Please assist a group of young backpackers to get off the train while their luggage is searched.

<p>***ASSISTANCE REQUIRED FOR THIS CUSTOMER ***</p> <p>*PLS ASST ENDETRAIN WITH LUG. YNG PAX. THANX AG</p>

Rw/L1.2

- 7 Look carefully at this top section of a ticket office summary sheet which shows money coming in. Use a calculator to help you work out which of the amounts below should go in the yellow spaces marked (1) and (2).

- A (1) 2509.40 (2) 3012.90
 B (1) 2509.40 (2) 2479.40
 C (1) 2309.40 (2) 2812.40
 D (1) 2509.40 (2) 3072.40

THE GR8 RAIL GROUP 		Ticket Office Summary		Shift Sheet No. 127276	
Name	Details of cash etc	£		p	
Date	Notes: £50	450		00	
	Notes: £20	660		00	
Station Oakton	Notes: £10	630		00	
Machine/window 02	Notes: £5	455		00	
Shift commenced 09:30	Coins: (including £1)	314		40	
Shift closed 17:30	Total	(1)			
	Less cash float	30		00	
Cash float received £30	Cash takings				
	Tokens	0		00	
	Cheques Items 3	533		50	
	Total remitted	(2)			

N2/L1.5; N2/E3.4; MSS1/E3.1

- 8 A Dispatch record is used to explain why a train was delayed. Which of the comments below gives the clearest but briefest information to go on the form?

- A A branch of an oak tree which had been bending over for a while suddenly fell across the line.
 B Fallen tree branch across line.
 C A tree blocked the line and the driver and passengers had to wait for it to be sawn in half before it could be moved.
 D Line not clear.

Wt/L2.2

- 9 A description of an accident should include facts rather than opinions. Which of the following statements is a fact?

- A I think he hurt his right leg or knee.
 B Someone was dragging a suitcase and he might have tripped over this.
 C He tripped as he was coming down the steps.
 D He was late and in a hurry as usual.

Rt/L1.2

10 You will need the 'Accident report form - rail' from the Source material to answer the following question. Which of the following pieces of information should **not** be included in Section 3 of the Accident report form?

A departure time

B job title

C type of injury

D part of body injured

Wt/L1.2; Wt/L1.5

Audio

PAGE 4:4

Company policy

Task 3 18

I got to work an hour late this morning. Well, I had a bit of a lie-in, then I couldn't find my uniform trousers. That's why I'm wearing these jeans.

I'm going to nip off home early today. I want to start packing. I'm on holiday next week, y'know. Booked it over the Internet at work while no one was looking. Took me ages, but it was worth it. Oh, that reminds me – you know that suitcase that's been in Lost Property for ages? I took it home yesterday. Just right for my hols, eh?

PAGE 4:14

Communication

Focus page 19

- 1 Trains are disrupted at New Street so we've got a wheelchair passenger who's going to be late for her connection. Can you get someone to meet her?
- 2 Is that Customer Services at Bristol?
This is Anne Granger, CSM at Wolverhampton. 2-Golf-4-3 is running late due to disruption at Birmingham.
There is a passenger in a wheelchair on board. She needs to make a connection for Cardiff but I think she'll miss her reservation at your end. Can you make sure that someone meets her at Bristol and sorts her out? Her name is Mrs Mitchell and she is in Coach Bravo.
If you need to contact me, my number is 01234 567890.
Repeat the message back to me.
- 3 Hi, is that Bill? Did you win last night? Great.
I just dispatched the 0855 Newcastle train from Platform 9. Seven minutes delay, I reckon. What a job I've had, I felt rubbish this morning anyway. One family had loads of luggage and they're getting off at Lincoln so we'd better ring ahead, otherwise that train will be delayed too. A passenger tried to get on the train after the doors were locked, just as I was going to dispatch. He was in a right strop; as if it was my fault he was late! Over and out.

- 4 Is that Val? Hi, this is Ian.

I just dispatched the 0855 Newcastle train from Platform 9. I reckon there's a seven-minute delay. We had better ring ahead to warn Lincoln 6-3-4-0 that there's a family with a lot of luggage getting off there.

Repeat the message back to me. Over.

PAGE 4:15

Focus page 20

- 5 OK. Will do.
- 6 Bristol Customer Services. Matt speaking. State your message.
Right, so we will arrange for a Mrs Mitchell to be met from Coach Bravo of 2-Golf-4-3 when it arrives at Bristol and assist her transfer to the next train for Cardiff. Any problems and I contact Anne Granger, CSM at Wolverhampton on 01234 567890.
Is that all?
- 7 Yeah, we won five-nil. Great booze up afterwards, too.
Passengers – I don't know. Can't live with them, can't live without them!
Okey dokey. See you.
- 8 Val Walters, CSM Newcastle. State your message.
The 0855 Newcastle train from London left five minutes late. Correction. Seven minutes late. I need to warn Lincoln that passengers with a lot of luggage will alight there and may need assistance. Who am I speaking to? Over.
Right, Ian. I'll arrange that. Out.

PAGE 4:16

Task 1 21

Is that Crewe? This is Jim O'Reilly, guard on the 1830 to Manchester from Euston, 7-Yankee-8-9. We are just leaving Shrewsbury. It's been one of those days. We have an elderly partially sighted lady on board who requires assistance to get off the train and up to the taxis. There seem to be more passengers than usual. It must be the holiday season. I expect even more will get on at Chester.

Task 2 22

Jill Painter speaking. CSM at Manchester Piccadilly. State your message. Over.

Ah ha.

I will arrange for somebody to meet 7-Yankee-8-9 on the platform at Manchester Piccadilly to assist elderly partially-sighted lady. Do you have a name for her? Over.

Mrs Wright. OK. Out.

PAGE 4:18**Letters and numbers****Task 3 23**

- 1 This is Xray-Yankee-Foxtrot-5-7-0 speaking. Repeat back to me. Over.
- 2 Assistance is needed for a passenger on Platform 9. Repeat back to me. Over.
- 3 The wheelchair passenger is Mrs Davies. That's Delta, Alfa, Victor, India, Echo, Sierra. Repeat back to me. Over.
- 4 The booking reference for Mrs Davies is 0-Alfa-Alfa-4-8-3-Foxtrot. Repeat back to me. Over.
- 5 She is in seat Bravo-0-2-Foxtrot on the 1615 to Birmingham. Repeat back to me. Over.
- 6 The next train arriving at Platform 7 is the Cross Country Service. That's the Xray-Charlie-Sierra for Birmingham 1-1-2-7. Repeat back to me. Over.

PAGE 4:25**Completing forms****Focus page 24**

It was our fault that the train left the platform really late. We took ages getting the ramp into position to detain a wheelchair passenger from coach B. I think Joe took a while to find the ramp and then he had trouble fixing it in position. I've asked him to check if the fixings are OK. And I've told him to be ready next time.

PAGE 4:26**Task 3 25**

The doors were just starting to close and the train was about to depart when a passenger tried to get off. There's always one, isn't there? He must have been asleep and at the last minute he realised this

was his stop. Anyway, the platform staff noticed him and we stopped the dispatch process. Even so, it delayed the train for five minutes.

PAGE 4:27**Reporting accidents and incidents****Focus page 26**

I don't think Trev was really with it this morning. He was walking along the platform talking to me and he walked straight into the pillar. He hit his head. I bet he was seeing stars! The bump came up like an egg. I took him to the first aider – just to get it checked, like. She said to take him to Casualty, just in case. Thought he might've got concussion. He was in a lot of pain. I took him to Casualty. Turns out it was just badly bruised. It shook him up, though. We were checking the signage on Platform 5 at the time. We've finished it now. Chris gave me a hand this afternoon.

PAGE 4:32**Announcements****Task 1 27**

This is a platform alteration. The 1745 train for Glasgow will now be leaving from platform 6b. Will all passengers for the 1745 Glasgow train please make their way to platform 6b? Thank you.

(Spoken in three different tones of voice.)

Task 2 28

- A This is David Lee, your conductor for today. I apologise for this delay. This is due to a bomb scare at the next station. We will get you moving as soon as possible.
- B This is David Lee, your conductor for today. I apologise for this delay. This is due to reasons beyond our control at the next station. We will get you moving as soon as possible.
- C This is David Lee, your conductor for today. I apologise for this delay. This is due to a code 43 at the next station. We will get you moving as soon as possible.

Answers

PAGES 4:1–4:2

Roles and responsibilities

Task 1

- **Carry out** additional duties as directed by your line manager.
- **Attend** meetings, briefings and training as required.
- **Maintain** a visible presence at the station at all times.

Task 2

- 1 Attend meetings as required.
- 2 Attend briefings as required.
- 3 Attend training as required.

Task 3

- 1 Yes
- 2 The last day of each month, or the next Monday if the last day falls on a weekend, or the next working day if the last day falls on a public holiday.
- 3 3 months but may be extended to 6 months.
- 4 20 days plus bank or public holidays.
- 5 Yes

PAGES 4:3–4:4

Company policy

Task 1

- 1 To be mediated by the teacher.
- 2 You may have written something like this:
This section tells you about which things might lead to a summary dismissal (getting the sack).

Task 2

- 1 a punishment
b shared
c getting the sack
d drinking or taking
- 2 To be mediated by the teacher.
- 3 You may have written something like this:
If you take drugs or alcohol before or at work you will get the sack.

Task 3

- 1 The employee has come to work late, not dressed in the company uniform, decided to leave work early, used the Internet for personal reasons, taken home some lost property.
- 2 The offence that could lead to summary dismissal is using the Internet for personal reasons.

PAGES 4:5–4:9

Timetables

Focus page 4:6

a = Arrival time

d = Departure time

For Huddersfield, change at Leeds.

For Bradford Forster Square, change at Leeds.

NB Arrive at Bradford Interchange.

For Keighley, change at Leeds.

For Skipton, change at Leeds.

Catch the 1925 from York.

The following journeys have a restaurant service starting at King's Cross:

1630 to Newcastle (except Fridays)

1630 to Edinburgh (Fridays only)

1635 to Leeds

1700 to Edinburgh

1703 to Leeds

1720 to Selby

1730 to Edinburgh

1733 to Bradford Forster Sq.

Task 1

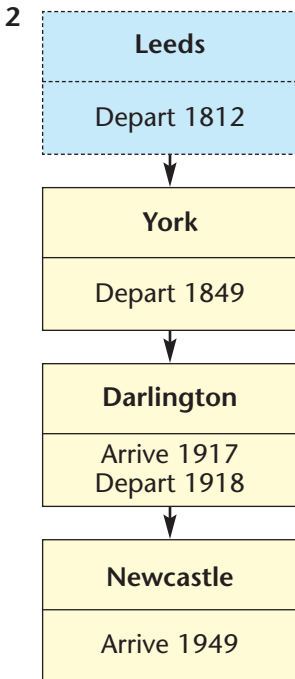
	Run by service operator	Connecting service
Grantham to Newark	✓	
Newark to Grimsby		✓
Scarborough to York		✓
York to Edinburgh	✓	
Leeds to Wakefield	✓	
Wakefield to Skipton	✓	
Dundee to Aberdeen	✓	

Task 2

- 1 Before
- 2 Yes
- 3 Either go from Doncaster to Wakefield and change trains to Huddersfield, or go from Doncaster to Leeds and change trains to Huddersfield.
- 4 There are six stations between Edinburgh and Montrose. (Montrose is the seventh station after Edinburgh.)
- 5 1
- 6 No

Task 3

- 1 The passenger arrives in Darlington at 1953. The passenger arrives in Northallerton at 2022.



Task 4

- 1 2027
- 2 2146
- 3 1925
- 4 Peterborough
- 5 1954
- 6 Fridays only

Task 5

The 1849 from York will get you to Middlesbrough at 1950. There's one change at Darlington. Alternatively, the 1925 from York will get you to Middlesbrough at 2035, with one change at Darlington.

PAGES 4:10–4:13

Best-value fares

Task 1

Month	Abbreviation
January	JNR
February	FBY
March	MCH
April	APR
May	MAY
June	JUN

Month	Abbreviation
July	JUL
August	AUG
September	SEP
October	OCT
November	NOV
December	DEC

Task 2

Symbol or code	Meaning
◆	Prices and validity codes apply for travel in both directions.
‡	Prices apply only to the specific journey shown. These fares must not be used to compile fares for any other journey.
NT	Northern
(S)	Single
(R)	Return
SD	Standard Day
SV	Saver
SV 8A	Saver. Valid by any train.
CD	Cheap Day
CD B3	Cheap day by any train except those timed to depart Mondays–Fridays before 0900.

Task 3

1	Dingwall
	Gerrards Cross
	Ilkley
	Southport
	Warrington
2	Settle
	Shenstone
	Slough
	Snaith
	Southend

3	Thatto Heath
	Thirsk
	Thorpe Bay
	Three Oaks
	Thurso

4	Frimly
	Frinton
	Frizinghall
	Frodsham
	Frome

Task 4

To be mediated by the teacher.

PAGES 4:14–4:16

Communication

Focus pages

To be mediated by the teacher.

Task 1

Giving messages – the way to speak	✓
Speak slightly slower than normal with a natural rhythm	
Speak at the same volume as a normal conversation; do not shout or whisper	
Use clear sentences	✓
Speak clearly; do not slur words together or hesitate; don't use 'er' and 'um'	✓

Giving messages – what to say	✓
Give your name	✓
Give your job title	✓
Say where you are	✓
Say how you can be contacted	
Check the listener has understood you	
Ask the listener to repeat the message back to you – particularly any numbers, codes or times	

Task 2

Receiving messages – the way to listen	✓
Let the caller know that you are ready to listen: 'State your message'	✓
During the message, let the caller know that you are listening: 'Yes, OK, mmm'	✓
Let the speaker know when it is his or her turn to speak or that the message is over: 'Over', 'Out'	✓

Receiving messages – what to say	✓
Give your name	✓
Give your job title	✓
Say where you are	✓
Say how you can be contacted	
Find out who the caller is	
Find out how the caller can be contacted	
Check that you have understood the message	
Repeat the message back to the caller – particularly any numbers, codes or times	✓

PAGES 4:17–4:18

Letters and numbers

Task 1

To be mediated by the teacher.

Task 2

- 1 India, Lima, Kilo, Lima, Echo, Yankee.
- 2 Foxtrot, Alfa, Romeo, November, Hotel, Alfa, Mike.
- 3 Golf, Lima, Alfa, Sierra, Golf, Oscar, Whiskey.
- 4 Juliet, Oscar, Romeo, Delta, Alfa, November, Hotel, India, Lima, Lima.
- 5 Charlie, Alfa, Romeo, Lima, India, Sierra, Lima, Echo.
- 6 Papa, Echo, November, Zulu, Alfa, November, Charlie, Echo.
- 7 Yankee, Echo, Oscar, Victor, India, Lima.
- 8 Quebec, Uniform, Echo, Echo, November, Sierra, Bravo, Oscar, Romeo, Oscar, Uniform, Golf, Hotel.
- 9 Uniform, Xray, Bravo, Romeo, India, Delta, Golf, Echo.

Task 3

- 1 XYF570
- 2 Platform 9
- 3 DAVIES
- 4 0AA483F
- 5 B02F
- 6 XCS for Birmingham 1127

PAGES 4:19–4:20

Platform duties

Focus page

Leicester

Monday 24th October

Miss Evans

00GT62P

PLS = please

ASST = assist

ENDETRAIN = entrain and detrain (get on and off a train)

LUG = luggage

PAX = passenger

COND = condition

THANX = thank you

Task 1

Month	Abbreviation
January	JNR
February	FBY
March	MCH
April	APR
May	MAY
June	JUN

Month	Abbreviation
July	JUL
August	AUG
September	SEP
October	OCT
November	NOV
December	DEC

Task 2

You might have written something like this:

PLSE ASST PAX ENDETRAIN AT ALL POINTS. HELP WI LUG REQ. HELP X PLATFORMS. ASST TO SEAT. MNY THANKS AGR.

Task 3

Mr and Mrs West are arriving from Swansea on Platform 1 at 1903. They need help to get to Platform 2 to catch the 1954 to Chester. One of them has a wheelchair. They are travelling with a guide dog because one of them is blind. The second leg of their journey is non-reserved.

PAGES 4:21–4:22

Train dispatch

Task 1

- 1 The STATION WORK COMPLETE signal means that the signals show that the train can move, and either that there are no passengers in the way of the train doors, or that the doors are closed.
- 2 The STATION WORK COMPLETE signal is given by the person in charge of the platform.
- 3 'Proceed aspect' means that the signal at the end of the platform is showing a coloured light to indicate that the track is clear for the train to continue on its journey.
- 4 The three different hand signals are:
 - one arm raised above your head
 - a dispatch bat raised above your head
 - at night, a white light held steadily above your head.
- 5 The signal tells the driver or guard of a train with power-operated doors that it is safe to close the doors.
The signal tells the driver of a slam-door train that all the doors are properly closed.

PAGES 4:23–4:24

Cashing up

Task 1

THE GRS RAIL GROUP		Ticket Office Summary		Shift Sheet No. 127275	
Name		Details of cash etc.	£		p
Date		Notes: £50	350		00
Station <u>Oakton</u>		Notes: £20	560		00
Machine/window <u>03</u>		Notes: £10	830		00
Shift commenced <u>06:30</u>		Notes: £5	385		00
Shift closed <u>14:30</u>		Coins: (including £1)	112		30
		Total	2237		30
Cash float received <u>£30</u>		Less cash float	30		00
		Cash takings	2207		30
		Tokens	0		00
		Cheques	Items <u>3</u>	418	25
		Total remitted	2625		55
Debits	£	p	Credits	£	p
Debit/credit card refunds	155	95	Debit/credit card payments	3295	65
Compensation vouchers given out	121	00	Compensation vouchers received	225	00
Items without debit	78	75	Items without debit repaid	184	85
Season ticket refunds	1050	50	Warrants	112	00
Other	0	00	Other	0	00
Total debits	1406	20	Total credits	3817	50
Comments:			Total remitted	2625	55
			Plus Total credits	3817	50
				6443	05
			Less Total debits	1406	20
			Final balance	5036	85
Completed by		Checked by			

PAGES 4:25–4:26

Completing forms

Task 1

	Time of arrival Booked	Time of arrival Actual	Time of arrival Booked	Time of arrival Actual
1	0818	0820	0825	0825
2	1147	1147	1150	1151
3	1424	1425	1429	1430
4	1907	1907	1910	1910
5	2352	2345	2355	2355

Task 2

1	It took several minutes for two customers who were putting their bicycles onto the train to secure them in a safe manner.	Customers putting cycles on train.
2	The train was extremely overloaded due to cancellation of two previous trains to Shrewsbury. Many passengers had to be persuaded to disembark and wait for the next train. This took some time.	Train overloaded. Pass. persuaded wait next train.

Task 3

You may have written something like this:

Pass. attempting detain.

If there was room, you may have added:

Seen platform staff. 5 min delay.

PAGES 4:27–4:29

Reporting accidents and incidents

Task 1

Details to be included Part 1 of the form:

Date of the accident

The time the accident happened

Where the accident happened

Task 2

I was waiting to dispatch the 1442 earlier on today. Since it was close to departure time, I started to move the ramp away from Coach E. Paul Evans came off the train. He seemed very flustered. He said he had been helping a wheelchair user to his seat and he was sorry it had taken so long. As he stepped from the train he missed his footing and fell over. His leg was twisted under him in a funny way. He wrenched his ankle. He screamed out. I told him that I thought his ankle was broken, but fortunately it turned out that it wasn't. I was very worried about him for a while. I did not see exactly what he tripped on, but he might have thought the ramp was still there. It was definitely not his fault - he was being careful. I asked the manager to come and look at him.

Task 3

You may have written something like this:

I tripped over as I was leaving the coach. I went down heavily on my left ankle. The guard fetched the manager. The manager told me to go to Casualty. It turned out my ankle was badly sprained.

PAGES 4:30–4:32**Announcements****Task 1**

Announcement A

Task 2

Announcement B

Task 3

To be mediated by the teacher.

Check it

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