

<i>900 exercises in vocational communication</i>	Notes for teachers	C2 / 3.1
<i>General aim</i>	C: Understand a message	
<i>Level of difficulty</i>	2	
<i>Intermediate aim</i>	3: Appropriate a message	
<i>Operational aim</i>	1: Summarise a message from elements found. Secondary aims: 1.0: Summarise information 2.0: Summarise a text	
<i>Pre-requirements</i>		
<i>Number of exercises</i>	For secondary aim 1.0: Summarise information 1.1 : explanation 1.2 : example 1.3 , 1.4, 1.5: exercises For secondary aim 2.0: Summarise a text 2.1: explanation 2.2 and 2.3: exercises	
<i>Summing-up exercise</i>	C2/31-2.4	
<i>Comments</i>		

Let's imagine that you are a journalist!



You have to present a football match on television. This report must not last longer than 4 minutes. So it is impossible to describe the whole match: each half, each movement of each player, each whistle from the referees, each near goal, ... So what do you do?



You will have to **SUM UP** the match.

To do that, you have to choose the best moments, the most important moves against the opposing team, describe the most daring and most original passes, etc.

In short, you have to **give in the minimum of information the most important things that happened**. That is summing up, or **summarising**.

In the important information, you must often make sure to include the answers to the following questions:

- **When did it happen?**
- **Where did it happen?**
- **Who was involved?**
- **What happened?**
- **Why?**
- **What are the consequences of what happened?**

The use of summaries in everyday life

In newspapers, the “news in brief” articles are summaries. They describe in a few lines the events that happened in the area. To do that, the journalist has to give all the important elements. And they have to give information about the following questions:

- **When did it happen?**
- **Where did it happen?**
- **Who was involved?**
- **What happened?**
- **Why?**
- **What are the consequences of what happened?**

<p style="text-align: center;">NAMUR</p> <p>Motorcyclist injured</p> <p>Friday at about 6pm, Mr Julian Ritchie of Sun Street, Westfield, was riding his motorbike in Stanford. He lost control of his vehicle and fell. He was badly injured and taken to Saint Francis hospital by the emergency services who arrived quickly. The Westfield police department is investigating.</p>

In this article, the journalist gave answers to most of these questions:

- **When did it happen? On Friday at 6pm.**
- **Where did it happen? At Stanford.**
- **Who was involved? Mr Julian Ritchie of Sun Street, Westfield.**
- **What happened? He lost control of his vehicle.**
- **Why? The journalist does not say.**
- **What are the consequences of what happened? He was badly injured, and taken to the Saint Francis hospital by the emergency services who arrived quickly. The Westfield police department is investigating.**

Here is another brief article from a newspaper.

Read it and then check whether the journalist has answered the important questions.

EXETER

Robbery in a jeweller's shop

Friday morning, the Exeter police were called out for a robbery in Collard's jewellers. For reasons as yet undetermined, the alarm did not go off and the owners discovered that some of the jewellery had gone when they opened the shop the next morning. The thieves stole more than 200,000 euros' worth of jewellery.

- **When did it happen?**

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- **Where did it happen?**

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- **Who was involved?**

.....

- **What happened?**

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- **Why?**

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- **What are the consequences of what happened?**

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Look at the suggested answers for C2/31-1.3

Here is another brief article from a newspaper.

Read it and then check whether the journalist has answered the important questions.

EXETER

Robbery in a jeweller's shop

Friday morning, the Exeter police were called out for a robbery in Collard's jewellers. For reasons as yet undetermined, the alarm did not go off and the owners discovered that some of the jewellery had gone when they opened the shop the next morning. The thieves stole more than 200,000 euros' worth of jewellery.

- **When did it happen?** Friday morning
- **Where did it happen?** At Collard's jewellers in Exeter.
- **Who is involved?** The owners of Collard's jewellers.
- **What happened?** A robbery in a jeweller's shop. The alarm did not go off and the owners discovered the disappearance of the jewels the next morning when they opened the shop.
- **Why?** For reasons as yet undetermined, the alarm did not go off.
- **What are the consequences of what happened?**
The thieves stole more than 200,000 euros' worth of jewellery.



Write a postcard



*You are on holiday at the seaside with three friends. The weather is magnificent: sunshine and a light breeze.
You are staying in a youth hostel. You have a room for 4. You are very pleased about this as you were afraid of being separated, and in fact you have all been able to sleep in the same room.
The food is delicious and there is a lot of it. Your favourites are chips and ice cream.
In the morning, you go swimming, then you play with a ball on the beach. In the afternoon, you go for walks and admire the pretty girls sunbathing.
Tomorrow you are having your first windsurfing lesson. You are really looking forward to it.*

Write a postcard to your brother to summarise your stay.

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+*£%&#+£µ ù*☀️♫♣️□□ □ 0,80 euros		

Look at the suggested answers for C3/31-1.4

Write a postcard



You are on holiday at the seaside with three friends. The weather is magnificent: sunshine and a light breeze.

You are staying in a youth hostel. You have a room for 4. You are very pleased about this as you were afraid of being separated, and in fact you have all been able to sleep in the same room.

The food is delicious and there is a lot of it. Your favourites are chips and ice cream.

In the morning, you go swimming, then you play with a ball on the beach. In the afternoon, you go for walks and admire the pretty girls sunbathing.

Tomorrow you are having your first windsurfing lesson. You are really looking forward to it.

Here is an example summary of your stay:

<p><i>Hi Hugo!</i> <i>Everything is great here at the sea: the weather is fabulous. We're all 4 in the same room. The food is really good.</i> <i>We go swimming, we play football, we go for walks. The girls are beautiful!!!</i> <i>Tomorrow: windsurfing - can't wait!</i> <i>See you soon, <u>Tom</u></i></p>	<div style="border: 1px solid black; padding: 5px; width: fit-content; margin-bottom: 10px;"> <p>+**£%&#+£µ ù*☀️🎵♣️□□ □ 0,80 euros</p> </div> <p>Hugo Roberts 24 Rose Street Folkestone KENT CT20 2LP</p> <p>UK</p>
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<i>900 exercises in vocational communication</i>	Exercise	C2 / 31 – 1.5
		Eval.:

Summarise an oral request in writing

You work in a restaurant. Your boss has to leave and asks you to pass on these indications in writing for the evening shift.



This is what your boss tells you:

This evening, we have 6 bookings for 8pm. We need 2 tables for 4, 3 tables for 2 and a large table for a group of 12. You can put it in the room at the back. Don't forget to turn on the heating! The group will have the fish menu at 20 euros. So, 12 fish menus for them. Take away all the ashtrays as it's now forbidden to smoke in restaurants, as you well know. We don't have any more duck or venison. For the wine, try to suggest the Bordeaux. There will be one person less in the kitchen as Charlie is off sick. Ask Freddy to phone Sonia to replace him. And I want everything to be perfectly tidy and clean, for tomorrow morning. I'll be in to check.

Write the memo that you will put up in the kitchen here:

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Look at the suggested answers for C2/31-1.5

Summarise an oral request in writing

You work in a restaurant. Your boss has to leave and asks you to pass on these indications in writing for the evening shift.



This is what your boss tells you:

This evening, we have 6 bookings for 8pm. We need 2 tables for 4, 3 tables for 2 and a large table for a group of 12. You can put it in the room at the back. Don't forget to turn on the heating! The group will have the fish menu at 20 euros. So, 12 fish menus for them.

Take away all the ashtrays as it's now forbidden to smoke in restaurants, as you well know.

We don't have any more duck or venison. For the wine, try to suggest the Bordeaux.

There will be one person less in the kitchen as Charlie is off sick. Ask Freddy to phone Sonia to replace him.

And I want everything to be perfectly tidy and clean, for tomorrow morning. I'll be in to check.

Here is an example memo that you could put up in the kitchen:

In the dining room:

for 8pm:

- 2 tables for 4

- 3 tables for 2

- 1 table for 12 in the room at the back (turn on the heating)

12 fish menus for the group

Take out all the ashtrays.

No more duck or venison.

Suggest the Bordeaux wines

In the kitchen:

Charlie is off sick. Freddy must phone Sonia to replace him.

Everything has to be perfect for tomorrow morning!

Summarising a text: some advice

The longer a text is, the more difficult it is to easily grasp the essential points.

To help you, we suggest the following method:

First step

- 1- Read the text.
- 2- Look up in the dictionary all the words you don't know.
- 3- Number the paragraphs, that is, the groups of sentences that are separated by a space between the lines.

Second step

- 1- Read the text again. After each paragraph (the groups of sentences that are separated by a space between the lines), ask yourself the question: "What are they saying in this paragraph?"
- 2- Underline the parts of sentences which contain an important idea.
- 3- Write down this idea, using the words you have underlined in the text to help you.

Third step

- 1- Reread the summary of each paragraph.
- 2- If 2 paragraphs give more or less the same idea, summarise them in one.
- 3- Make sure to link the summaries of each paragraph by using linking words that are often found in the text: one day / suddenly/ but/ on the other hand/ however/ then/ so/ finally/ etc.



Distinguish the essential points in a paragraph

The author of a text sometimes gives information that is not essential to the understanding of the message: he repeats the same idea in several ways, he gives examples, or he gives a lot of details.



In the following text, underline in each paragraph everything that is essential for understanding the message.

The fact that dogs sometimes run away is often due to their instinct and their highly developed sense of smell.

In general, a dog does not like changes to his environment: the arrival of a baby, moving house, or family tensions can cause him to leave. If he is worried, he prefers to run away to try to find peace and quiet elsewhere.

Often, he's looking for a partner of the opposite sex and will jump over gates, garden fences and other obstacles!

Some types of dog seem pre-disposed to running away. For example, northern dogs or hunting dogs (Huskies, Alsatians, Golden Retrievers, Spaniels, etc.) love to improvise little escapades. However, a good education and suitable fences can remedy this problem.

Fear can make a dog run away. Who has not seen a dog panic at an imminent storm? Animals are very sensitive to the atmosphere, and often run away from unknown element: thunderstorms, storms, fires, fireworks and helicopters can cause your dog to run at top speed, without knowing where, as if crazy. They can run for miles like this.

Moreover, old age in some dogs leads to a loss of familiar landmarks and perturbs the animal to such an extent that he can no longer find his way round, even in a familiar place.

Other causes can be curiosity or greed.

You should know too that an adopted dog might want to find his former owners.

As you will have understood, your dog needs familiarity and routine: a well marked out territory, a quiet place, a familiar cushion or basket, regular mealtimes and walks.

Look at the suggested answers for C2/31-2.2

Distinguish the essential points in a paragraph

The author of a text sometimes gives information that is not essential to the understanding of the message: he repeats the same idea in several ways, he gives examples, or he gives a lot of details.



Below, in each paragraph, the words that seem essential for the understanding of the message have been underlined.

The fact that dogs sometimes run away is often due to their instinct and their highly developed sense of smell.

In general, a dog does not like changes to his environment: the arrival of a baby, moving house, or family tensions can cause him to leave. If he is worried, he prefers to run away to try to find peace and quiet elsewhere.

Often, he's looking for a partner of the opposite sex and will jump over gates, garden fences and other obstacles!

Some types of dog seem pre-disposed to running away. For example, northern dogs or hunting dogs (Huskies, Alsatians, Golden Retrievers, Spaniels, etc.) love to improvise little escapades. However, a good education and suitable fences can remedy this problem.

Fear can make a dog run away. Who has not seen a dog panic at an imminent storm? Animals are very sensitive to the atmosphere, and often run away from unknown element: thunderstorms, storms, fires, fireworks and helicopters can cause your dog to run at top speed, without knowing where, as if crazy. They can run for miles like this.

Moreover, old age in some dogs leads to a loss of familiar landmarks and perturbs the animal to such an extent that he can no longer find his way round, even in a familiar place.

Other causes can be curiosity or greed.

You should know too that an adopted dog might want to find his former owners.

As you will have understood, your dog needs familiarity and routine: a well marked out territory, a quiet place, a familiar cushion or basket, regular mealtimes and walks.

Reformulate the elements you have retained to write the summary of the text

In the following text, the elements that are essential for understanding the message are underlined.

On the following page, write the summary of this text, making sure to link the different ideas together.



The fact that dogs sometimes run away is often due to their instinct and their highly developed sense of smell.

In general, a dog does not like changes to his environment: the arrival of a baby, moving house, or family tensions can cause him to leave. If he is worried, he prefers to run away to try to find peace and quiet elsewhere.

Often, he's looking for a partner of the opposite sex and will jump over gates, garden fences and other obstacles!

Some types of dog seem pre-disposed to running away. For example, northern dogs or hunting dogs (Huskies, Alsatians, Golden Retrievers, Spaniels, etc.) love to improvise little escapades. However, a good education and suitable fences can remedy this problem.

Fear can make a dog run away. Who has not seen a dog panic at an imminent storm? Animals are very sensitive to the atmosphere, and often run away from unknown element: thunderstorms, storms, fires, fireworks and helicopters can cause your dog to run at top speed, without knowing where, as if crazy. They can run for miles like this.

Moreover, old age in some dogs leads to a loss of familiar landmarks and perturbs the animal to such an extent that he can no longer find his way round, even in a familiar place.

Other causes can be curiosity or greed.

You should know too that an adopted dog might want to find his former owners.

As you will have understood, your dog needs familiarity and routine: a well marked out territory, a quiet place, a familiar cushion or basket, regular mealtimes and walks.

Write your summary of the text here.



A large, empty rectangular box with a thin black border, intended for writing a summary of the text.

Look at the suggested answers for C2/31-2.3

Reformulate the elements you have retained to write the summary of the text

In the following text, the elements that are essential for understanding the message are underlined.

On the following page, write the summary of this text, making sure to link the different ideas together.



The fact that dogs run away is often due to their instinct and their highly developed sense of smell.

In general, a dog does not like changes to his environment. Often, looking for a partner of the opposite sex will make him run away. Moreover, some types of dog seem predisposed to running away. Fear can also make a dog run away. Old age in some animals makes them lose their familiar landmarks and disturbs the animal to such an extent that it can no longer find its way. Other causes are possible: curiosity, greed, etc. You should know too that adopted dogs sometimes try to find their former owners.

As you will have understood, your dog needs familiarity and routine.

Summarise this text applying the techniques that you have learnt.

Anger

Anger is one of the primary emotions, a throwback to when we were animals. We have all experienced it when we were little, when we came up against the first annoyances that life throws our way: not being allowed to eat sweets, having to get up for school, having to give a toy back to a friend, etc. Basically, having to admit that we were not the centre of the universe, and that others were not there exclusively to serve us. If we still experience fits of anger, it is because we have not yet accepted that the world does not revolve only around us.

But what do we do when the anger rises?

Above all, it is important to try to understand how this anger shows itself, in order to recognise the first signs and be able to control ourselves. Does it come on slowly, after an accumulation of negative events? Or does it rise like an uncontrollable wave? Is it cold anger, which makes me very hard, or a rage that leads to a torrent of insults? Is it a desire to destroy something or someone?

Where does this anger come from? We must analyse the deeper reasons for it. What is it trying to express? What are my feelings? Sadness? Frustration? Pain? Vexation? Stress? ... If I understand what the anger is trying to tell me, I can say it in other ways, without yelling and without breaking things.

One solution is to let it out in another way: running, singing, writing in red ink all the things that make me angry, ... Rage can be a motor. I can use it to do something interesting. I definitely do not let these destructive emotions turn against someone else or against myself.

When my anger rises, I have to protect the people around me. I tell them: "I am too angry to continue the discussion!" And I take the time to calm myself down.

Finally, when the anger has subsided, I start the discussion again. I explain how I felt, what caused my anger. Even if I think that the anger was justified, I never stop the communication.

The exercise continues on the next page



Summary of the text on anger

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Look at the suggested answers for C2/31-2.4



Summary of the text on anger

Anger

We have all experienced anger when we were little, when we came up against the first annoyances that life throws our way.

But what do we do when anger rises?

Above all, it is important to try to understand how this anger shows itself, in order to recognise the first signs and be able to control ourselves.

Then we have to analyse the deeper reasons for the anger, to be able to express them without yelling or breaking things.

One solution is to let it out in another way, to avoid letting these destructive emotions turn against someone else or against oneself.

When anger rises, I have to protect the people around me and say that I am unable to continue the discussion. Then I take the time to calm down.

Finally, when the anger has subsided, I start the discussion again.

