

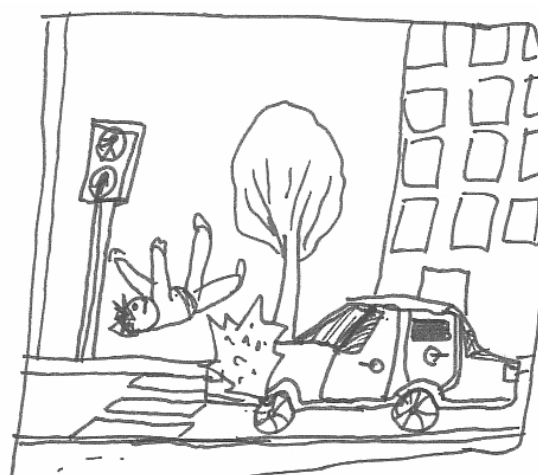
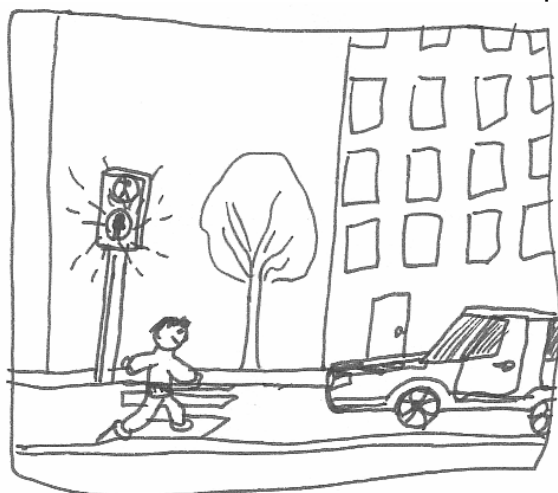
<i>900 exercises in vocational communication</i>	Notes for teachers	D1 / 23
<i>General aim</i>	D: MAKE A WRITTEN MESSAGE	
<i>Level of difficulty</i>	1	
<i>Intermediate aim</i>	2 Organise and give structure to a message.	
<i>Operational aim</i>	3 Write a message from a series of pictures.	
<i>Pre-requirements</i>	Know how to use adverbs of time, or see module D1-21.	
<i>Number of exercises</i>	6	
<i>Summing-up exercise</i>	D1/23-1.7	
<i>Comments</i>	Some exercises can be used to make people aware of safety at work.	

Look at these two pictures.

1. What can we see?

2. How can we interpret what we see?

Drawings by: Mike Krause



1. We can see that:

- There is a car near a pedestrian crossing.
- A small boy is crossing a road. The signal tells him he can cross.
- The car knocks the boy down.
- The boy is thrown into the air by the blow.

2. My interpretation of this:

- There has been an accident.
- A young boy has been injured.
- A driver ignored the signal.
- A driver is in the wrong.

We don't know everything about this situation. For example, about the driver, perhaps:

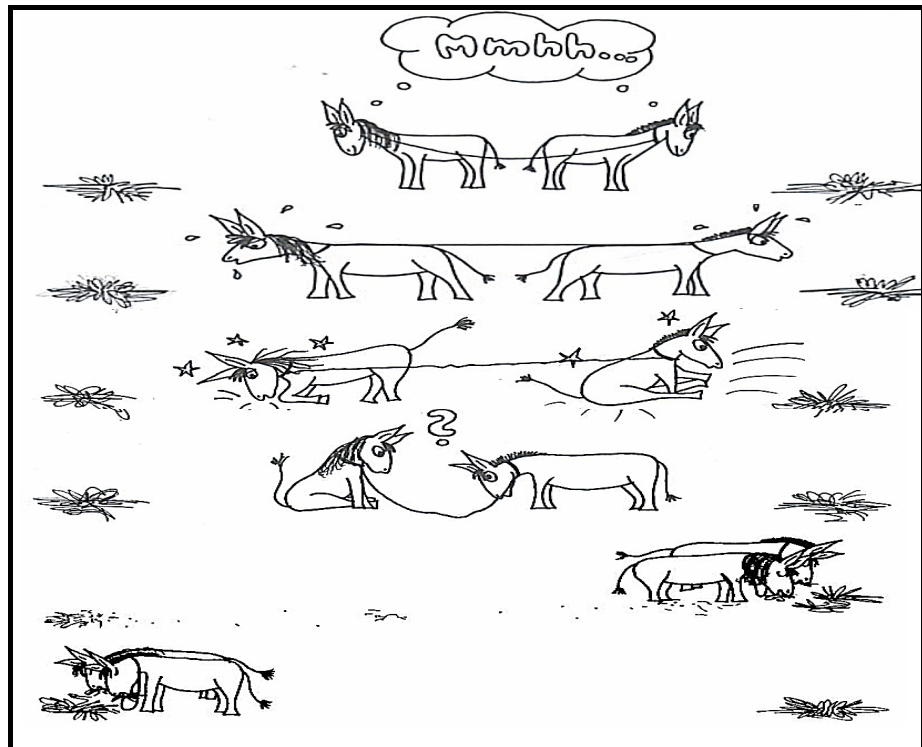
- the driver didn't see the signal
- the driver has a problem with his brakes
- the driver had a heart attack
- etc.

There is often a difference between:

- what we really see
- what we interpret

Think about this picture called: "It's better together".
You can use some of the words given.

act without thinking
not succeed
each to his own
together
be obstinate
be stubborn
negotiate
think
consult
agree
pile of hay
pull
work as a team



Drawing by de Angelique Meyer, apprentice metalworker, 19 years old

How do you interpret the picture?
Write your ideas about the different parts of the illustration.

If you act without thinking, you do not succeed.

Two donkeys were joined together by a rope. One of them saw a pile of hay to the left. The other one saw a pile of hay to the right.

Each donkey wanted its hay. But the rope is too short. The two donkeys are stubborn. They each pull to their own side. By doing this, they do not manage to reach the hay.

Finally they speak to each other. They are no longer obstinate. They talk to try to find a solution.

They make a plan. First, they go to the right together, and eat. Then, they eat the hay on the left. Each one got what he wanted. They both worked in partnership. That's what we call working as a team.

Look carefully at these photos.
Describe how Lewis was greeted at the hairdresser's.
Use expressions of time.



Write your text on the next page.

Look carefully at these photos.
Describe how Lewis was greeted at the hairdresser's.
Use expressions of time.

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Show your work to the teacher.

Look carefully at these photos.
Describe how Lewis was greeted at the hairdresser's.
Use expressions of time.

*Lewis comes into the hairdresser's.
The hairdresser is pleased to see him. She
greeted Lewis politely. She shakes his
hand.*

Then, she helps Lewis take off his jacket.

*Then the hairdresser asks Lewis to sit
down in a chair.
Lewis would like to change the colour of
his hair.*

*The hairdresser shows him what colours
are available.
She gives him some advice. She suggests
colours that would suit him. She also
offers to colour just the ends of his hair.
That would bring out the curl on his
forehead.*

Here is a session at the hairdresser's. What is it like?
Describe the photos. Write what is happening. Use expressions of time.



Write your text on the next page.

Describe the photos. Write what is happening. Use expressions of time.

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Show your work to the teacher.

**Here is a session at the hairdresser's. What is it like?
Describe the photos. Write what is happening. Use expressions of time.**

*Paulo has an appointment at the
hairdresser's.*

*He knows the salon well. The
equipment is modern.*

*First, the hairdresser puts a gown on
him. Then, she washes his hair with
shampoo.*

*Paulo watches how the hairdresser
cuts his hair.*

He doesn't need the gown anymore.

The work is finished.

*The hairdresser shows him his new
hairstyle in the mirror. He can see
himself from the back.*

He is very satisfied.

Now Paulo is going to pay.

*He smiles at the hairdresser. He will
be happy to come here again.*

*He will recommend the salon to his
friends.*

At work: "to do or not to do"?
Write why, under the photos.

Do



Don't do



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Do



Don't do



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At work: "to do or not to do"?
Write why, under the photos.

Do



Don't do



"Waiter, there's a hair in my soup!" Everyone knows a joke about this. But if you think about it, it's not really funny. No one wants to find one. When you work in the kitchen, you must always wear a chef's hat. It prevents hair from falling into the food. Hair in food is not very hygienic!

Do



Don't do



It's very important to have a good lifting technique. In a restaurant, you sometimes have to lift very heavy pots. (And if there's any hair in there, it's even heavier!!!) There is a technique to save your back. First you have to bend your knees and crouch down. Then you can lift the pot. This way you use your legs as well as your back. On the right, the man is only using his back. This is also useful for lifting other heavy weights.

At work: "to do or not to do"?
Write why, under the photos.

Do



Don't do



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Do



Don't do



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At work: "to do or not to do"?
Write why, under the photos.

Do



Don't do



There is a specific technique for cutting. One hand cuts while the other holds the onion. You could cut yourself badly. Your fingers should not be flat when holding the food.

Do



Don't do



Grilling meat or grilling your fingers? The oven tray is very hot. To pull it out, you have to protect your hands. You can use a cloth or an oven glove. Have you noticed? Cooks always have a cloth over their shoulder.

What are you like in the mornings?



*The alarm goes off.
I jump out of bed!*

How does your day
begin?

Which illustrations are
most like you in the
morning?



*The alarm goes off.
What? Already?!*



*A good shower to get
really clean.*



*I don't feel like washing.
Deodorant will do the trick.*



*A big bowl of cereal for
breakfast.*



*Breakfast?
Sorry, no time!*



*I feel so good this
morning!*



*Quick!
The teacher will be furious!
I'm late again!*



I feel ready for anything.



*I'm exhausted! It's lucky
we're sitting down!*

Go to the next page.

Describe how your day goes.
Write your own sentences in the table.
(You can also draw yourself!)

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Describe how your day goes.
Write your own sentences in the table.
(You can also draw yourself!)

The alarm goes off.

I jump out of bed immediately.

I have a shower straight away.

I sing while drying myself.

I never leave without having a really good breakfast.

I drink tea.

I eat two pieces of toast.

I don't hurry.

I always arrive 5 minutes early.

I feel fine all morning.