

<i>900 exercises in vocational communication</i>	Notes for teachers	D2/22
<i>General aim</i>	D: Compose a written message	
<i>Level of difficulty</i>	2	
<i>Intermediate aim</i>	2: Organise and structure a message	
<i>Operational aim</i>	Organise and structure elements in order to give information	
<i>Pre-requirements</i>	Ability to write simple sentences	
<i>Number of exercises</i>	5	
<i>Summing-up exercise</i>	D2 / 22 - 2.7	
<i>Comments</i>		

It is quite often difficult to explain to someone something that we do automatically, from experience or out of habit.

To give as clear an explanation as possible, you first have to put yourself in the place of the person who does not know how to go about it, and proceed in stages, that is to say **STRUCTURE THE INFORMATION**.

Example:

You want to explain to someone coming to London for the first time how to use the Underground.

You must:

- 1) Explain the map of the Underground and how to choose the stop.
- 2) Explain the system of names for each line.
- 3) Explain how to change lines.

In writing, the explanation can be presented like this:

- a) Look at the map of the Underground. Find the station nearest to where you are.
- b) Find the station nearest to where you want to go.
- c) If the two stations are on the same line (recognisable by its colour code), just choose the desired direction, corresponding to the geographical direction: northbound, westbound, etc.

Each line has a name, which is clearly marked in each station and on the platform.

- d) If the two stations are not on the same line, find the station where you have to change lines.

To get to this station, follow the same procedure as if you were going to a normal station (line and direction).

At the station where you have to change, follow the signs to the other line and direction required to reach the final destination.

GO TO THE NEXT PAGE

<i>900 exercises in vocational communication</i>	Exercise	D2 / 22 - 1.2
		Eval.:

Structure the information necessary to work your washing machine (or any other machine of your choice) for somebody, one of your children for example, who has to use it while you are away and who does not know how to use it.

Look at the suggested answers for D2 / 22 - 1.2

Example for a front-loading machine:

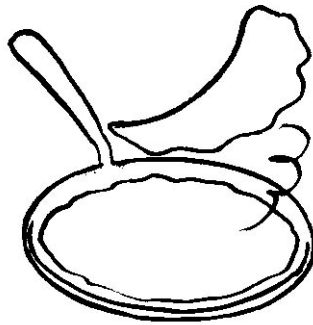
Here is the information:

- Plug in the machine
- Load the laundry
- Select the programme

Explanations from this information:

- 1) The machine is not plugged in, so plug it in first.
- 2) Push the button to open the door.
- 3) Put the laundry in the drum.
- 4) Put the right amount of washing powder in the compartment on the left of the machine.
- 5) Turn the knob clockwise to the arrow marked “40° normal wash”
- 6) Close the door (otherwise the machine will not start).
- 7) When the programme has finished, the machine stops automatically. Push the button to set the programmer back to zero and open the door.
- 8) Unplug the machine as a precaution before removing the laundry.

Structure the information necessary for making an omelette (or any other fairly simple recipe that you know) for somebody who has never cooked before.



Look at the suggested answers for D2 / 22 - 1.3

How to make an omelette for three people:

Here is the information:

- Ingredients
- Preparation
- Cooking

Explanations from this information:

- 1) Take 6 eggs (2 per person) and break them into a bowl.
- 2) Heat a little butter in a frying pan.
- 3) Season the eggs with salt and pepper to taste and beat well so that the whites and the yolks are completely mixed. Whisk in a little water.
- 4) When the butter is hot (careful, it should not smoke), pour the mixture into the pan.
- 5) Let the mixture set, bringing up the set mixture to the centre to let the raw mixture run to the sides. Do not let the mixture set too firmly. Fold the omelette in half, taking care not to break it. If desired, turn the omelette over to cook the other side. Take off the heat and serve on a warmed dish.

Choose between these two possibilities:

**To be able to do this exercise, you must know how to drive.
If this is not the case, go to the next exercise.**

Imagine that you are a driving instructor and that you have to explain, in a first lesson, how to start a car and move off.

Imagine that you are a driving instructor and that you have to explain, in a first lesson, how a gearbox works.

Structure the information necessary for this explanation.

Look at the suggested answers for D2 / 22 - 1.4

Imagine that you are a driving instructor and that you have to explain to someone taking his first lesson, how to start a car and move off.

1. The ignition key starts the engine.
2. The gear lever, or gear stick, is used to get into gear and then to change gear. To move off, we always get into first gear (which is sometimes also called “first”).
3. To get into first gear, like any of the 5 or 6 gears on a car, you must first declutch. To declutch, you press down on the left-hand pedal, which is called the “clutch pedal” or “clutch”.
4. When the clutch pedal is pressed down to the floor, and the gear lever is moved into first gear, you gradually press on the accelerator pedal (on the right) while slowly lifting the foot on the clutch pedal. The two pedals must be moved together and slowly. The car begins to move off. You can then release the clutch pedal completely and continue to press on the accelerator pedal.
5. When the engine begins to whine, you must change into second gear. To do that, release the accelerator pedal and press the clutch pedal to the floor again. At that moment, move the gear lever from first to second gear, then gently release the clutch pedal.

Imagine that you are a driving instructor and that you have to explain to someone taking his first lesson, how a gearbox works.

1. An engine’s rotation speed varies according to how much acceleration it is given.
2. However, the minimum rotation speed (the tick-over) is too fast when you drive very slowly, especially on moving off. For the engine, the same effect would be produced as for a cyclist wanting to go up a steep incline using the smallest gear wheel.
3. The "gear box" on a car is therefore, as on a bicycle, a system which transmits the engine rotation to the wheels so that the vehicle can move slowly without choking or stalling the engine. The same thing applies to high speeds.
4. To go from one gear to another, from one "gearwheel" to another, without cutting off the engine, you have to isolate it from the gear shaft while you are changing gear (i.e. you have to "declutch").
5. That is why, each time you want to change gear, you have to declutch and then, once the new gear is in place, to let out the clutch, to connect the engine to the wheels again.

<i>900 exercises in vocational communication</i>	Exercise	D2 / 22 - 1.5
		Eval.:

You have a new DVD player. You are going to explain to your little brother, who is 12, how the machine works.

SHOW YOUR WORK TO THE TEACHER

<i>900 exercises in vocational communication</i>	Exercise	D2 / 22 - 1.6
		Eval.:

Your friend has a new mobile phone. It has a lot of complicated functions. You are going to explain to him/her how to use the following functions:

- Send an SMS
- Send an MMS
- Use the camera
- Use the infrared port

Show your work to the teacher

Using your inspiration, you have drawn the following pictures to illustrate a story written by your friend Lisa.



Here is the story:

Stella's birthday

Stella is very happy today. It's her birthday! She's expecting all her good friends. But she is especially hoping that Paul will be there, as she is secretly in love with him. She does not know if he can come. He has not said a definite yes. He said he was very busy at the moment as he was revising for his exams.

A ring of the doorbell! Luckily everything is ready! Stella hopes she has not forgotten anything... Frank and his brother Lucas arrive with Sylvia who is carrying a huge bunch of flowers. But just as she crosses the doorstep, Sylvia catches her feet in her long coat and falls flat on her face! Oh! And the flowers are everywhere! Poor Sylvia! Luckily she did not hurt herself!

The doorbell rings again... Maybe it's Paul... Stella goes to open it. Claire and Karim are there with a huge smile and a large package that they are both holding. And here's Rod and Trisha! And Fred and Nick. Still no Paul. Stella asks if anyone has heard from Paul. Fred says he spoke to him on the phone this morning. He said he probably wouldn't come... Anyway, it was already very late. Stella is sad in spite of her birthday and the presence of her friends. If Paul liked her, he would make sure he could come ... So he doesn't like her. She's not his type, that's all.

The doorbell again. Stella doesn't bother going. She knows she'll be disappointed. Fred goes instead. And who is there?... Paul! Yes Paul! But... he's not alone! He has his arm around a girl's waist! It's awful! It's just incredible! He might have asked her if he could bring his girlfriend! Stella is furious! She glances at the girl. Ugly, that's what she is! Huh! And she looks stupid. Quite frankly, the guy is not worth it.

THE EXERCISE CONTINUES ON THE NEXT PAGE

You are going to explain to your friend Lisa where in her story she should place the illustrations you have done, and why.

Look at the suggested answers for D2 / 22 – 1.7

Here is a paste-up of the text with the illustrations. On the following page, you will find the explanations.

Stella's birthday



Stella is very happy today. It's her birthday! She's expecting all her good friends. But she is especially hoping that Paul will be there, as she is secretly in love with him. She does not know if he can come. He has not said a definite yes. He said he was very busy at the moment as he was revising for his exams.

A ring of the doorbell! Luckily everything is ready! Stella hopes she has not forgotten anything... Frank and his brother Lucas arrive with Sylvia who is carrying a huge bunch of flowers. But just as she crosses the doorstep, Sylvia catches her feet in her long coat and falls flat on her face! Oh! And the flowers are everywhere! Poor Sylvia! Luckily she did not hurt herself!



The doorbell rings again... Maybe it's Paul... Stella goes to open it. Claire and Karim are there with a huge smile and a large package that they are both holding. And here's Rod and Trisha! And Fred and Nick. Still no Paul. Stella asks if anyone has heard from Paul. Fred says he spoke to him on the phone this morning. He said he probably wouldn't come... Anyway, it was already very late. Stella is sad in spite of her birthday and the presence of her friends. If Paul liked her, he would make sure he could come ... So he doesn't like her. She's not his type, that's all.

The doorbell again. Stella doesn't bother going. She knows she'll be disappointed. Fred goes instead. And who is there?... Paul! Yes Paul! But... he's not alone! He has his arm around a girl's waist! It's awful!



It's just incredible! He might have asked her if he could bring his girlfriend! Stella is furious!



She glances at the girl. Ugly, that's what she is! Huh! And she looks stupid. Quite frankly, the guy is not worth it.



THE ANSWERS CONTINUE ON THE NEXT PAGE

Explanations of my illustrations:

So, for the first paragraph I've drawn Stella smiling, her face open, her eyes laughing. The drawing shows that she is happy because it's her birthday, she's expecting some friends, and especially because she is hoping that Paul will come...

Then, Stella is both surprised and a little frightened by her friend's fall, as she is worried that she has hurt herself. I've drawn her mouth round and open, her eyes wide open and eyebrows raised.

In the third paragraph, Stella is sad. She has understood that Paul is not coming. It's late and he told Fred this morning that he probably wouldn't be coming. Stella thinks he doesn't like her. I've drawn a very sad, hopeless Stella,. She's leaning her head in her hand. The corners of her mouth and her eyebrows are lowered. Her look is a little vague.

In your last paragraph, it's a real revelation. Paul does arrive, but not alone. It's a disaster. Stella is dismayed. She really did not expect that. I've drawn her with her mouth wide open, her hand on her cheek and eyes wide and round.

Then, she is furious, she thinks it's a bit much that he has brought his girlfriend without mentioning it. I've drawn her very angry, fists clenched in front of her, hair standing up, jaw dropped and mouth slightly open.

Finally, Stella scornful and a bit disgusted. She realises that the girl is ugly, she looks stupid and that her Paul wasn't worth it. I've illustrated her face to show her disgust, her lips are pouting, she is looking sideways.