



# Respond to instructions given in English

D1.LAN.CL10.02

Trainee Manual

DO YOU  
SPEAK  
ENGLISH?





# **Respond to instructions given in English**

**D1.LAN.CL10.02**

**Trainee Manual**



William  
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Specialist centre  
for foods, tourism  
& hospitality

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# Introduction to trainee manual

## To the Trainee

Congratulations on joining this course. This Trainee Manual is one part of a 'toolbox' which is a resource provided to trainees, trainers and assessors to help you become competent in various areas of your work.

The 'toolbox' consists of three elements:

- A Trainee Manual for you to read and study at home or in class
- A Trainer Guide with Power Point slides to help your Trainer explain the content of the training material and provide class activities to help with practice
- An Assessment Manual which provides your Assessor with oral and written questions and other assessment tasks to establish whether or not you have achieved competency.

The first thing you may notice is that this training program and the information you find in the Trainee Manual seems different to the textbooks you have used previously. This is because the method of instruction and examination is different. The method used is called Competency based training (CBT) and Competency based assessment (CBA). CBT and CBA is the training and assessment system chosen by ASEAN (Association of South-East Asian Nations) to train people to work in the tourism and hospitality industry throughout all the ASEAN member states.

What is the CBT and CBA system and why has it been adopted by ASEAN?

CBT is a way of training that concentrates on what a worker can do or is required to do at work. The aim of the training is to enable trainees to perform tasks and duties at a standard expected by employers. CBT seeks to develop the skills, knowledge and attitudes (or recognise the ones the trainee already possesses) to achieve the required competency standard. ASEAN has adopted the CBT/CBA training system as it is able to produce the type of worker that industry is looking for and this therefore increases trainees chances of obtaining employment.

CBA involves collecting evidence and making a judgement of the extent to which a worker can perform his/her duties at the required competency standard. Where a trainee can already demonstrate a degree of competency, either due to prior training or work experience, a process of 'Recognition of Prior Learning' (RPL) is available to trainees to recognise this. Please speak to your trainer about RPL if you think this applies to you.

What is a competency standard?

Competency standards are descriptions of the skills and knowledge required to perform a task or activity at the level of a required standard.

242 competency standards for the tourism and hospitality industries throughout the ASEAN region have been developed to cover all the knowledge, skills and attitudes required to work in the following occupational areas:

- Housekeeping
- Food Production
- Food and Beverage Service

- Front Office
- Travel Agencies
- Tour Operations.

All of these competency standards are available for you to look at. In fact you will find a summary of each one at the beginning of each Trainee Manual under the heading 'Unit Descriptor'. The unit descriptor describes the content of the unit you will be studying in the Trainee Manual and provides a table of contents which are divided up into 'Elements' and 'Performance Criteria'. An element is a description of one aspect of what has to be achieved in the workplace. The 'Performance Criteria' below each element details the level of performance that needs to be demonstrated to be declared competent.

There are other components of the competency standard:

- *Unit Title*: statement about what is to be done in the workplace
- *Unit Number*: unique number identifying the particular competency
- *Nominal hours*: number of classroom or practical hours usually needed to complete the competency. We call them 'nominal' hours because they can vary e.g. sometimes it will take an individual less time to complete a unit of competency because he/she has prior knowledge or work experience in that area.

The final heading you will see before you start reading the Trainee Manual is the 'Assessment Matrix'. Competency based assessment requires trainees to be assessed in at least 2 – 3 different ways, one of which must be practical. This section outlines three ways assessment can be carried out and includes work projects, written questions and oral questions. The matrix is designed to show you which performance criteria will be assessed and how they will be assessed. Your trainer and/or assessor may also use other assessment methods including 'Observation Checklist' and 'Third Party Statement'. An observation checklist is a way of recording how you perform at work and a third party statement is a statement by a supervisor or employer about the degree of competence they believe you have achieved. This can be based on observing your workplace performance, inspecting your work or gaining feedback from fellow workers.

Your trainer and/or assessor may use other methods to assess you such as:

- Journals
- Oral presentations
- Role plays
- Log books
- Group projects
- Practical demonstrations.

Remember your trainer is there to help you succeed and become competent. Please feel free to ask him or her for more explanation of what you have just read and of what is expected from you and best wishes for your future studies and future career in tourism and hospitality.



# Unit descriptor

## Respond to instructions given in English

This unit deals with the skills and knowledge required to Respond to instructions given in English in a range of settings within the hotel and travel industries workplace context.

### Unit Code:

D1.LAN.CL10.02

### Nominal Hours:

60 hours

## Element 1: Respond positively to a set of verbal instructions

### Performance Criteria

- 1.1 Acknowledge and respond positively to a set of instructions given in the workplace
- 1.2 Use appropriate body language to indicate understanding
- 1.3 Ask questions to confirm understanding

## Element 2: Respond to simple written instructions

### Performance Criteria

- 2.1 Confirm understanding of supervisor's instructions
- 2.2 Request repetition or clarification of instructions or requests
- 2.3 Complete flowcharts or diagrams to confirm understanding of instructions

## Element 3: Express doubt at being able to carry out instructions

### Performance Criteria

- 3.1 Identify problems associated with completing a set of instructions
- 3.2 Seek and offer solutions to potential problems
- 3.3 Confirm understanding of contingency instructions

## Element 4: Follow routine procedures

### Performance Criteria

- 4.1 Demonstrate understanding of a set of instructions by carrying out a routine job
- 4.2 Explain exceptions to routine procedure
- 4.3 Discuss ways to improve routine procedures



# Assessment matrix

## Showing mapping of Performance Criteria against Work Projects, Written Questions and Oral Questions

		Work Projects	Written Questions	Oral Questions
<b>Element 1: Respond positively to a set of verbal instructions</b>				
1.1	Acknowledge and respond positively to a set of instructions given in the workplace	1.1	1, 2,	1
1.2	Use appropriate body language to indicate understanding	1.2	3, 4, 5	2
1.3	Ask questions to confirm understanding	1.3	6, 7	3
<b>Element 2: Respond to simple written instructions</b>				
2.1	Confirm understanding of supervisor's instructions	2.1	8	4
2.2	Request repetition or clarification of instructions or requests	2.2	9, 10	5
2.3	Complete flowcharts or diagrams to confirm understanding of instructions	2.3	11,12	6
<b>Element 3: Express doubt at being able to carry out instructions</b>				
3.1	Identify problems associated with completing a set of instructions	3.1	13, 14, 15, 16	7
3.2	Seek and offer solutions to potential problems	3.1	17, 18	8
3.3	Confirm understanding of contingency instructions	3.1	19, 20, 21, 22	9
<b>Element 4: Follow routine procedures</b>				
4.1	Demonstrate understanding of a set of instructions by carrying out a routine job	4.1	23	10
4.2	Explain exceptions to routine procedure	4.2	24, 25	11
4.3	Discuss ways to improve routine procedures	4.3	26	12



# Glossary

Term	Explanation
<b>Adverb</b>	A part of speech that changes the meaning of a verb, adjective or other adverb
<b>Body language</b>	Meaning and information shown by body gestures
<b>Closed question</b>	A question that has a limited choice of answers
<b>Confirm</b>	To verify
<b>Dialogue</b>	Conversation between two or more people
<b>Fold</b>	To bend over or double-up so one part covers another
<b>Gesture</b>	A motion of a part of the body to emphasise speech or help explain an idea
<b>Instructions</b>	Detailed directions on procedures.
<b>Match</b>	To find a link that corresponds to something else.
<b>Modal verb</b>	An auxiliary verb (such as 'can' or 'could') that expresses modality
<b>Nod</b>	Move your head up and down
<b>Open-ended question</b>	A question that has unlimited possible answers
<b>Phrasal verb</b>	A verb that combines with a preposition to make a verb phrase (such as 'turn up', 'take out', 'get up')
<b>Preposition</b>	A word or phrase connected to a verb that shows relation to something else (such as <i>on</i> , <i>at</i> , <i>in</i> , <i>under</i> , <i>next to</i> )
<b>Requirement</b>	A necessity or something needed.
<b>Respond</b>	Answer or reply.
<b>Supervisor</b>	A person who manages others.
<b>Task</b>	A job or action.



# Element 1: Respond positively to a set of verbal instructions

## 1.1 Acknowledge and respond positively to a set of instructions given in the workplace

### Introduction

In any work situation, giving or receiving instructions are a common occurrence. Instructions help us to learn and to be able to complete tasks effectively. Often instructions will be given verbally and it is important that you understand the details of the instructions in order to be able to complete the task. Not understanding instructions clearly or providing unclear instructions could lead to misunderstanding and a dangerous situation. When someone provides instructions it is important to acknowledge the information and respond appropriately.



### Phrasal verbs and Prepositions

Instructions often use phrasal verbs to identify what needs to be done. Phrasal verbs are very common in English and in order to respond appropriately to a set of instructions you must be aware of different phrasal verbs.

**A phrasal verb is a verb + a preposition or adverb**

For example: *take off, put on, pick up, turn on, lift quickly.*

**A preposition can include a description of: place or time**

For example: *on, at, in, in front of, behind, before, after.*



### Reading

Read the text below. The prepositions are in bold.

The boy woke **up** early at 5am and turned **on** the light. He got **up** and walked **to** the kitchen. He went **through** the doorway and sat **down** on a chair. He took **out** the milk from the fridge and poured it **into** a glass. He turned **on** the kettle and picked **up** a cup.

Read the text again and identify the verbs that go with the prepositions. These phrasal verbs are common in English and are often used in instructions.

- *Wake up*
- *Turn on*
- *Go through*
- *Sit down*
- *Take out*
- *Pick up*



## Instructions

Your trainer will read out the instructions below in the correct order. Listen and match the instructions with the correct steps.

Step 1:

Step 2:

Step 3:

Step 4:

Step 5:

Step 6:

Now in pairs try to complete the instructions. You have 2 minutes to complete the task.

## Useful language

In the activity above there is a main verb (fold) that is used with several different prepositions to form phrasal verbs.

- *Fold in the middle*
- *Fold back*
- *Fold in*
- *Fold up*



There are some verbs in English that form many different phrasal verbs. For example – *take* and *get*.

- *Take out, take up, take on, take off, take in, take away, take from, take to, take before, take after, take into*
- *Get out, get away, get off, get on, get in, get up, get into, get under, get between, get behind.*





## Activity

Complete the sentences below with the correct prepositions to form phrasal verbs.

### Prepositions

OFF    OUT    IN    ON    UNDER    AFTER    AWAY    UP

1. Can you take \_\_\_\_\_ the rubbish, please?
2. Get \_\_\_\_\_ the table, now!
3. Take \_\_\_\_\_ your hat when inside.
4. Get \_\_\_\_\_ from the machine!
5. You should get \_\_\_\_\_ the bus!
6. I would like to take \_\_\_\_\_ golf in the future.
7. You take \_\_\_\_\_ your father!
8. I get \_\_\_\_\_ at 6 am every morning.

In pairs make a list of other phrasal verbs that you know. See how many you can list!

Example verbs: *Put, Talk, Climb, Walk* and *Sleep*.

### A Match the phrasal verbs

Match each phrasal verb with a suitable object. Write your answers in the spaces provided. The first one has been done for you.

Phrasal Verb	Object	Phrasal Verb + Object
Look after	the bed	<b>Look after your friend</b>
Get out of	the dishes	
Sweep up	the fruit	
Wash up	petrol	
Run out of	the garbage	
Cut up	the mess	
Take out	bed	
Make up	your friend	

In the following sentences, write the correct phrasal verb and object from Activity A.

1. If I work the early shift, I have to \_\_\_\_\_ before sunrise.
2. It is the job of the kitchen hand to \_\_\_\_\_.
3. We were driving to the museum when our bus \_\_\_\_\_ and we all had to walk.
4. If you are a good person, you will always \_\_\_\_\_.
5. After the guest leaves his room for the day, the room attendant has to \_\_\_\_\_.
6. To make a fruit salad, the first thing you should do is \_\_\_\_\_.
7. One of the jobs of the kitchen hand is to \_\_\_\_\_.
8. 'There is a lot of dirt on the floor, could you please \_\_\_\_\_.'

## B Underline the phrasal verbs

Read the following passage about a hotel guest and underline all the phrasal verbs. There are twenty-six phrasal verbs. The first one has been done for you.

The hotel guest got out of bed and put on his bathrobe. He picked up his glasses and put them on. He turned on his bed side lamp, put on his slippers and walked across the room. He opened the door and picked up the newspaper, which the room attendant had delivered earlier that morning. He closed the door and walked over to the table. The guest sat down on the chair and opened up the newspaper to the sports section.

Soon, there was a knock at the door. The room service attendant had arrived with the guest's breakfast. The attendant brought in the breakfast and put it on the table. He then drew back the curtains and left the room. The guest was looking forward to his breakfast because he got up late and was very hungry.

The guest was not watching what he was doing and knocked over his coffee cup. It fell onto the floor and broke into many pieces. He tried to clean up the mess but decided to call up housekeeping and get the room attendant to mop up the mess.

The guest had a quick shower, put on his suit, picked up his suitcase and walked out of his room. He didn't want to be late for the first day of the conference.





## Activity

Re-read the passage about the hotel guest and sequence the following sentences in the right order according to the text. The first one has been done for you.

		Sequence
1.	Knocked over coffee cup	
2.	Put on slippers	
3.	Walked out of room	
4.	Put on suit	
5.	Picked up newspaper	
6.	Got out of bed	1
7.	Looked forward to breakfast	
8.	Called up housekeeping	
9.	Put on bathrobe	
10.	Put on glasses	

## 1.2 Use appropriate body language to indicate understanding

### Introduction

When communicating with people, it is important to show that you understand what you are talking about. You can do this in many ways including using body language. Nodding your head or pointing at the item being discussed can let the other person know that you understand them. If someone is giving you instructions then you can pick up the correct item to show that the information they are giving you is clear.



### Body language

Body language is an important part of non-verbal communication. There are many ways that you use body language to send information to other people during a conversation. Different cultures use body language in different ways and it is important to be aware of your body language and the messages that you are sending with your facial expressions, hand gestures and body positioning. Some hand gestures can mean positive things in one culture and may be rude in another culture.








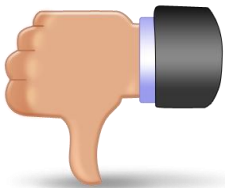



### Activity

Look at the different examples of physical gestures below and match the meanings (a - j) with the body language examples (1-10).

- a) Good luck!
- b) Not good
- c) I'm not sure
- d) Hello, goodbye!
- e) Ok!
- f) I'm bored!
- g) Really?
- h) I don't understand!
- i) Good
- j) You!

		Match meaning with body language
1.		

2.		
3.		
4.		
5.		
6.		

7.		
8.		
9.		
10.		

**Note:** Remember, in some cultures these gestures may be rude or aggressive.



## Activity

In pairs, discuss the gestures and think of any other gestures, facial expressions or body language that you know that have a meaning. What do the gestures or body language mean in your culture?

### Use body language appropriately

When listening to instructions it is important to let the instructor know that you understand through appropriate use of body language. You can do many things to show you understand including:

- Nod your head
- Say OK, I understand
- Repeat what the instructor tells you
- Pick up or point to the items, materials, or utensils that the instructor describes
- Use thumbs up or OK hand gestures.

Crossing your arms, shaking your head or scratching your head may show the instructor that you don't understand the instructions.

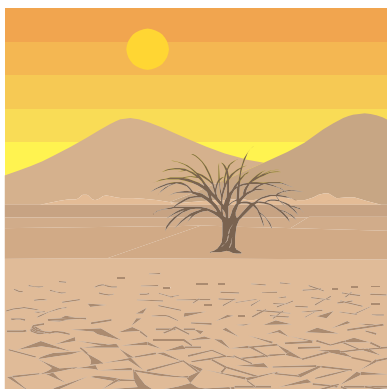


## Activity

Your trainer will read out instructions for drawing a picture. You must listen and follow the directions that your trainer says. Your trainer will then show you the picture. Check who has drawn the picture closest to the trainer's example.

In pairs, Student A draws a picture without showing Student B. Student A then describes the picture to Student B. Student B follows the instructions and shows they understand by nodding their head. When finished, Student B compares their picture with Student A's drawing.

Below are some examples:



## 1.3 Ask questions to confirm understanding

### Introduction



Asking questions can help to show that you understand instructions or it can help the instructor to provide more information about specific items. It is important that you listen for key words such as phrasal verbs and sequencing words which let you know in what order you should do things. It is better to ask more questions than not being able to understand the instructions clearly so you should practice different ways to ask for more information or to clarify instructions.

### Questions

There are many different ways to ask questions about instructions in English. It is first necessary to listen for key words and then to ask questions about specific information. Instructions in the workplace will often involve a sequence of events or time, include warnings or suggestions, and they will often have many parts from the start to the finish of the task. Asking the right questions will ensure that you can complete the instructions effectively and safely. Asking questions also shows your instructor or manager that you are listening attentively and this is an excellent job skill.

#### 'Open ended' questions

These types of questions are more general and can have a variety of responses. They usually require more information to answer than other types of questions which may be more specific. Open ended questions pass the control to the respondent, or in this case, the instructor. It is important to listen carefully again after you ask an open ended question, as the instructor will provide more information or clarification.

Examples:

- What do I do after that?
- Is that all I have to do?
- Is there anything else I need to know?
- Can you explain that again, please?
- How did you do that, again?



#### 'Closed' questions

These type of questions usually require less information to respond and may often only need a 'Yes' or 'No' answer. Closed questions may provide facts, they are often easy and quick to answer, and the control of the conversation remains with the person asking the question. These questions are more specific and may only have one or two possible answers.

Examples:

- The butter goes in first, doesn't it?
- What time is it?
- So, I should turn the lights off at 10pm, correct?
- There are 8 or 9 people on the tour?



## Dialogue

Look at the dialogue between a supervisor and a room service attendant. The supervisor is explaining how to make a bed. Look at the questions the attendant asks. Are they open ended questions or closed questions?

### Supervisor and Room service Attendant Dialogue

**Supervisor:** Right, so first you need to answer the phone. You should greet the guest appropriately for the time of day and tell them your name and department.

**Room Service Attendant:** Should I use my full name?

**Supervisor:** No, your first name is OK. After you have answered the phone correctly, you should ask for the guest's name and room number. You should also speak clearly and always be polite.

**Room Service Attendant:** So, I ask for their name and room number?

**Supervisor:** Yes, and then you need to ask what they would like to order. You should take their order and recommend a wine as well.

**Room Service Attendant:** What if they have already ordered a drink?

**Supervisor:** You can still ask if they would like any wine with their order. OK, so let's continue. You should listen carefully and write down the information so you don't forget. When they have finished placing their order, you should repeat their order.

**Room Service Attendant:** I write down the information before I repeat their order, correct?

**Supervisor:** Yes, that's correct.



## Activity

In pairs, practice the dialogue above. One student is the Supervisor and one student is the Room Service Attendant. Swap roles and practice again.

## Useful language

Below are some useful question forms that you can use to confirm your understanding of instructions.

- So, I should ..... then ....., is that correct?
- Should I .....?
- Could you explain that step again, please?
- What do I do after that?
- How long.....?
- Ok, first I ..... and after that I ..... is that right?



## Confirming Instructions Activity: Sail Napkin

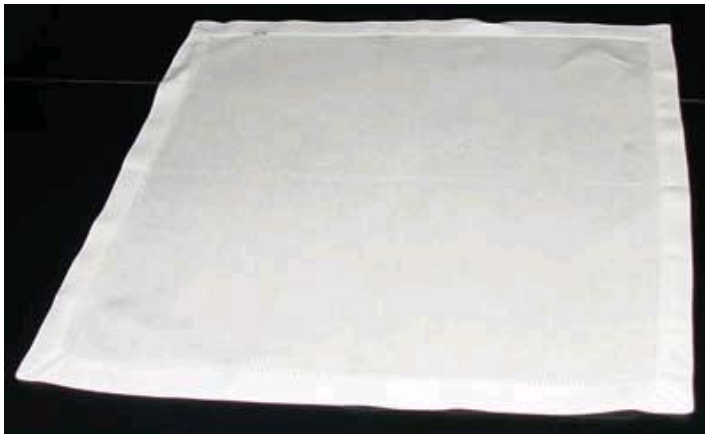
Below are some photos that describe the process to fold a sail napkin. Look at the pictures and write the instructions for making a sail napkin. When you have finished writing your instructions, practice giving the instructions with your partner. Your trainer will provide one napkin between each pair.

Student A says the instructions first and Student B follows the instructions. Remember to ask questions for clarification or to confirm you understand what you have to do. Use the example questions above to help you. You can nod your head if you understand, as well!

### Useful language

Fold, Corner, Top Right-Hand Corner, Top Left-Hand Corner, Bottom Left-Hand Corner, Fold In Half, Centre Of The Napkin, Turn Over, The Open End Facing You.

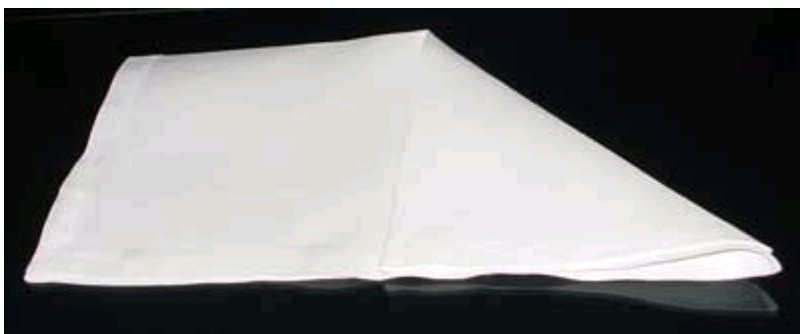
**Step 1:** Take a clean napkin and lay it out in front of you on a table.



**Step 2:** \_\_\_\_\_



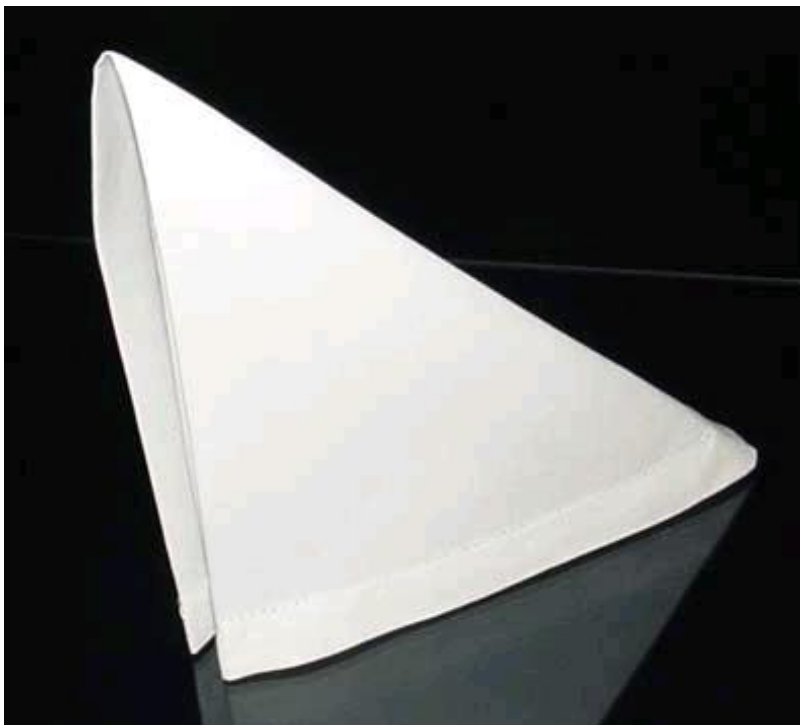
Step 3: \_\_\_\_\_



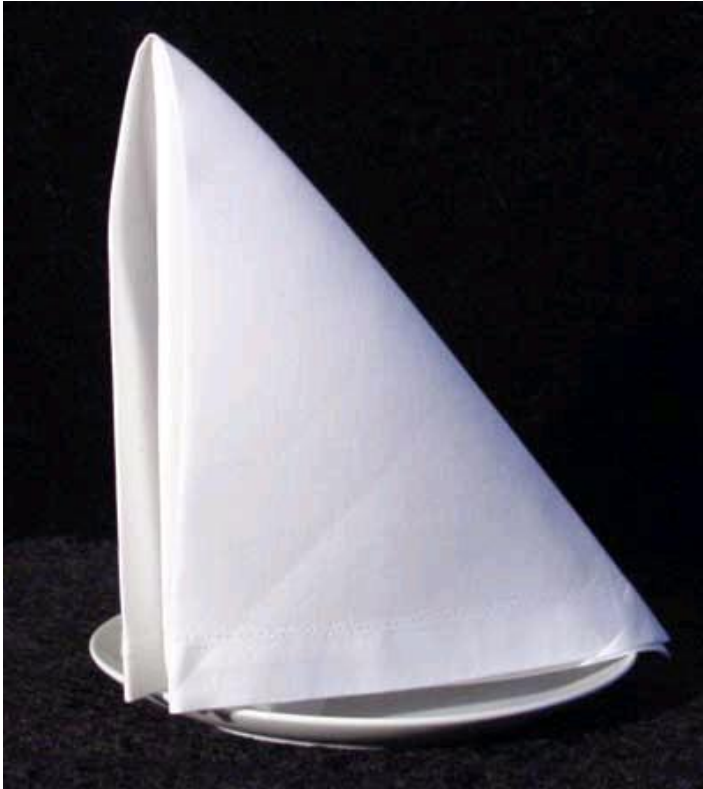
Step 4: \_\_\_\_\_



Step 5: \_\_\_\_\_



**Step 6:** Put the finished napkin on a plate.



## Work Projects

It is a requirement of this Unit that you complete Work Projects as advised by your Trainer. You must submit documentation, suitable evidence or other relevant proof of completion of the project to your Trainer by the agreed date.

- 1.1 Bring at least three written examples of procedures or instructions from your workplace. The instructions may include:
    - A chronological order of how to do something
    - An explanation of how things are to be stored or put away
    - A timeline to explain how long a task should take to complete
    - Policy or procedural instructions.
  - 1.2. Use one of the instruction examples from your workplace and use it to tell one of your classmates how to complete a task. Watch if they nod their head and use appropriate body language to show they understand.
  - 1.3. Ask another student to provide instructions for you on how to do something. Use questions to show you understand what to do and show your trainer that you have completed the task effectively.
-

## Summary

### Respond positively to a set of verbal instructions

When responding to a set of instructions, it is important to show you understand the instructions by:

- Completing the set of tasks appropriately
- Using appropriate body language such as nodding or gestures
- Using questions to clarify information
- Using questions to confirm understanding.

# Element 2:

## Respond to simple written instructions

### 2.1 Confirm understanding of supervisor's instructions

#### Introduction



When listening to instructions there is often a lot of information that needs to be remembered and understood. A supervisor may need to conduct a lot of instructional sessions and it is important that you show your supervisor that you understand the instructions. Asking questions helps the instructor to see if a staff member understands but it is also a good idea to confirm your understanding of the details so your supervisor feels confident you can complete the task or procedure effectively.

#### Useful language

When listening to instructions from a supervisor, you must confirm your understanding through body language, questions and by letting the supervisor know you are clear about the details of the task. You can do this by stating clearly that you understand. Below are some examples of expressions that show you understand.

- Yes, I can do that
- Yes, I understand
- Not a problem. I will do it now
- Okay, I'll do that straight away
- Sure thing, I'll start on that now
- I've got it. I'll have that ready for you by tomorrow morning
- Responding to a question with a closed statement with 'Yes' or 'No'.



## Activity

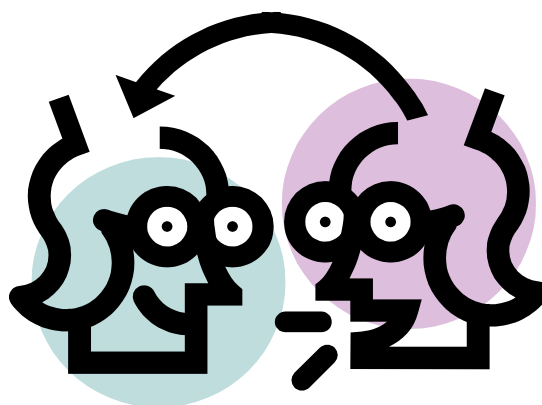
Read the short dialogues below and complete the responses with the examples above. The first one has been done for you.

- Supervisor:** I will need that immediately.  
**Staff:** Okay, I'll do that straight away.
- Supervisor:** I want you to take out the rubbish first and then clean the floor. Can you do that?  
**Staff:** \_\_\_\_\_
- Supervisor:** Could you get started soon?  
**Staff:** \_\_\_\_\_
- Supervisor:** It is quite urgent. We will need it finished by tomorrow.  
**Staff:** \_\_\_\_\_
- Supervisor:** So, write their surname, first name and their phone number on the application form. Got it?  
**Staff:** \_\_\_\_\_
- Supervisor:** It is a lot to do. Are you going to be OK?  
**Staff:** \_\_\_\_\_



## Speaking Activity

Now practice saying the dialogues with your partner. When you have finished, swap roles.





## 2.2 Request repetition or clarification of instructions or requests

### Introduction

Listening to and reading instructions in a second language is challenging and it is essential that you understand the details correctly or you could hurt yourself or someone else. It is important to be able to listen for key words and information. However if you are not clear about some of the details, you need to be able to ask for clarification or repetition of information. It is necessary to feel confident enough to ask your supervisor to repeat instructions or to check your understanding, in order to make sure you understand exactly what you are required to do.



### Listening for key words

Read the text below and fill in the gaps with the words from below. Your trainer will then read out the text. Listen and check your answers.

**Words:** Sweep; Squeeze; Started; Allow; Clean; Follow; Dip; Add; Put; Fill

#### Supervisor instructing how to clean the floor

##### Supervisor:

Right, let's get (a)\_\_\_\_\_!

The first step in cleaning any floor is to (b)\_\_\_\_\_ the floor area. This will allow you to (c)\_\_\_\_\_ any dirt or larger material from the floor before you mop.

Next, (d)\_\_\_\_\_ two mop buckets with warm water.

Then (e)\_\_\_\_\_ floor cleaning detergent to one bucket, making sure you (f)\_\_\_\_\_ the correct directions from the label.

Next, put your mop into the water with detergent added and (g)\_\_\_\_\_ out any excess water.

(h)\_\_\_\_\_ a small area of floor using 'S' or figure-eight movements. After that, rinse the mop in the detergent water.

Now, (i)\_\_\_\_\_ the mop into the clean water, squeeze out excess water from the mop, and clean the same area of floor.

Finally, allow the floor to air-dry and (j)\_\_\_\_\_ a 'Wet Floor' sign on the area that has been cleaned.



## Activity

Read the text above again and answer the questions.

1. How many steps were there in the cleaning process?
2. What words tell us there is another part or step?
3. Which word signals the last step in the procedure?



## Listening

Your trainer will read out a dialogue. Listen and write down what the kitchen assistant says in the spaces.

### Supervisor instructing how to clean the floor

**Supervisor:** Right, let's get started! The first step in cleaning any floor is to sweep the floor area. This will allow you to remove any dirt or larger material from the floor before you mop.

**Kitchen Assistant:** \_\_\_\_\_

**Supervisor:** Yes. Next, fill two mop buckets with warm water. Then add floor cleaning detergent to one bucket, making sure you follow the correct directions from the label.

**Kitchen Assistant:** \_\_\_\_\_

**Supervisor:** Sure! Fill two mop buckets with warm water and add detergent to one bucket. OK? Next, put your mop into the water with detergent added and squeeze out any excess water. Clean a small area of floor using 'S' or figure-eight movements. After that, rinse the mop in the detergent water.

**Kitchen Assistant:** \_\_\_\_\_

**Supervisor:** Detergent water first. Now, dip the mop into the clean water, squeeze out any excess water from the mop, and clean the same area of floor.

**Kitchen Assistant:** \_\_\_\_\_

**Supervisor:** Yes, that's right. Finally, allow the floor to air-dry and put a 'Wet Floor' sign on the area that has been cleaned.

### Questions

1. What does the kitchen assistant do when he doesn't understand?
2. Does the kitchen assistant use closed or open questions?

## Useful Language

When a supervisor is giving instructions, it is important to understand all of the details so you can perform the task effectively. If you do not understand clearly, you should ask the instructor to explain again. You can:

- Ask the instructor to repeat the details
- Ask the instructor to speak louder if you can't hear or to slow down
- Ask the instructor to clarify details using closed questions
- Ask open-ended questions for extra details.

Remember, it is important to remain polite when asking for extra support.

### Question

Look at the dialogue above. Which questions or statements formed by the kitchen hand ask for clarification or repetition?

Practice saying them with your partner.

#### Examples: Clarification and Repetition

##### Clarification

So, you mean .....

Right, so I should ..... first and then .....

Should I .....

How many or much...?

How long?

Where .....

I don't understand.

Is this correct?

##### Repetition

Sorry, I didn't catch that.

Could you repeat that, please?

Could you say that again, please?

Could you explain that again, please?

Could you say that again slowly, please?

## Written instructions



When reading written instructions it is important to look for key words. Verbs and nouns are often critical for understanding instructions. You need to identify the people, places, things and then what to do with them in order to carry out the instructions effectively. In the paper plane activity and the napkin activity, the verb ‘fold’ was an important word to understand in order to complete the task.

If you don’t understand a word in written instructions, you can look up the word in a dictionary, on the internet, or ask someone else.



### Activity – The Bowline

Your trainer will give half of the class some rope. In pairs you will complete a task.

Student A will keep the rope. Student B will be given a picture showing how to tie a bowline. Student B must write the instructions to tie the knot and give to Student A without showing the picture to Student A. Student A must follow the instructions and tie the knot. Student A can ask for clarification and help.

Below are some words that may help you.

Useful language	
Rope	Through
Small loop	Pull
Big loop	First
End	Then
Tie	Next
Around	After that
Under	Finally



### Activity

Think of a simple task such as tying your shoelaces, directions to go from one place to another or making a paper plane. Write down the instructions for the task and give to your partner to complete. Remember to ask for clarification if you can’t understand what has been written.

**Examples:** Drawing a picture, making an origami object, how to whistle, how to open a bottle of wine, how to complete a guest registration form.

## 2.3 Complete flowcharts or diagrams to confirm understanding of instructions

### Introduction



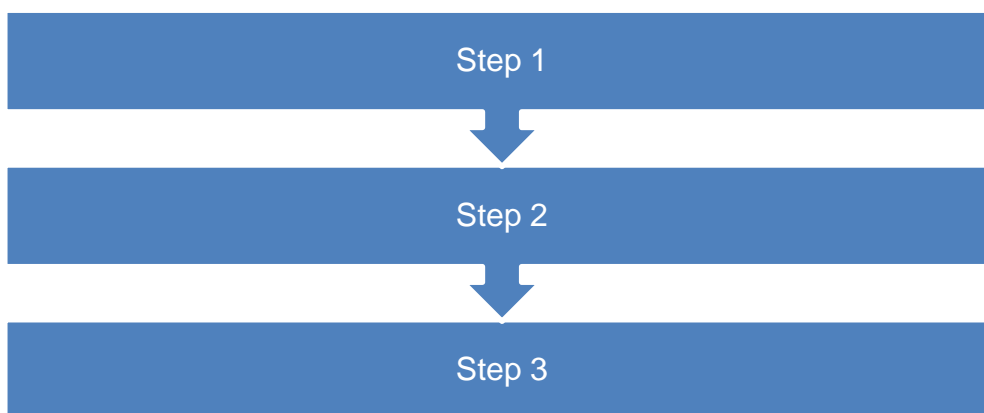
Listening to or reading written instructions can be challenging in a second language. Often, diagrams, pictures or flow charts are used to help explain or summarise a set of instructions. When taking notes to summarise a set of instructions, you may need to complete a diagram or flowchart to help you remember how to implement the procedure or task. It is important to make sure that you organise the instructions into the correct sequence or order and diagrams and flowcharts are helpful in ordering tasks.

### Diagrams and flowchart examples

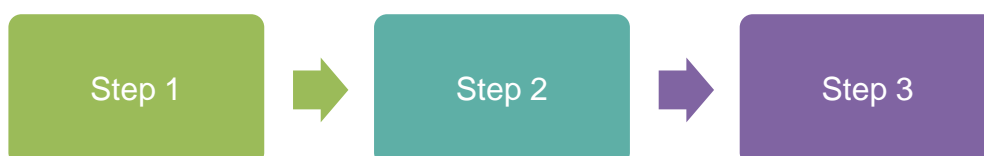
There are many different flowcharts and diagrams that you may experience in the hospitality and tourism industry. Flowcharts move in a sequence or 'flow' from one task to another. Diagrams can show sequences or they may also describe parts of something like a machine or a tool. Often there will be written instructions to explain how to do something and a diagram or flowchart to assist the instructions.

Examples:

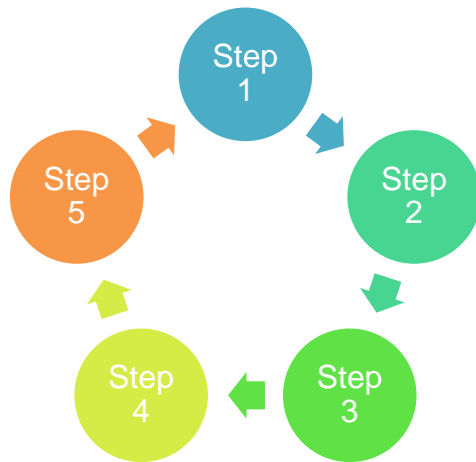
#### Flowchart



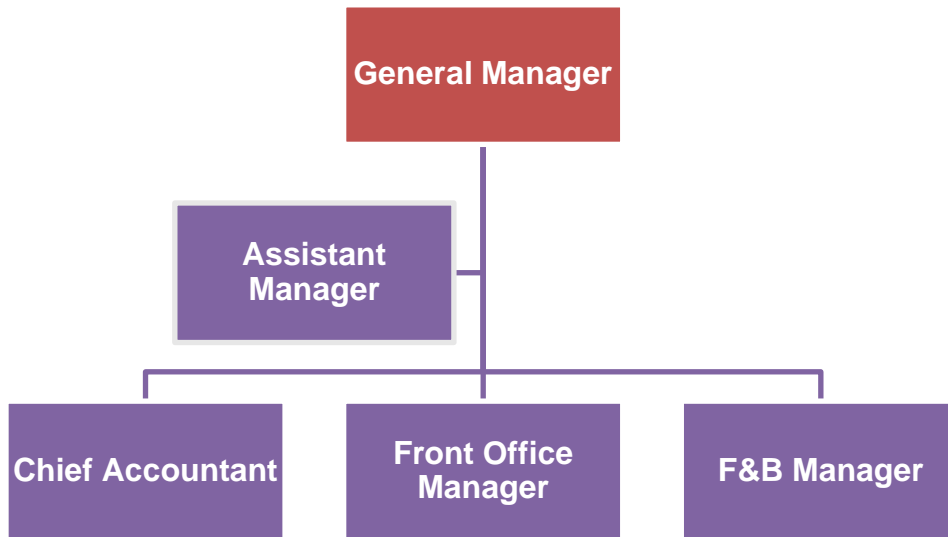
#### Flowchart



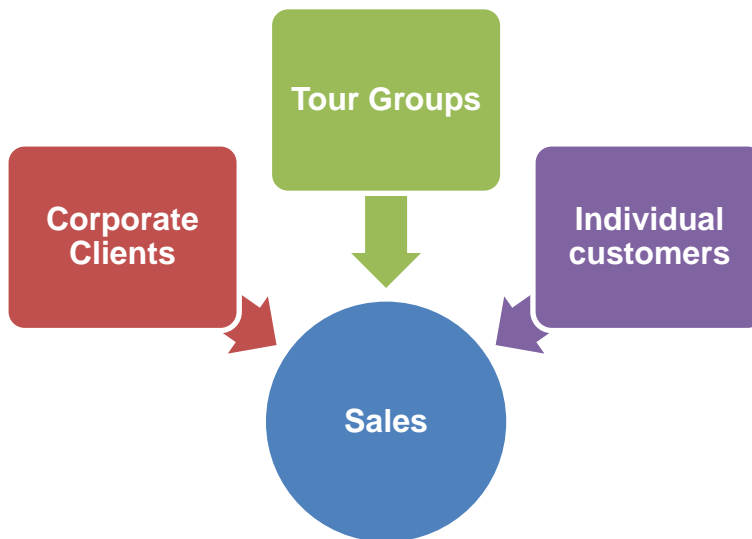
**Flowchart - Cycle**

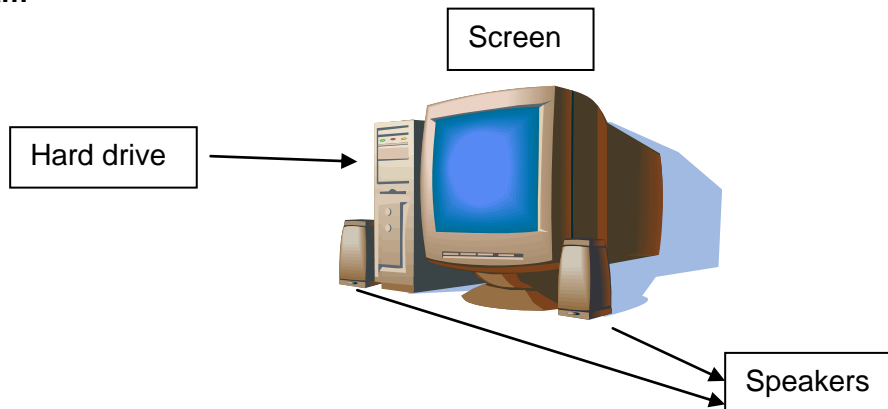


**Diagram**



**Diagram**

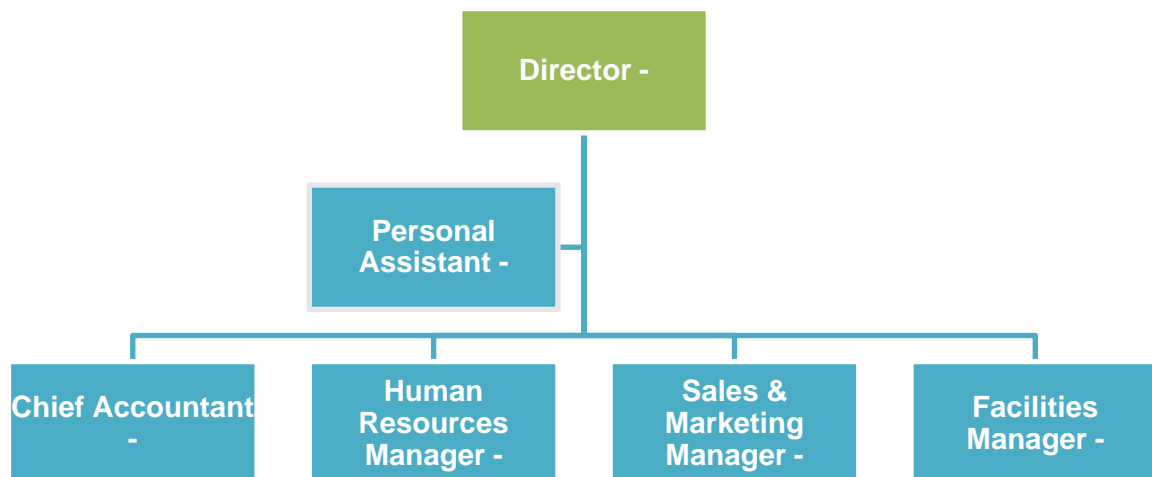


**Diagram****Completing diagrams of flowcharts**

Read the explanation of the organisation chart and complete the chart with the correct names. Check your answers with your partner and then check with your trainer.

**ACME Travel Organisation Chart**

The Director, Mr. Michael Jones, has been with the company for 8 years. His PA, Elise Smith, is a wonderful team member who understands all the company procedures. In charge of all the finances is Merrill Black. The building is looked after by Mr. Alan Sloan and the person who brings in the customers is Linh Masters. The final manager is Chris Pane and he takes care of all the staff and recruitment.



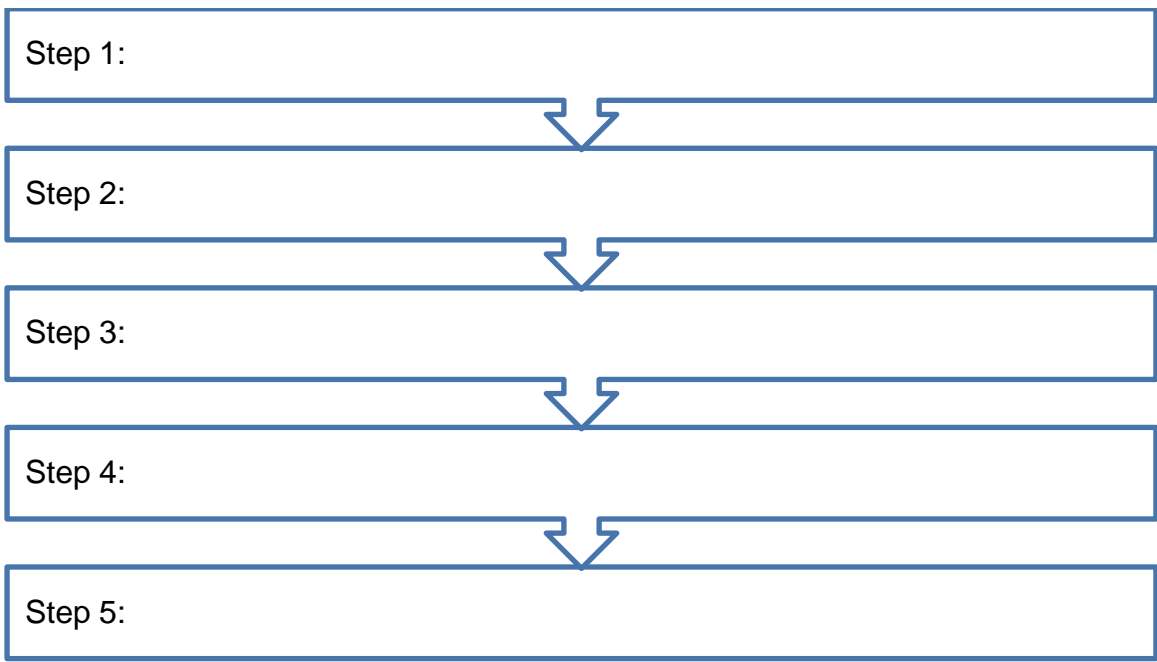


## Flowchart Activity

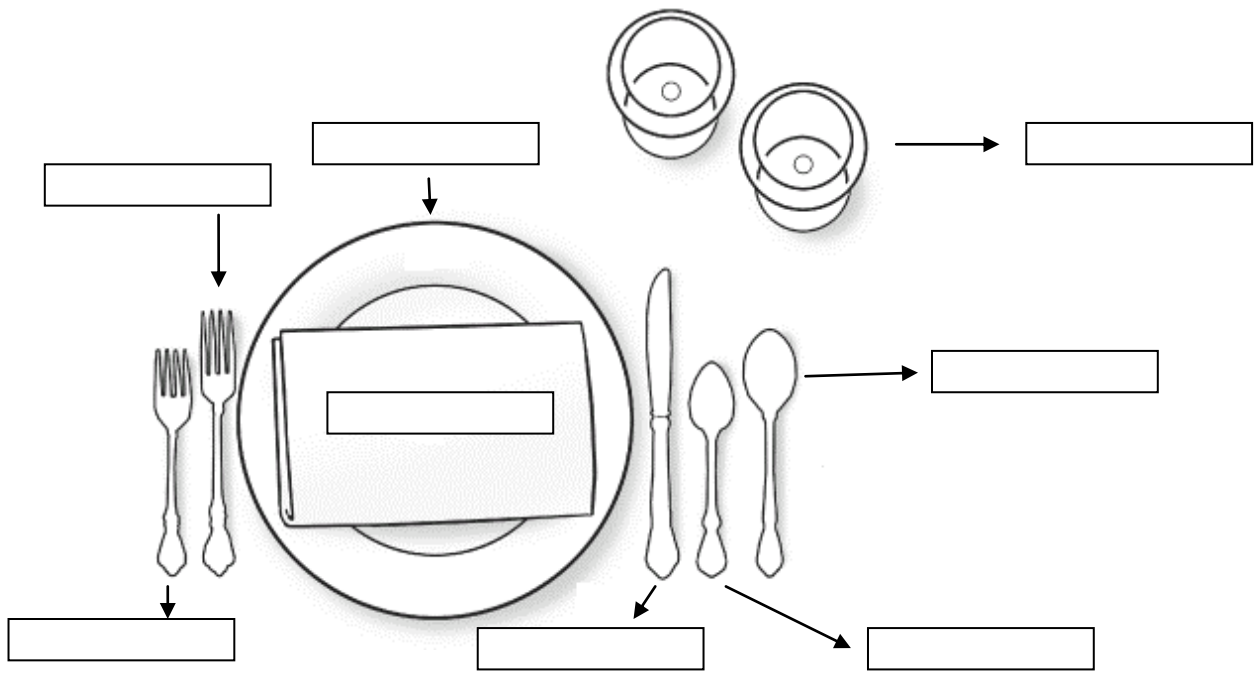
Read the instructions below about setting a table correctly. Complete the flowchart and then label the diagram below with the correct information to show you understand.

### Setting an informal table

First, place your dinner plate on the table in front of where people are sitting. Make sure it is a few centimetres in from the edge of the table. Next, place your cutlery starting from the left side of the plate. The salad fork is on the far left, then the dinner fork. After that, place the cutlery on the right-hand side of the plate beginning with a soup spoon, then a teaspoon for the sorbet and then the dinner knife. Finally, place a water glass at the top of dinner knife and a wine glass above the soup spoon but slightly closer to the edge of the table. Finish the table setting by putting a clean napkin on the dinner plate.







## Work Projects

It is a requirement of this Unit that you complete Work Projects as advised by your Trainer. You must submit documentation, suitable evidence or other relevant proof of completion of the project to your Trainer by the agreed date.

- 2.1 Bring in three written instructions or procedures relevant to your position from your workplace and summarise the main points to your trainer.
  - 2.2. Submit a copy of an email or note, from your workplace, to your supervisor asking for clarification of a procedure or instructions.
  - 2.3. Provide three copies of flowcharts or diagrams relevant to your position. Explain briefly the main steps or materials and items in the flowcharts or diagrams.
-

## Summary

### Respond to simple written instructions

When responding to simple written instructions it is important to identify the key words. Often key words are nouns and verbs as these describe things and how to do something. When responding to written instructions, you must:

- Confirm you understand the instructions to your supervisor
- Ask for clarification or explanation if you do not understand completely
- Be able to identify the steps in instructions
- Be able to summarise the instruction stages
- Understand written instructions and relate the information to supporting flowcharts or diagrams.



# Element 3: Express doubt at being able to carry out instructions

## 3.1 Identify problems associated with completing a set of instructions

### Introduction






Supervisors in any industry are often very busy and in order to complete their job effectively they must delegate duties to other staff members. This means that often supervisors will need to give instructions to their staff. In previous lessons you have seen the importance of understanding instructions and asking for more information, repetition or clarification but sometimes there may be a reason why you cannot complete the instructions given to you. There could be many reasons for being unable to complete a task such as being sick or injured, unsafe conditions, or not having the right equipment or support available. Whatever the reason, you must be confident enough to express doubt to your supervisor about being able to carry out a set of instructions.



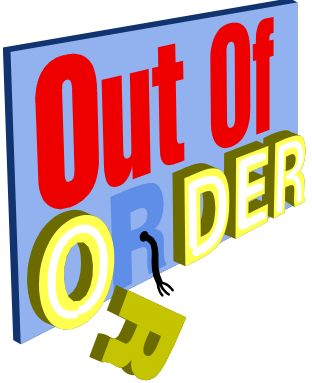



### Difficult situations

Sometimes when a supervisor directs a staff member to do something, there may be a reason why the instructions cannot be completed. Look at the examples below and identify the problems. Write them next to the picture and discuss your answers with your partner.

		Identify problem
1.		<p><b>Supervisor:</b> "Put the box over there!"</p>

			Identify problem
2.		<b>Supervisor:</b> "Set the tables up outside, now!"	
3.		<b>Supervisor:</b> "Check all these people in. The plane leaves in 15 minutes!"	
4.		<b>Supervisor:</b> "Go and help them in the kitchen!"	
5.		<b>Supervisor:</b> "Take the guests to the first hole. They want to play golf."	
6.		<b>Supervisor:</b> "Connect the cable to the main switch, fill the tank with the catalytic compound, adjust the main activator nozzle and calculate the level. OK?"	

			Identify problem
7.		<b>Supervisor:</b> "Pick up all those boxes and take them upstairs!"	
8.		<b>Supervisor:</b> "Just park the bus over there and set the tents up!"	
9.		<b>Supervisor:</b> "Tell them to use the toilets on the first floor"	
10.		<b>Supervisor:</b> "Book the guest on the 2pm flight, please!"	

## Common problems

There are many reasons why you may not be able to complete a set of instructions but there are often a lot of situations that will be more common than others. The box below outlines some common problems associated with completing instructions or tasks. In small groups of three or four, discuss other common examples of reasons that describe why you may not be able to complete some instructions. Fill in some of your own examples in the spaces. Have any of the situations described happened to you?

Useful language – Common problems	
It's too heavy!	There's not enough time!
I don't know how to do that!	It's too dangerous!
It's too far!	It's too high!
I'm not feeling well.	I haven't been shown how to do that, yet.
There are too many people.	I can't drive or swim or use a computer.
It's raining!	It's too hot!
It's broken!	It's my day off!



## 3.2 Seek and offer solutions to potential problems

### Introduction

In the previous lesson you explored reasons why you may be unable to complete a set of instructions. Although you may have a good reason for not being able to complete a task, you should always try to offer a solution. This will help your supervisor and it shows that you are willing to find a way to solve the problem. Supervisors are busy and they have many different responsibilities and sometimes you may understand the details of a task more clearly than your manager because you do that task often. Offering a solution to a potential problem is an important skill and can help complete a set of instructions.



### Making suggestions and offering solutions

In the previous lesson you looked at common reasons why a set of instructions may not be able to be completed. It is important to identify potential problems involved with completing a task but you should also suggest a solution or offer to find an answer to the issue.

Read the dialogue below between a supervisor and a travel agent and answer the questions.

1. What is the problem?
2. Does the travel agent offer a solution?
3. What is the solution suggested by the travel agent?

#### Supervisor and travel agent dialogue

**Supervisor:** “I need you to book the ACME group on the 11am flight tomorrow. There are 20 people and they will all have luggage.”

**Travel agent:** “I will make the booking straight away.” (Travel agent checks availability)

“I tried to make the booking for 11am but it seems there are not enough seats available. I checked the later flight at 2pm tomorrow and there are seats for the group. Should I book the 2pm flight instead?”

**Supervisor:** “Ok. That should be fine!”

## Useful language

When making suggestions or offering solutions you can use modal verbs. Modal verbs are auxiliary verbs that distinguish modality or the likelihood, permission, obligation and ability. Modal verbs provide extra information about the verb that follows them. Modal verbs are common in instructions as they often are used to make suggestions or instruct you to do something.

Modal verbs	Examples
Can	Can I help you?
Could	Could I do that later?
May	May I take a break?
Might	You might be able to finish early.
Will	Will you help me?
Would	When would you like it finished by?
Must	You must wash all the plates before 10pm!
Shall	Shall I call you when he arrives?
Should	You should always wash your hands after going to the toilet!
Ought to	You ought to work overtime tonight.



## Reading

Read the text below about responding to complaints. Underline the modal verbs in the text. The first one has been done for you.

### Responding to guests problems and complaints

In some countries and situations, work colleagues may try to solve a problem by talking about it together. If this occurs in a situation where you are dealing with guests, for example, in a restaurant or at a reception desk, western guests may feel frustrated and annoyed - especially if they can't understand the language.

You should try to offer a solution to the problem immediately, in order to keep the guest happy.

If you must discuss the problem with work colleagues or your supervisor or manager, first apologise, then tell the guest that you must check with another staff member. Finally, assure them that you will be right back.

Example: 'I'm sorry madam, I will check with my supervisor. I won't be a moment'.







## Practice

In the previous lesson you explored how to identify problems associated with completing a set of instructions. Once you have identified a problem with completing a task, you should offer a suggestion or solution. You can use modal verbs such as *could*, *should*, *would*, *can*, *will* and *may* to make suggestions.

Look at the examples from the previous lesson and make suggestions how to solve the problem. The first one has been done for you.

		Provide suggestion
1.		<p><b>Supervisor:</b> "Put the box over there!"</p> <p><b>"It's too heavy. Can you ask someone to help me?"</b></p>
2.		<p><b>Supervisor:</b> "Set the tables up outside, now!"</p>
3.		<p><b>Supervisor:</b> "Check all these people in. The plane leaves in 15 minutes!"</p>

			Provide suggestion
4.		<b>Supervisor:</b> "Go and help them in the kitchen!"	
5.		<b>Supervisor:</b> "Take the guests to the first hole. They want to play golf."	
6.		<b>Supervisor:</b> "Connect the cable to the main switch, fill the tank with the catalytic compound, adjust the main activator nozzle and calculate the level. OK?"	
7.		<b>Supervisor:</b> "Pick up all those boxes and take them upstairs!"	

		Provide suggestion
8.		<b>Supervisor:</b> "Just park the bus over there and set the tents up!"
9.		<b>Supervisor:</b> "Tell them to use the toilets on the first floor"
10.		<b>Supervisor:</b> "Book the guest on the 2pm flight, please!"

### Useful language

There are many ways to make suggestions in English. Here are some examples.

- Could someone help me?
- Could I do this in the morning?
- Should I ring them again?
- We should do that soon. It's about to rain.
- I will do that first.
- Can I use the van to pick up the vegetables?
- Can I start early tomorrow?
- You can use the golf buggy, if you want.
- We can't park here. We should park over there.

## 3.3 Confirm understanding of contingency instructions

### Introduction

As you have seen in this element, sometimes instructions are unable to be completed due to unforeseen issues or problems like the weather or a lack of understanding. Supervisors may have had a lot experience with the instructions or tasks they ask you to do and they may be aware of common problems associated with the instructions. In these cases, your supervisor may provide you with some contingency instructions which explain what to do if something doesn't work the way it is supposed to. This means you must listen or understand more than one set of instructions to complete one set of tasks.



### Conditionals

Conditional sentences are used to describe situations where an action is dependent on something else. Conditionals can be used to explain real and unreal situations or contexts. There are several different types of conditionals including Zero, First, Second and Third Conditionals. When used as contingencies for instructions, it is most likely that First conditionals will be used.

Conditionals often explain the likelihood or probability of something happening. Combining the 'if' clause with modal auxiliary verbs modifies the certainty or probability of an action occurring.

The First Conditional is formed by using:

**If + present simple + will (or modal auxiliary such as *may, could, should, must, can, might*)**

Examples:

- If it rains, I will go inside. (This will definitely happen)
- If it rains, I might go inside. (Uncertain)
- If it rains, I can go inside. (Possible)
- If it rains, I could go inside. (Possible but not certain)
- If it rains, I should go inside. (The person talking is expressing an opinion or giving advice)
- If it rains, I must go inside. (Certain. Obligation)
- If it rains, I may go inside. (Uncertain)



## Practice

Complete the first conditional sentences below with the correct form of the modal verb. The first one has been done for you.

1. If you eat too much, you will (will/might/may) be sick. (Certain)
2. If the electricity stops, you \_\_\_\_\_ (should/might/could) turn off the gas. (Sure)
3. If he lifts that box, he \_\_\_\_\_ (will/might/should) hurt his back. (Uncertain)
4. If I leave now, I \_\_\_\_\_ (will/should/may) make it on time. (Certain/definite)
5. You \_\_\_\_\_ (will/must/may) take the rubbish out, if the bin is full. (Definite)
6. If it rains, we \_\_\_\_\_ (will/might/could) move the party inside. (Possible/not certain)
7. If the supplier delivers the food, we \_\_\_\_\_ (might/can/may) start cooking. (Possible/sure)
8. She \_\_\_\_\_ (can/might/will) be tired, if she works late again. (Definite)

## Useful language - Using 'when'

Often when giving instructions, 'when' is used instead of 'if'. 'When' is more definite than 'if' as it assumes that something happens.

For example:

- 'When it rains, bring in the chairs and tables.' (100% certain)

You will often hear your supervisor use '*when*' to give instructions. '*When*' can also be used with modal verbs but modals can make the action or result less certain depending on which modal is used.

For example:

- 'When it rains, you should bring in the chairs and tables.' (80% certain)
- 'When it rains, you could bring in the chairs and tables.' (50% certain)

If the supervisor wants to be 100% clear when giving instructions with '*when*', they may use '*must*'.

For example:

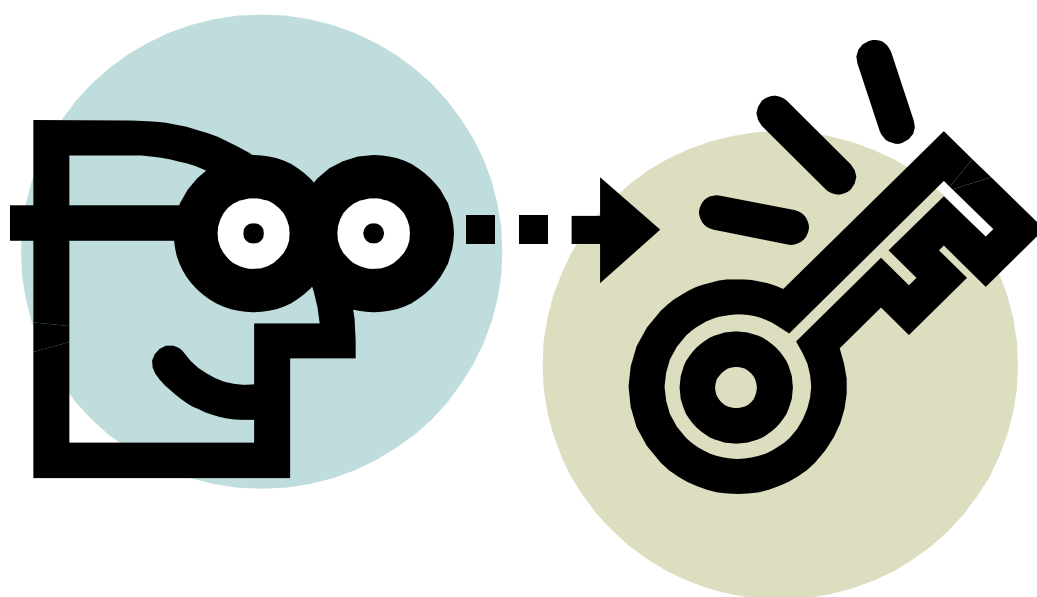
- 'When it rains, you must bring in the chairs and tables.' (100% certain)

## Confirm understanding of contingency instructions

When a supervisor is providing instructions, they may suggest contingency instructions by using conditionals or 'when'. These contingency instructions are extra instructions that respond to changes in the normal procedure or routine. It is important that you are able to show that you understand the routine procedure and the contingency instructions. The easiest way to show you understand is to repeat the contingency instructions.

For example:

- Supervisor: 'If it rains, then you should bring in the chairs and tables.'
- Staff member: 'OK, so if the weather turns bad, I should bring in the chairs and tables.'





## Work Projects

It is a requirement of this Unit that you complete Work Projects as advised by your Trainer. You must submit documentation, suitable evidence or other relevant proof of completion of the project to your Trainer by the agreed date.

- 3.1 Provide **three** examples of situations in your workplace where you were unable to complete a set of instructions. You should explain:
    - What the instructions were
    - Why you couldn't complete the instructions
    - What you did to inform your supervisor
  - 3.2. Provide **three** examples of solutions you suggested or implemented to solve a problem at work. Explain the situations to your trainer and describe the outcome of implementing your solution.
  - 3.3. Bring **three** emails, procedures or policies from your workplace that describe contingency instructions. These could include:
    - Emergency evacuation procedures
    - Bad weather instructions
    - First aid instructions
    - Instructions for dealing with complaints
  - 3.4. Present to the class a situation from your workplace where you had to change routine procedures to complete a set of instructions.
-

## Summary

### Express doubt at being able to carry out instructions

Instructions are common in the workplace and they help you learn how to complete new tasks. It is important when receiving instructions to express doubt at being able to complete a set of instructions, if you feel you cannot do the tasks. You should:

- Identify the problem with completing the task
- Inform your supervisor that you are unable to complete the set of instructions
- Explain why you cannot complete the task
- Offer a solution to the problem
- Confirm you understand any extra instructions that your supervisor provides.

# Element 4: Follow routine procedures

## 4.1 Demonstrate understanding of a set of instructions by carrying out a routine job

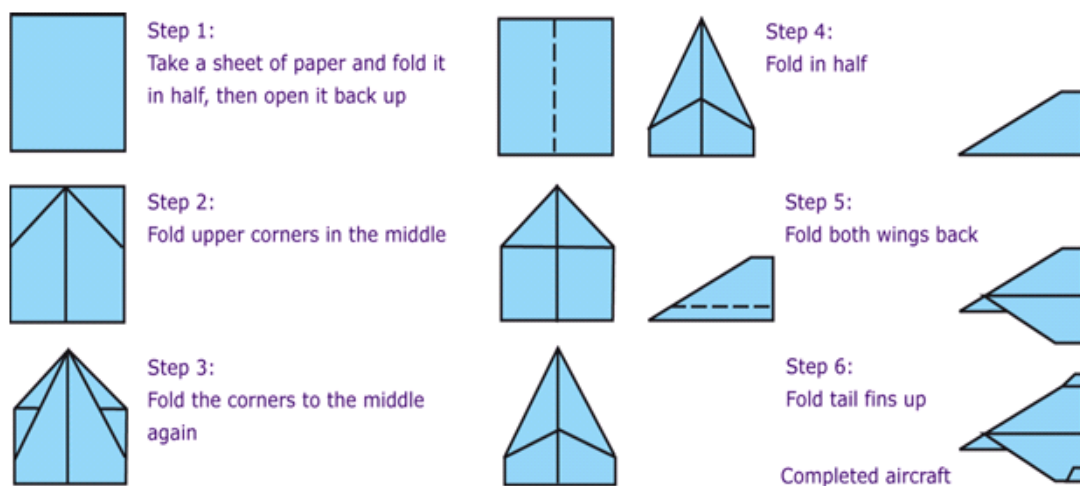
### Introduction

It is clear that instructions are an everyday experience in the workplace. It is important to listen to instructions and make sure you understand all the parts of the tasks before you begin completing the work. You can let your supervisor know you understand what to do by saying you understand, repeating the instructions or contingency instructions, or you can complete the instructions successfully. By completing the task assigned to you by your supervisor, it is clear that you have understood the instructions.



### Instructions

Read the instructions below and complete the task. Your trainer will check to see that you have completed the instructions correctly.





## Restaurant Booking Activity

Look at the instructions below for taking a restaurant booking. In pairs, complete the instructions. Student A is the guest and Student B is the restaurant manager. Student A makes the booking and Student B should follow the instructions. When you have finished Student A then checks Student B's notes to see if the details are correct. Swap roles and repeat the exercise.

When taking a restaurant booking, you should:

1. Greet the customer politely
2. Ask what day and date they would like to book
3. Ask what time they would like the booking
4. Ask for the number of guests or covers
5. Ask if there are any special requests
6. Ask for the name of the person making the booking
7. Ask for a contact telephone number
8. Confirm the booking details
9. Say goodbye politely



## Customer Complaint Activity

Look at the customer complaint form below. Write a set of instructions, in a logical order, to explain how to complete the form. Think of a common complaint. Give the instructions to your partner, and practice completing the complaint form. Your partner should ask for all the details and complete the form using your instructions. Check the completed form.

### Complaint Form

/ / 2012  
Month / Day / Year

**Customer name:**

\_\_\_\_\_  
Last Name | First Name | Middle Name

**Action taken:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Follow up required:**

\_\_\_\_\_  
\_\_\_\_\_

**Details of complaint:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Staff Name:** \_\_\_\_\_

**Position:** \_\_\_\_\_

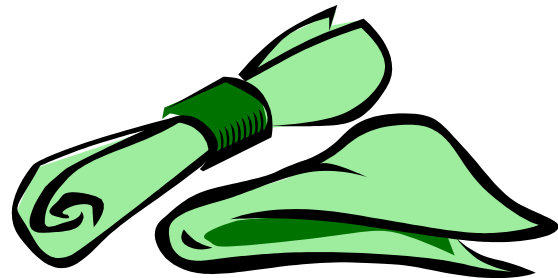
**Employee number:** \_\_\_\_\_



## Workplace Instructions Activity

Think about the routine procedures that you do in your job. This could include: answering the phone, taking a booking, ordering supplies, making a sandwich, writing an email, folding a napkin, greeting a guest, conducting CPR or setting a table.

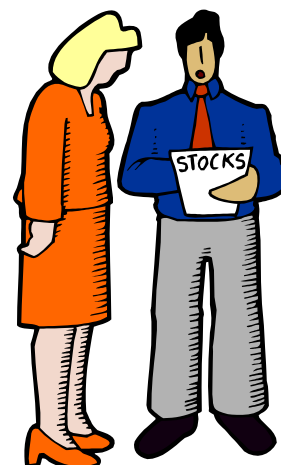
Write down a set of instructions for completing a routine task in the workplace. Your trainer will collect the examples. You will then choose a task from the instructions and you will have to complete the task. The class will decide if you completed the instructions successfully or not.



## 4.2 Explain exceptions to routine procedure

### Introduction

Every day in the workplace you perform routine procedures including answering phones, setting tables, taking orders, responding to requests and booking flights or tours. There are standard procedures which your company will provide instructions in order for you to complete these routine tasks. Most of the time you will complete these tasks the same way but sometimes there will be exceptions to completing a standard set of instructions. You may have to change a set of instructions to respond to different circumstances. You may have to explain instructions to a colleague and if there are exceptions to the procedures, you will have to be able to explain the alternative instructions as well.



### Routine Procedures

There are many routine procedures in the hospitality and tourism industry. Most of the time certain procedures will always be completed the same way. For example, the procedures for answering the phone will generally stay the same no matter what the situation. You always greet the person with the correct greeting for the time of day, say your company name, your own name and then ask how you can be of assistance. There are other instructions or procedures which may have to be altered due to different situations.

Look at the routine procedure below for setting a table. In small groups of three or four, discuss situations which may change the routine procedure for setting up the table. Discuss with the class. How many different exceptions could you find?

**Step 1: First, place your dinner plate on the table in front of where people are sitting. Make sure it is a few centimetres in from the edge of the table.**

**Step 2: Next, place your cutlery starting from the left side of the plate.**

**Step 3: After that, place the cutlery on the right-hand side of the plate beginning with a soup spoon, then a teaspoon for the sorbet and then the dinner knife.**

**Step 4: Finally, place a water glass at the top of the dinner knife and a wine glass above the soup spoon but slightly closer to the edge of the table.**

**Step 5: Finish the table setting by putting a clean cloth napkin on the dinner plate.**

**Examples:**

- Different food or courses
- Customer requests
- More or less wine or drinks
- Lack of cutlery, plates, napkins available
- Lack of table space
- Buffet versus a la carte
- Short notice, lack of time

**Useful language – Adverbs of frequency**

Adverbs of frequency describe how often something happens. When you see adverbs of frequency in instructions, they can help to identify if there are exceptions to a routine procedure. Often in a set of instructions an adverb of frequency will be added to make a part of the procedure clear.

For example:

- You should **always** clean your hands when handling food
- **Never** handle food without cleaning your hands first.

In the examples above, the adverb lets you know the frequency with which you should do something. In these examples there are no exceptions to the procedure or instruction.

Look at the example below. Does the adverb have the same intensity or absolute meaning as the previous examples?

Example:

- **Usually**, we set the tables at 7am.

In this example, 'usually', provides a clue that there may be an exception to the routine. In this case, it may be that the tables are usually set at 7am unless there is a breakfast function which is starting earlier or the room is being used for something else. It is important to understand adverbs of frequency because you will need to use them when explaining exceptions to routine procedures.

Adverbs of frequency		
Always	Typically	Mostly
Normally	Continuously	Generally
Constantly	Repeatedly	Commonly
Infrequently	Regularly	Often
Never	Intermittently	Frequently
Chiefly	Seldom	Sporadically
Predominantly	Usually	Spasmodically
Occasionally	Sometimes	Rarely



## Frequency Activity

Put the adverbs below into the correct column in the box. The first one has been done for you.

Adverbs: *Often, Sometimes, Usually, Never, Always, Occasionally, Rarely, Regularly, Seldom, Normally, Regularly, Intermittently, Generally, Sporadically, Mostly*

Very frequent	Frequent	Less frequent	Infrequent
			Sporadically



## Activity – Complete the sentences

Think about your daily work and the routine procedures that you carry out. Look at the sentences below and complete them with examples from your workplace.

### Examples:

- I always turn my computer on before I get a coffee
- I usually check the bookings register outside, unless it is raining.

1. I always \_\_\_\_\_.
2. I never \_\_\_\_\_
3. You should always \_\_\_\_\_ after \_\_\_\_\_
4. I sometimes \_\_\_\_\_ before \_\_\_\_\_
5. I usually \_\_\_\_\_ unless \_\_\_\_\_
6. When answering the phone, you should always \_\_\_\_\_
7. You should never \_\_\_\_\_ when \_\_\_\_\_
8. I occasionally \_\_\_\_\_
9. Generally, you should \_\_\_\_\_ first and then \_\_\_\_\_
10. You should \_\_\_\_\_ often!



## 4.3 Discuss ways to improve routine procedures

### Introduction

In many organisations, standard operating procedures or routine procedures have been implemented for long periods of time. In a world where technology advances every day, routine procedures may be able to be improved either by utilising new technology or new ideas. Making a procedure or set of tasks more efficient or easy to complete, is positive for everyone and should be encouraged. Discussing ideas and sharing knowledge and experience are great ways to improve routine procedures which can lead to a more efficient business, happier staff and customers, and safer working conditions. It is your obligation to find ways to improve routine procedures.



### Useful language - Modal Verbs

When discussing ways to improve a routine procedure, it is important to offer suggestions not to provide absolute statements of what should be done. Using modal verbs of permission or giving advice or opinions are useful in showing a possible alternative to the current routine.

Examples:

- Could we unpack the vegetables first and then take them to the kitchen?
- You could try cleaning in groups
- Can I start at the top floor first?
- We might be able to.

These examples are polite suggestions or they ask for permission. When discussing ways to improve a set of tasks you shouldn't use '*must*', '*have to*' or '*should*' as these modals are quite strong.

You can also use words such as:

- *Maybe*
- *Perhaps.*

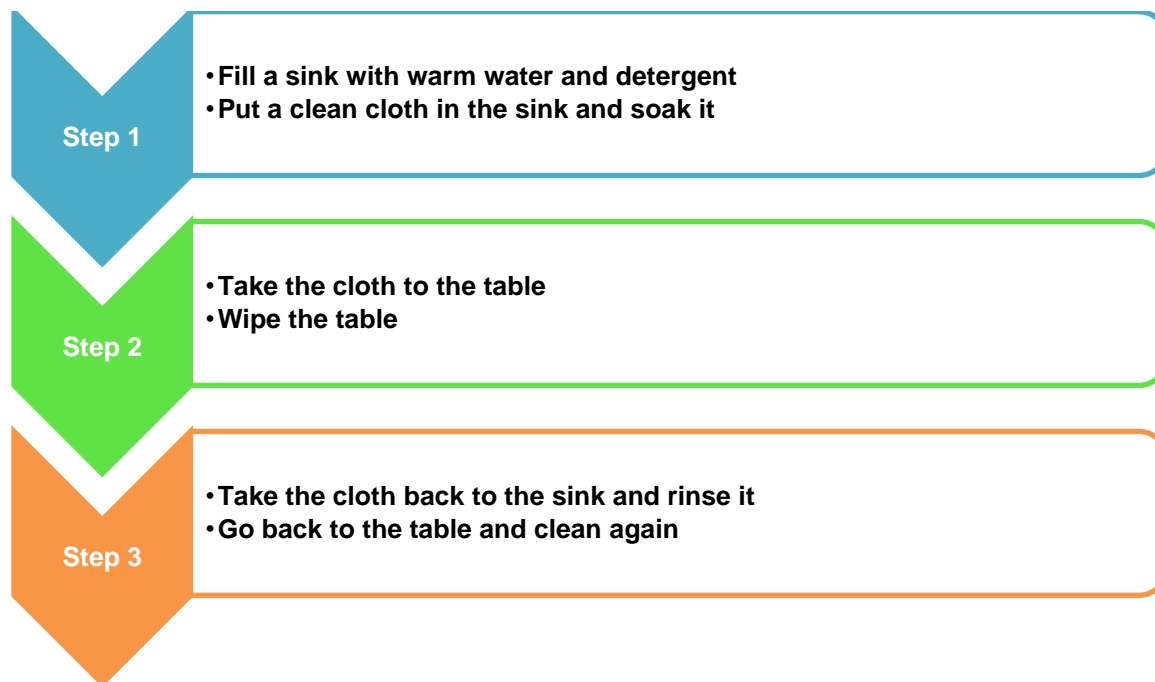
These words are not definite or absolute and they allow others to add or disagree. This helps to establish a more team-oriented discussion rather than an authoritarian or 'one person has all the answers' type of situation.



## Activity

Read the routine procedure outlined below and in pairs discuss ways that you could improve the process. Use *could*, *perhaps* and *maybe* to make suggestions.

### Cleaning a table:





### Activity: How not to answer the phone

Look at the procedure for answering the phone. In small groups make suggestions on how to improve the procedure.



### Discussion Activity

Write down a set of instructions for a routine procedure at your workplace. In small groups share your instructions and discuss ways that you could improve the procedure. Share the suggestions with the whole class. Did anyone come up with any good ideas?



## Work Projects

It is a requirement of this Unit that you complete Work Projects as advised by your Trainer. You must submit documentation, suitable evidence or other relevant proof of completion of the project to your Trainer by the agreed date.

- 4.1 Provide **three** examples of Standard Operating Procedures from your workplace that you complete on a regular basis. Explain to your trainer how you complete the tasks.
  - 4.2. Provide **three** examples of routine procedures from your workplace that you have had to change due to unforeseen circumstances such as weather conditions, late check-in, or staff member sick. Explain to your trainer what the standard procedure is and how you changed the procedure.
  - 4.3. Provide **an example** of a routine procedure that your workplace changed due to feedback or discussion from staff.
-

## Summary

### Follow routine procedures

Every day we carry out routine tasks and procedures. When completing a set of routine tasks it is important to:

- Follow the instructions
- Ask for more information if you are not sure
- Show your supervisor that you understand what needs to be done
- Explain any changes or exceptions to a procedure to other staff members
- Use modal verbs to discuss ways to improve standard procedures
- Make suggestions on how to improve tasks.



# Presentation of written work

## 1. Introduction

It is important for students to present carefully prepared written work. Written presentation in industry must be professional in appearance and accurate in content. If students develop good writing skills whilst studying, they are able to easily transfer those skills to the workplace.

## 2. Style



Students should write in a style that is simple and concise. Short sentences and paragraphs are easier to read and understand. It helps to write a plan and at least one draft of the written work so that the final product will be well organised. The points presented will then follow a logical sequence and be relevant. Students should frequently refer to the question asked, to keep 'on track'. Teachers recognise and are critical of work that does not answer the question, or is 'padded' with irrelevant material. In summary, remember to:

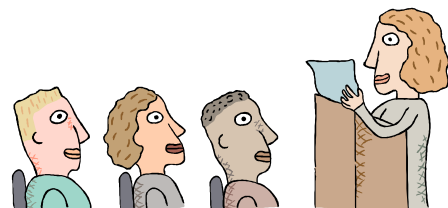
- Plan ahead
- Be clear and concise
- Answer the question
- Proofread the final draft.

## 3. Presenting Written Work

### *Types of written work*

Students may be asked to write:

- Short and long reports
- Essays
- Records of interviews
- Questionnaires
- Business letters
- Resumes.



### *Format*

All written work should be presented on A4 paper, single-sided with a left-hand margin. If work is word-processed, one-and-a-half or double spacing should be used. Handwritten work must be legible and should also be well spaced to allow for ease of reading. New paragraphs should not be indented but should be separated by a space. Pages must be numbered. If headings are also to be numbered, students should use a logical and sequential system of numbering.

**Cover Sheet**

All written work should be submitted with a cover sheet stapled to the front that contains:

- The student's name and student number
- The name of the class/unit
- The due date of the work
- The title of the work
- The teacher's name
- A signed declaration that the work does not involve plagiarism.

**Keeping a Copy**

Students must keep a copy of the written work in case it is lost. This rarely happens but it can be disastrous if a copy has not been kept.

**Inclusive language**

This means language that includes every section of the population. For instance, if a student were to write 'A nurse is responsible for the patient's in her care at all times' it would be implying that all nurses are female and would be excluding male nurses.

Examples of appropriate language are shown on the right:

Mankind	<i>Humankind</i>
Barman/maid	<i>Bar attendant</i>
Host/hostess	<i>Host</i>
Waiter/waitress	<i>Waiter or waiting staff</i>



# Recommended reading

Parkinson, D., 2002, Really Learn 100 Phrasal Verbs, OUP, UK

Swan. M. & Walter. C., 2009, Oxford English Grammar Course – Basic, OUP, UK

Underhill, A., 2005, Sound Foundations: Learning and Teaching pronunciation, Macmillan, UK

## Websites and online learning

Clearinghouse of ESL Lesson Plans and Resource -

[www.csun.edu/~hcedu013/eslplans.html](http://www.csun.edu/~hcedu013/eslplans.html).

Dave's ESL café - [www.eslcafe.com/](http://www.eslcafe.com/)

Delta's ESL Links - [www.delta-systems.com/links.cfm](http://www.delta-systems.com/links.cfm)

English as a Second Language - [www.rong-chang.com/](http://www.rong-chang.com/)

English Club.com - [www.englishclub.com/index.htm](http://www.englishclub.com/index.htm)

Grammar Safari - [www.iei.uiuc.edu/web\\_pages/grammarsafari.html](http://www.iei.uiuc.edu/web_pages/grammarsafari.html)

Mark's ESL World - [www.marksesl.com/main\\_page.html](http://www.marksesl.com/main_page.html)

Online Writing Lab - [www.owl.english.purdue.edu/handouts/esl/](http://www.owl.english.purdue.edu/handouts/esl/)

One stop English - [www.onestopenglish.com](http://www.onestopenglish.com).



# Trainee evaluation sheet

## Respond to instructions given in English

The following statements are about the competency you have just completed.

Please tick the appropriate box	Agree	Don't Know	Do Not Agree	Does Not Apply
There was too much in this competency to cover without rushing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Most of the competency seemed relevant to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The competency was at the right level for me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I got enough help from my trainer.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The amount of activities was sufficient.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The competency allowed me to use my own initiative.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My training was well-organized.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My trainer had time to answer my questions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I understood how I was going to be assessed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I was given enough time to practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My trainer feedback was useful.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Enough equipment was available and it worked well.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The activities were too hard for me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The best things about this unit were:

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The worst things about this unit were:

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The things you should change in this unit are:

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William  
**Angliss**  
Institute

Specialist centre  
for foods, tourism  
& hospitality



**Australian  
AID** 