English for Catering Staff

PART ONE

An English language training course

for

overseas catering staff in hospitals

by

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lish for Catering Staff

An English language training course

for

overseas workers in catering departments

consists of:

Part 1 Teacher's Handbook
Sections 1 and 2

Part 2 Sections 3, 4 and 5

One tape

22 slides

The language teaching items are contained in Sections 1 - 5 which do not make up a pupil's book but constitute a teacher's manual.

It is essential to read the Teacher's Handbook before attempting to use the teaching material.

Prepared for King Edward's Hospital Fund for London by
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English for Catering Staff

TEACHERS HANDBOOK
AND INTRODUCTION

An English Language Training course

for

overseas catering staff

CONTENTS

1 THE LANGUAGE BARRIER FOR OVERSEAS CATERING STAFF

(a) Overseas catering staff working in Britain

The catering industry in Britain has for many years been an employer of workers from overseas who have come to this country from a wide variety of backgrounds: Southern Europe (especially Spain, Portugal, Cyprus, Yugoslavia and Italy), North Africa, Eastern Europe (mostly as refugees after the last war), the West Indies and the Far East (particularly the Indian Sub-Continent).

Some of the overseas staff have been in Britain for up to fifteen or twenty years, perhaps working in the same jobs in the same kitchens. Others have come intending to stay for shorter periods, and tend to move more easily from job to job. In catering departments both in and out of hospitals, the personnel is therefore very mixed, coming from a wide variety of backgrounds, speaking different languages, of both sexes, representing different age groups and levels of education, having different aspirations and consequently very different levels of motivation.

It is impossible to give an accurate account of the number of catering staff from overseas at present employed in Britain, but it is certainly high. The picture is patchy, and does not necessarily correspond to the settlement of immigrants in different areas of the country. In certain areas of West London, for example, where large numbers of Asians have settled, one hospital may have a largely Asian catering department, while the next hospital may have Spanish, Portuguese and West Indian staff. Rural areas too are unpredictable. Where hospitals are able to provide residential accommodation for ancillary staff you may find that the catering workers almost all come from Southern Europe.

We therefore find that, whereas in some places hospitals can draw for labour on the surrounding population (and where the surrounding population is of overseas origin, these people are likely to be highly represented in the catering department), other hospitals have great difficulties in

in recruiting locally, and have to look elsewhere, often drawing people directly from overseas, for example from Southern Europe, Spain, Portugal and Italy, and helping them to find accommodation when they get here.

(b) Language needs in the catering department

A hospital kitchen is a very demanding and varied environment as regards communication. Some of the factors that contribute to this are:

- the need to communicate at speed against noise
- the need to understand a wide variety of jobs and instructions
- the constant need to keep up standards of hygiene and cleanliness
- contact (for some) with customers at a servery, or in a cafeteria or dining room
- a small group of people doing a wide variety of tasks to a strict time schedule
- the "patchy" nature of the work, with rushes before meals, and lulls after meals
- for some, constant close contact with fellow workers and a consequent continuous need for social language
- for others, routine, segregated jobs where contact with fellow workers is minimal.

These factors mean that people working in catering departments need to communicate urgently with each other, and where a language barrier exists they have got round the problem either by learning to communicate through their own developed "patois" or "kitchen French", or by structuring the work in such a way that those who can communicate do, and those who cannot have very limited jobs.

Paradoxically, the very fact that communication is so vital in catering, can operate against the language trainer, because people feel that the communication strategies they have devised are efficient, and any attempt to add English to the situation means that too many changes may need to be made. Perhaps more important is the fact that staff have become used to communicating without English, and feel foolish when they try to use it with each other. Personal relationships established

perhaps over some years seem to need adjustment, and people naturally find this difficult.

In spite of these difficulties, however, the need for English is very real both for workers and supervision. For the worker with no English, the prospect is not good. He finds himself permanently fixed in low-grade employment, with no chance of moving; his freedom is strictly limited both at work and out of work; he is usually dependent on his employer, and he may have unresolvable personal problems, such as housing difficulties. For the employer, the usual responsibilities of catering work are more difficult to carry out. Working to a tight schedule is harder as instructions are not quickly understood; a good atmosphere is difficult to achieve; hygiene is a constant worry; safety is often a problem, and customer contact can cause very real difficulties.

The fact that people feel such a need for English accounts for the great interest shown in language training by catering departments, and their willingness to overcome the special and very real problems involved in carrying it out successfully.

(c) The special problems of language training in catering departments

There is now a considerable body of teaching expertise and materials for language training in different places of employment, but all the experience to date in catering departments has shown that special problems exist, and a very flexible approach from the teacher is needed to overcome them.

The main reasons for the difficulties of language training in catering departments are as follows:

- Usually very small groups of people are employed and their language difficulties may cover a wide spectrum. It is therefore difficult to select a homogenous group for training.
- Even within one small department, jobs are very diverse, some involving contact with the public, and some contained entirely within the kitchen. It is therefore difficult to make language training materials relevant to all the students all the time.

- The kitchen is a small, enclosed world, and in many places, there is a long tradition of employing overseas staff. A lingua franca has often developed, and this means that students see little immediate need for English in the place of work. Motivation often seems to the teacher to be unusually low.

- Kitchens have to run twenty-four hours a day and seven days a week, and weekends are usually worked on a rotation basis. This means that the employees' off days change from week to week. In such small groups it is impossible to arrange a fixed shift schedule for the duration of the course. The rate of absenteeism from the classes is thus bound to be high.

- The catering department usually has to keep running during each class with a skeleton staff, and supervisors find it difficult to attend the classes. The usual, high degree of supervisor commitment and involvement expected during a language training course is therefore more difficult to obtain.

- Apart from diversity of language ability and background, staff may also have widely different ages and aspirations. Young people tend to be highly motivated, and looking for further training and promotion. Older people may have been in the same job for years and may have very little self-confidence and little education. Within one small class, therefore, the teacher may have to take into account to an unusual degree the very special needs and aspirations of each individual.

- Where staff are involved with customers, e.g. as dining room maids, serving in a cafeteria or looking after the till, they are exposed to an unlimited variety of language from a constant stream of strangers, and it is therefore not possible (as it often is in in-company language training) to predict or modify the whole communication environment. Added to this, some of the customer contact may be stressful, e.g. complaints about bad food, or wrong change. The trainees' self-confidence in using English is therefore constantly under attack.

2. THE CONDITIONS DETERMINING SUCCESSFUL LANGUAGE TRAINING

(a) The need for special provision

Why are most foreign workers unable to take up places on the ordinary part-time course in English as a Foreign Language at local colleges?

Firstly, there are practical difficulties. Most work on rotating shift systems, working in the mornings one week, in the evenings the next week, and working alternate weekends, with changing off-days. Many have family responsibilities, do extra work outside the hospital or are unable to cope with a class after a long day of hard physical work. Some, especially in rural areas, live too far out to get to a college where English is taught as a foreign language.

Even more important is the fact that the foreign workers do not fit into the categories of learner for which the existing classes cater. They may be intimidated at the idea of going along to register at an academic institution. They may have considerable learning problems, including the following:

1 A lack of self-confidence in their ability to learn English. This may have been increased by attempts to learn English under the wrong conditions. Evening classes do not usually provide for this type of learner.

2 Little previous education. Where there has been some previous educational experience, it is likely to have been of a formal kind, and will have set up expectations of classroom behaviour which the teacher may need to break down.

3 In the case of many workers, illiteracy may be a source of confusion and distress. There may be reluctance to come to language classes for fear of being ridiculed.

4 Lack of immediate motivation, owing to the self-contained atmosphere of the catering department.

Courses for catering staff in the place of work, held with the encouragement and backing of the management, hold the unique advantage that the language taught is immediately related to the situation to which the student returns as soon as he leaves the classroom. This means that there is immediate reinforcement and opportunity to use the language learned. At the same time, the English people (supervisors, fellow workers etc.) with whom the student comes into daily contact, can be kept closely in touch with the language being taught and can give the student constant practice and encouragement outside the classroom. This is obviously of inestimable importance.

(b) The necessary conditions for successful in-hospital language training

The three key conditions for successful in-hospital language training seem to be:

Appropriate teaching materials, adapted flexibly by the teacher.
Careful selection of trainees, and grouping of trainees within the class.
The right time, place and frequency of classes.

This course attempts to provide the appropriate materials: an example will show the importance of carefully selecting trainees, and providing classes at the right time and frequency, and in the right place.

A class was set up for ancillary staff at a hospital at the time when both catering and domestic staff finished their shift. The classes were held twice a week for one hour. All the staff were free to volunteer to join the classes. The standards of English varied enormously in the class. Some of the students were complete beginners, while others had a fair degree of fluency. Numbers soon began to drop off, and at the end of the course the hospital was of the opinion that language training was a waste of time and that 'half these people don't want to learn English. We provided the classes and they didn't come'.

We have learned that successful in-hospital classes can best be run under the following conditions:

1 That the teacher selects the trainees

The hospital management may naturally assume that since they are paying for the class and holding it on their premises, they have the right to decide who should attend it. The hospital should certainly have the right both to put forward and to veto students, but the teacher should make it clear that it is of great importance to the success of the class to select the students on a professional and pedagogically sound basis. If the teacher accepts conditions which are unsound, he will be blamed when the course turns out to be unsuccessful, and the hospital will not wish to venture any further language training project. Failures can thus do positive harm. (See next Section for details on assessing and selecting trainees). Even where the number of overseas employees is small, the teacher must still insist on the right to select the class he feels he can teach successfully.

2 That the timing and duration of the classes are satisfactory

The first point is that the classes must be held in the employer's time. The nature of catering work obviously places some restraints on the times when staff can be released, so the timing of the course will inevitably involve a compromise between the department and the essential conditions needed for language learning. As we have said, if the teacher compromises too far over these conditions, the results may be poor and it may be better not to run a class at all.

We have found that the teacher should think in terms of 50-60 hours of teaching time spread over about twelve or fourteen weeks. This is preferably organised in daily lessons of 45 minutes to one hour, each weekday. Because of the changing off-days in catering departments, each student is likely to miss at least one class every week. However, classes are organised, this cannot be helped, though the occasional very keen student may come into the hospital to attend classes even on his off-days. The teacher will need to compensate for absenteeism with constant revision of material taught.

Departments differ in the times when they can release staff to attend classes. We have found that there is usually a lull after a main meal,

either after breakfast, or after lunch. Sometimes a compromise over time has been arranged - the students giving part of their tea or lunch break, and the hospital releasing them for the rest of the time.

Fourteen weeks seems to be about the maximum length at which a course can operate effectively. Anything longer is likely to be too long to provide the necessary pressure on trainees, teacher and management to result in really effective language learning for groups who have little experience of keeping up a long-term learning strategy.

3 That the classes are held in a suitable place

One of the most important conditions for the success of a course is the constant interest, contact and involvement of supervisors, chefs, and the whole catering management who should be encouraged to attend the classes as much as possible. This is a very important point to consider when selecting a room for the class. Somewhere near the Catering Office is ideal, so that supervisors can easily pop in whenever they have time. In many catering departments, supervisors themselves are not native speakers of English, and some may feel insecure about their own ability to use English. In such cases it is even more important to secure their co-operation.

Space is often a problem in hospitals. You may have to use the canteen, cloakroom, office or some such place. An electric power point is essential, and it is convenient to be able to leave some of your equipment in the room where you teach, so you should ask for the use of a cupboard. Although a training room or boardroom for the classes would be very pleasant, if it is too far from the Catering Office or kitchen poorer accommodation would be preferable if it provides closer contact with supervision.

3 THE PRELIMINARIES TO A COURSE: SELECTING THE TRAINEES AND INVESTIGATING THE SPECIFIC NEEDS OF THE DEPARTMENT

(a) Selecting the trainees

Ideally, the teacher's aim is to select a class of students who will all start at the same level. Practically, this tends to break down to some extent in catering departments, as the total number of employees may be small, and the differences in their language ability great. However, the teacher must make sure that the group finally selected is really feasible as a class, even if it involves organising sub-groups of different levels within the class. The best way of selecting the class is to ask the Catering Department for a list of all the employees they think are suitable for language training. It will be out of these that the teacher will select the class. Alternatively those interested can volunteer, be assessed and then be told whether or not they can join the class. We have found that fifteen or sixteen is the maximum size for a class of this kind, though classes in catering departments usually tend to be much smaller.

The test recommended for assessing candidates is the English Language Assessment Interview for Hospital Ancillary Staff produced by the Pathway Centre, and published by the King's Fund Centre. It is available from the King's Fund Centre at £2.00.

Another important reason for giving a formal language test before the course starts is that the results of the tests will provide a standard for measuring the progress that individuals have achieved by the end of the course. This is important from the academic point of view, and also because it demonstrates to the hospital what has been achieved. The pre-course and post-course tests, while not necessarily identical, should have some items common to both, so that the progress can be very clearly indicated.

(b) Investigating the specific language needs of the catering department

The work of each catering department has a great deal in common with the work of all other catering departments, but there are significant ways in which they may differ.

- The hospital may run a Ganymede hot trolley service from the kitchen to the wards, with meals already served on trays, or in psychiatric and residential hospitals, meals may be dished out in dining rooms to which the patients come.
- There may be different degrees of contact with the nursing staff.
- There may be a cafeteria for nursing and other staff, or dining room facilities for some, and canteen facilities for other grades of staff.
- Very different degrees of mechanisation and modernisation exist.
- The attitudes of the English-speaking people towards the foreign workers may vary from hospital to hospital.

The teacher's investigation needs to cover the following main areas:

A general tour of the hospital kitchens to grasp the layout, the names used for different areas etc. General information about shift-times, bonus schemes, the organisation of the department, number of supervisors etc.

Discussions with management and supervision Most people find it difficult to talk about language problems. Even where foreign workers speak no English at all, there will be people who will deny that there is a language problem, or who will say 'they understand when they want to alright. They just use language as an excuse'. 'You don't need to speak any English to be able to do the washing-up anyway'. Such remarks can be most indicative of the attitudes of the English people, and will help you to build up a picture of the environment in which the foreign worker has to learn English.

Lead off with general questions:

eg. Do you have people who don't know much English?
Does it interfere with their work?

This may lead the person you are talking to into giving you some useful examples. The following questions are often worth asking:

Do your foreign workers need closer supervision?

Do you have to use interpreters? (How often? Does it waste your time?)

Are you worried about safety in any way?

Can your foreign workers communicate with the customers at all?

Do they have misunderstandings with native English speakers?

What happens if there is an emergency?

Do you have any workers you would like to promote if their English were better?

Do you have any problems in sorting out personal details like holidays, days off etc.?

Do the workers phone in when they are off sick so that you can cover their ward?

In each case probe a little as to how far language is the cause of any difficulty.

Detailed observation of the work in the department In order for you to be able to adapt the course to the specific needs of your hospital, you will need to gain a thorough understanding of the work the catering staff do every day.

First, make sure that you know which particular jobs the trainees you have selected do (some may be porters with the same daily task, or with different daily tasks, some may be permanently in the dining room, or servery etc. Then, get an accurate job description of each type of work.

The easiest way to do this is to ask a supervisor to instruct you in your daily duties as if you were a new worker. In this way you can get a clear idea of the particular procedures your hospital has for specific jobs; you can find out what different items of equipment are called, and so on. If possible, tape-record the job instructions. You can then refer to them whenever necessary as you teach the course.

Preparation of specific teaching material

(a) Some items of the course require special preparation with material adapted to the particular hospital you are working in. Here is a check list of the items which will need to be specially prepared in advance.

Take special note of these points during your investigation:

1.2.3. The literacy needs of the catering staff: eg. menu cards, labels on boxes, packages and cartons in the stores etc.

1.5.4. The names of different parts of the hospital building

1.7.3. The titles and jobs of people in the hospital in contact with catering staff

2.1.5. The daily schedule

2.2.1. The correct names of people in the hospital

2.6.1. The weekly menu

3.4.1. The procedures for cleaning up, cleaning materials usually used etc.

3.7.2. Poor quality work

4.1.5. The timing and sequencing of different jobs

4.1.6. Specific hygiene concerns

4.2.5. A plan of the hospital building

4.3.3. -
4.4.5. Safety

4.6.4. Delivering a message

5.3.3. Using the telephone or intercom

5.5.2. Addresses of local Rent Officer, Housing Aid Centre and Law Centre

(b) Some tape items will need to be prepared specially for the course. They are as follows:

1.2.3. Tape Item 1: special uses of the alphabet

2.2.1. Tape Item 11: pronunciation of names of people in the hospital

3.4.1. Tape Item 25: Instructions for a cleaning job

4.1.6. Tape Item 35: special recording of hygiene rules that cause particular concern in your hospital

(c) Two sets of slides are referred to throughout the course. Series A are available with the course. Series B you should take yourself in the hospital where you are teaching.

Taking photographs in hospitals can be a sensitive matter. Make sure that your request to take slides goes through the correct channels (the Catering Manager may need to get authority from the hospital administrator). It is usually simplest to make your request in writing, adding the list of slides you wish to take (see the list below) and assuring the hospital that no patients will be involved and that the slides will be used for teaching purposes only.

List of Series B Slides	Items where they occur
General views of the hospital,inside and outside	1.5.4.
Portrait slides of people in the catering department	1.7.3., 2.2.1.
Catering staff's rest room	2.1.3.
Someone clocking on and off	2.1.3.
Menu board with prices shown (unless handout menus can be substituted)	4.5.1.
General views of the kitchen	2.4.3.
The kitchen clock	2.1.6.
Interior of stores cupboard and crockery cupboard	1.5.3., 4.2.4.
Illustrations of daily tasks e.g. laying tables, serving breakfast, peeling potatoes, cleaning jobs	2.1.5., 3.4.1., 3.4.3., 4.1.5.
Special hazards that exist in the catering department	4.3.3., 4.3.4., 5.1.4.
Safety notices	4.3.5.

4 A TIME TABLE FOR A CATERING COURSE

	Contact Initial contact with the hospital through: personnel or training the hospital administration the catering department etc.
	Investigation
One or two days	Initial assessment of language needs. Testing a selection of the worst English speakers, and selecting a class of up to fifteen.
One day or two half days	A tour of the hospital and the catering department and a close examination of the catering staff's daily work, equipment, the hospital's particular safety concerns etc.
	Preparation
Several visits and phone calls	Negotiating the time of the class, the place of the class etc. Informing the proposed students by letter that they have been selected and getting their consent to join the class Meeting supervisors to explain what the course aims to do and how they can help.
Twelve to fourteen weeks	Teaching the course, four or five days per week, with time allowed for special preparation of materials relating to your particular hospital. A weekly round of all areas from which your students are drawn to stimulate interest among those working with them (supervisors, fellow workers etc.) and to distribute your weekly sheets.
One full day or two half days	Testing all the students who have completed the course. Marking the test.
Several visits	Collecting from the supervisors the assessment sheets that they have filled in on each student (distributed by you to the supervisors at the end of the course).
One or two days	Writing up your report on the results of the course for the hospital.

5 THE CONTENTS AND STRUCTURE OF THE COURSE: A QUESTION OF FOCUS

At first sight this course may seem confused and patchy to the teacher who is used to working through a clearly set out syllabus, probably based on selected and graded structures.

The first reason for this seeming confusion is that the levels of difficulty varies throughout the course. This is for the following reasons:

(a) You are likely to find that the language learning abilities of your students is very varied. Some will want to tackle difficult material, and others will want to spend a long time building their self-confidence with easier material. You may have to rely heavily on group work to keep all your students motivated and engaged, selecting for each group the material within their grasp.

(b) You may find that your students' motivation is patchy. Some items will touch on a particular need, and they will wish to take the subject as far as they can. Other items will interest them less, and they will feel the need to master only the broad outlines.

The course is not intended to be followed in a strict order or progression. The teacher should use it flexibly, adapting items and the sequencing of items to the specific needs and abilities of the students.

A second reason for the seeming confusion is that the dialogue and taped material contains a lot of difficult semi-structured, colloquial language. This has not been included as target active language for the learner, and the teacher should not attempt to get students to repeat and learn everything. It has been included to give students practice in listening to and interpreting language which is only partly familiar. Within the very free and rich linguistic environment of a catering department, where people necessarily work in close contact, it is impossible to make as clear cut or as simple an analysis of the language used as it is in other workplaces.

The reason for the "patchy" nature of the materials is the fact that there are four 'syllabuses' or 'aspects' to the course, operating concurrently.

The functional aspect
The structural aspect
The situational aspect
The behavioural/cultural aspect

Each item may contain elements of each aspect but it is likely to focus on either a function, a structure, a situation or a cultural factor, throwing the other three elements into the background. Thus for example, Item 2.3.1. focuses on the function of making a polite request; Item 1.6.1. focuses on the structural topic of subject pronouns with the verb be; Item 5.1.3. focuses on the situation of a consultation with the doctor, requiring no more than passive comprehension of the structures, and Items 3.5.3. and 3.5.4. focus on the cultural/behavioural aspect of birthdays and festivals and how they are celebrated by the British and the particular group of foreigners in your class.

The layout of the items is intended to show the teacher quickly which aspect the item is focussing on. Items are laid out under headings as follows:

Context Cultural background you need to know eg. 3.1.3. holidays; information you need about a job before you embark on the item eg. 3.4.2.; behavioural factors regarding confidence etc. eg.1.1.1. and so on.

Language function Apologising; making a request; greetings, initiating friendly conversation etc.

Vocabulary Items of vocabulary either individually or in sets. Vocabulary teaching has an important place in this course as the load to be mastered by the domestic is relatively heavy (see Item 1.4.1.)

Pronunciation Any specific pronunciation problems, particularly where they affect intelligibility eg. the teen/ty distinction in numbers.

Equipment This gives the teacher a list of the bits and pieces he will need to present or practise the item.

Method The teaching material itself with suggestions for presentations and practice.

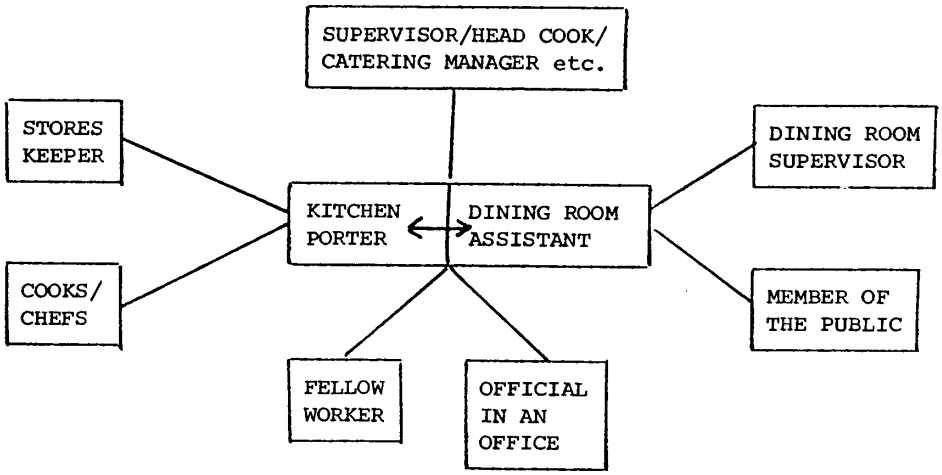
Follow-up activity In some cases a follow-up activity is suggested eg. Item 1.7.2.

Not every heading appears in every item; for example, if there is no new vocabulary, the heading Vocabulary does not appear.

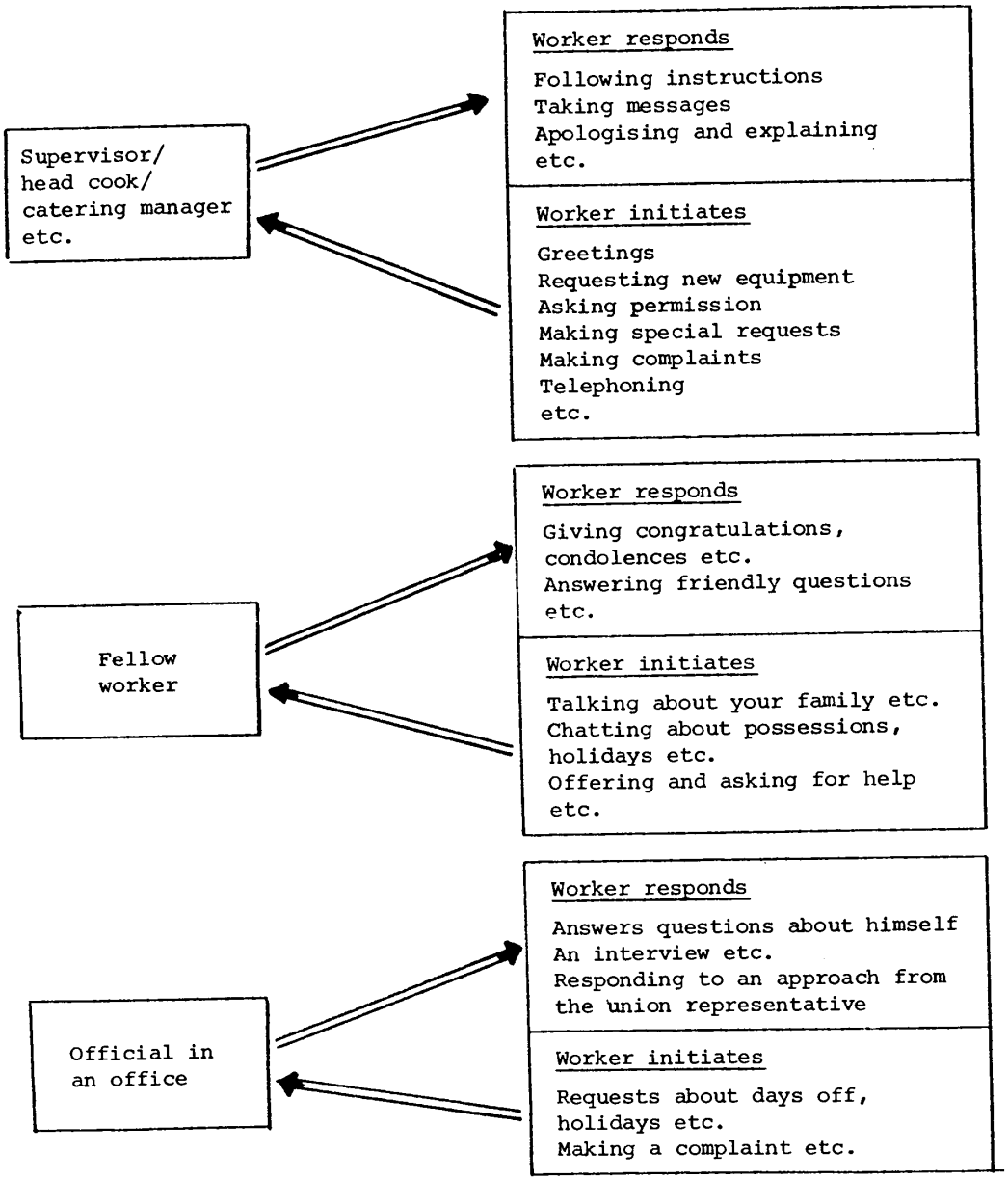
We will now look in more detail at each of the four aspects of the course - functional, structural, situational and behavioural.

(a) The functional aspect

The first step in devising a functional syllabus is for the course writer to become fully familiar with the language needs of the learner. To do this, different catering jobs were undertaken by different observers: one worked for a period as a kitchen porter, one as a dining room maid/canteen assistant, and one as a female kitchen assistant. These periods of participant observation were carried out in different hospitals. From these experiences it became clear that the catering staff's major language needs were in relation to the following people.



When the most frequently occurring and important transactions between the worker and the others had been analysed, we were able to arrive at a broad set of functions, examples of which are given below:



A similar analysis was made for the other commonly occurring roles.

It was on the basis of this functional analysis that we arrived at the actual selection of language functions that appear in the teaching items.

The concentration of the course on the language used in the catering department may make it appear that the overseas worker is being given only a very limited level of English, that is relevant only to his job as a catering worker. We feel, however, that the wider aim of equipping a foreign worker to live in Britain is also to some extent being achieved, because for most, the place of work is the primary place of adjustment to British society. Indeed, many will have almost no contact with British people outside the hospital. Once he has the knowledge and confidence to communicate successfully at work, the foreign worker's ability to do so elsewhere will quickly follow. In any case, the functions we have chosen to teach have a much wider application than the work situation. Greetings, apologies, simple questions and answers about oneself, asking for help, using the telephone etc. though taught within the context of the job, form a core of language as essential and useful outside as inside the hospital.

(b) The structural aspect

The way structures are taught in this course will probably not be familiar to many teachers of English as a Foreign Language. The grading for example, is not along structural lines. In Item 3.4.2. for instance, the Present Perfect Tense is used, although it is not presented as such until Section Four of the course. Here the focus is on the function, rather than on the structure, and the students are required to back up a request with an explanation.

Certain large structural areas have been omitted, for example the continuous tenses. Ruthless decisions have had to be made, as a course in a hospital can only work on a short, intensive basis. The need to achieve limited objectives in a short time has led to decisions being made which may seem unusual to teachers.

(c) The situational aspect

Some parts of the course focus specifically on situations. Such situations may either be specific tasks eg. laying tables, cleaning jobs etc. which

involve a heavy load of vocabulary, or they may be particular kinds of transaction in which more than one function is involved, for example, a consultation with a doctor, which involves answering different questions, receiving instructions concerning treatment and so on. In such cases, where we have felt that the material groups itself naturally round a specific situation, we have used the opportunity to teach new vocabulary, revise old material, introduce less controlled material for passive comprehension, and help to build the students' confidence in coping with situations which may previously have been stressful.

(d) The behavioural/cultural aspect

Items which focus on the behavioural/cultural aspect of the course are designed to help the students to come to grips with aspects of British life, particularly as experienced in the hospital, which may be unfamiliar to them. Examples range from fairly trivial matters (eg. the weekend, which may be a new concept to those from a rural background unused to a time-tabled work schedule) to more sensitive areas; for example, arranging and taking part in a social event. Other 'behavioural' items include how to behave and what to say if you don't understand; how to introduce yourself; how to give your name clearly to an English person who may find it difficult to grasp, etc.

Illustration of the four aspects and focus of different items

	FUNCTIONAL	STRUCTURAL	SITUATIONAL	BEHAVIOURAL/ CULTURAL
3.	FOCUS ON FUNCTION Responding to queries over change	← Comprehension of "should have"	← At the till	← Appropriate behaviour with an angry customer
4.	→ Explaining where things are	FOCUS ON STRUCTURE Irregular past tense forms	← The kitchen	← Building confidence in quick questions and answers
5.	→ Giving warnings	→ Imperatives	FOCUS ON SITUATION Special hazards in the catering department	← Awareness of and responsibility for safety
.	→ Social formula for special events	→ Exclamations	→ Certain social relationships	FOCUS ON BEHAVIOUR Appropriate verbal and social behaviour at a birthday, engagement, birth, death etc.

6 METHODOLOGY

The students you are likely to teach on a catering course may be:

unfamiliar with modern teaching methods

lacking in self-confidence in their ability to learn and use English

either completely illiterate or semi-literate in English

bring to the class varying degrees of motivation for learning English

For these reasons, there is a strong confidence-building element in the course, and an almost total absence of written material, and an emphasis on motivation.

The Catering Course is in the form of a manual for the teacher, and therefore is open to adaptation and change to suit the individual teacher's preferences and style. This is so particularly in the initial presentation of each item, although suggestions for presenting items are given throughout. Some of the methods suggested are, however, central to the thinking of the course, and, we believe, are important in overcoming the students' considerable learning problems. Although these methods are likely to be unfamiliar to the students, and may perhaps be new to the teachers, we feel that they should be attempted and consistently applied from the beginning of the course.

These methods (discussed in more detail below) are:

Practice work in small groups of three or four

Carrying out non-verbal activities in response to language using objects common in the students' work

Use of tape-recorded material for both listening and practice

Use of free role-playing techniques

(a) Group work

By group work we mean a period of time during a lesson when the class is divided into groups of three or four learners. They practise amongst themselves language items which have been initially presented to the class as a whole and which have been sufficiently practised for the majority of the class to have grasped the material accurately.

A very large number of items in the course, particularly practical activities, games, short dialogues, question and answer sequences, and role-play items,have been designed for this sort of practice. If the teacher does not practise the material in this way, he will find that there is not enough variety in the material or the examples to hold the interest of the whole class, and he will find that either the more highly motivated or the less motivated will quickly become bored. The question in Item 1.7.1. about the learners' families illustrate this. If the teacher practises these questions by getting individual students to ask him: Where does your father live? Where does he work? etc. the class will quickly become bored by hearing the same answers each time, and by their lack of participation.

Some teachers may feel that the natural way to avoid this is to change elements in the question, keeping 'Where?' and 'What time?' constant. Certainly, wider practice may be needed with some structural features. But by giving it at this stage, the teacher increases the learning load and extends the length of the course, or finds himself compelled to exclude other items which may be more important. Teachers are used to teaching on the assumption that the learner has all the time he needs to master whatever he is learning, but in any in-hospital course the time is very strictly limited. There is, however, a more fundamental objection to a teacher indiscriminately extending the structural drilling of a piece of language, in doing so he may alter the language function. In items which focus primarily on the function, rather than the structure, of the language being learned, any extension of material for the purposes of structural drilling must very carefully take the function into account. The way to get students to practise limited material without boredom is to get them to ask <u>each other</u> the questions, and it is more natural and much more economic of time to do this in small groups, rather than across the public classroom.

Group work also means that all the students are directly involved in what the class is doing. It is far more difficult to be a passenger in a pair, or a group of three or four than in a class of fourteen. Obviously, the amount of time directly spent in practice for each student is greatly multiplied, as, instead of the teacher and one student speaking, there is

a total of eight students practising at any one moment in a class divided into four groups.

Both of the above arguments for group work relate to saving time on a type of course in which there is a shortage of time. But there are also strong pedagogic arguments for using group work and for spending time on establishing it from the very outset. Some teachers have suggested that students would not have the confidence to use group work until far on in the course. But we have already successfully worked in groups from the start and have found that group work is a means of building the type of confidence that a student must acquire from the outset if he is to start using the English he is learning on his own. A group situation comes far closer to real communication than teacher/student exchanges across a classroom ever can.

Your students will probably have been accustomed to very formal methods in their previous education, and will need to be weaned away from teacher-centred learning and towards accepting for themselves the more active role which is essential for learning and using spoken English. Group work forces this upon the learner. It also helps to overcome the shyness that the students are likely to feel at saying anything to one another in English when they have a more fluent language in common. The group situation also provides a much more relaxed and realistic social situation than the full class does for practising English. Speaking out across a formal class in a foreign language is essentially a stressful situation which does not encourage easy practice.

Because of the likely variety of levels and abilities found in catering courses, and the small numbers (perhaps as few as eight or so) attending the class, working in small groups or pairs is an essential part of the methodology of this course. The teacher will need to give very careful consideration as to how the groups should be constituted, and how each session of group work should be introduced to give the maximum chance of confidence building and motivating practice according to the different levels of the groups. The tape recorded materials may be of particular use here. One group can practise with the tape recorder, while another

works with the teacher. The level of difficulty of the tape recorded material varies considerably, so that both stronger and weaker groups of students should be able to use the dialogues in unattended groups.

Since group work will be unfamiliar to the students, the teacher, when introducing it, should organize one group first with the rest of the class observing, so that they see what they have to do. In a class where the abilities are not too different, it may be a good idea to divide the best students between groups so that they can take a lead in organizing the work, although other factors, such as friendships and work relationships must also determine group membership. The other essential for organizing group work is to make sure that the language material given for group practice at the beginning is easy and short. It is enough to start group work with periods of only three or four minutes. Even at a later stage, it is seldom useful to spend more than about ten minutes at a time on group work when using this course.

It will be obvious to the reader that we feel strongly that group work should be used from the outset with these materials. This fact needs to be remembered when choosing a classroom and arranging it. Chairs in rows, or arranged in a semi-circle, or around one central table, should be avoided. Students are best grouped in pairs, threes or fours round individual tables.

(b) Practical activities

The practical activities suggested throughout the course perform several important purposes:

(i) They allow the students to listen and absorb language while giving a non-verbal response before being asked to give a verbal response. This gives them time to assimilate the new language accurately before being required to reproduce it. This idea is the basis of our strategy for vocabulary teaching, explained in detail in Item 1.3.1.

(ii) Practical activities also relax the class, and release tensions. The handling of familiar objects while carrying out familiar tasks in response to English instructions, gives the class a break from the

necessity of giving purely verbal responses and also gives an important sense of achievement (cf Item 1.4.2.)

(iii) The ability to carry out instructions given in English also increased the students' confidence in the language they use in their daily work.

(iv) Handling objects gives the student a secure base when he is learning a language sequence. The effort and tension involved in speaking the foreign language seem to be diminished, possibly by channelling them into physical activities. In Item 2.5.2., for example, Words of Quantity are learned while the students, practising in groups, work with jars and a liquid or powder to pour.

(c) The tape recorder

The tape recorded items serve three main purposes in this course:

(i) To provide ear training with a variety of voices. It is actually more difficult to listen to a tape recorder than to a person because of the removal of all gestures and visual cues, and because there is an inevitable degree of distortion. The use of tape recorded items from the outset, even if the material is provided by the teacher, trains the learner in the effort and concentration that accurate listening demands. This is particularly important with immigrants who have grown used to switching-off mentally during the floods of English which flow over them at work, or when watching television. The breaking of this 'switching-off' mechanism, which may have developed over several years, is an important first objective.

(ii) To provide model dialogues with carefully structured target language for the learner. Usually only one speaker's part is the target language - the other side of the dialogue is only intended for listening comprehension (eg. Tape Item 14 in Item 2.3.3.) The language of the listening side of the dialogue is not as tightly controlled as the language of the learning side, because it is characteristic of the immigrant's position that he is subject to native speakers addressing him with unfamiliar language in real situations. The use of one-sided learning dialogues also gives the opportunity to cast the learner in realistic roles and situations. The dialogues are usually recorded three times for a three-phase use:

- listening
- listening to one character repeating the other
- filling in one character's part (which has been blanked out) against the other parts on the tape.

This third use is often a little difficult for students and teacher to grasp initially. Very clear guidance is needed from the teacher or the practice breaks down. This means that the teacher must show conviction in the method from the outset or it may be unworkable. This would be a pity, as it is only in this third phase that the student has to make a thoughtful and realistic response. In many cases, the taped dialogues are intended to be expanded and exploited in role-play work.

(iii) To provide listening practice of unstructured material, in clearly outlined situations. Clearly, the student is subjected to a constant stream of English which he does not understand. The unstructured listening passages should be used to help him develop strategies for coping with a difficult stream of English. Students should be asked to listen to the tape several times over, slowly building confidence in understanding it. In some cases, the unstructured tapes can be used as triggers for further discussion or role-play.

(d) Role-play work

Some detailed suggestions on introducing role-play work are given in Item 3.4.3., and guidance on appropriate topics for role-play are given throughout the rest of the course.

Basically, the purpose of getting students to communicate in free role-play is to shift the emphasis from learning new language presented to them, to forcing them to use the language they already have, making passively known language actively useful. Students forced to produce language in relatively unstructured situations are often surprised at their own success, and this has a great impact on their confidence and fluency.

It is not only the stronger students who will benefit by role-play techniques. Weaker students should also be encouraged to try. In either case, the teacher should not stop to correct structural errors during role-

play, but should interrupt a student only when their meaning is unintelligible. The emphasis is on fluency, and the ability to communicate something that you really want to say, and not on accuracy.

Role-play work is particularly useful for students who have difficulty in using English under stress, or who feel very shy in using English.

Further useful reading on the subject of role-play is the National Centre for Industrial Language Teaching Working Paper 2 in the Materials Development Series, by Denise Gubbay, available from NCILT.

7 HOW TO TEACH THE COURSE

Obviously, the needs and learning capacities of your students will differ greatly, depending on such factors as their previous educational experience, age, and intelligence, but teacher expectations are a vital factor in determining the learner's performance and progress. In our experience, the teacher on an in-service course of this kind should set his expectations fairly high, and give the students some of the confidence they so badly need by expecting them to do well.

The hospital will expect a dramatic improvement in English from the learners, and the teachers must expect the same. You have perhaps three months in which to lift the student from his slough of failure and isolation to a level at which he can really communicate; to a firm base from which he can take off and continue to learn after the classes have ended. The teacher must expect and insist on no less.

There are some factors which will help in what seems to be a very difficult task. Some have been already mentioned (eg. the immediate relevance of the language learned to the learner's situation). But another very important factor is the extent to which the learner has already been exposed to a great deal of English, sometimes over a long period of time, and if the teacher can tap this 'passive' knowledge, progress can be surprisingly fast. It may be as much a matter of giving the student confidence to use language partly known and understood, as of teaching entirely new language.

All these factors mean that the course must be kept going at a considerable pace. The amount of material given here (which is after all, only a basic minimum needed in the worker's situation) can only be covered if the teacher steadfastly refuses to be delayed by inessentials, and sticks to a fairly relentless pace. Whenever you are tempted to spend an excessive amount of time on a particular point, ask yourself: 'how important is this to the students' real needs and situation? How much will this point affect intelligibility and real communication?' For

example, the -s form in the present simple tense will probably not be crucial to the learners' real need to communicate, nor to his intelligibility, but the difference between fifteen and fifty probably will.

The concentration needed to keep learning going at this pace can only be maintained if there is constant variety in the organization of lessons. The course itself is laid out in sections, parts and items, and the items are grouped into parts by topic. This does not mean that the items should be taught consecutively, one finished before the next started, one part taught directly after the previous one, etc. On the contrary, there should be a mixture of different items drawn from different parts in each lesson. You should not normally spend more than fifteen minutes on any one item, though later in the course you may be able to keep the class's concentration for twenty minutes. Normally one needs to bring an item into three or four lessons before it has been fully mastered. It is also essential to revise and repeat items frequently, in order to "pick up" those who have been absent from the class because of alternating shifts and off-days.

In spite of the need to emphasize the pace of the course, it is of course not essential that all the material should be covered on every course. The spectrum of abilities is wide, and the teacher needs to adapt and pace the materials accordingly.

An example of the arrangement of teaching items in the first week of the course

	Section 1 Part 1	Section 1 Part 2	Section 1 Part 3	Section 1 Part 4	Section 1 Part 5
Monday Getting the students' names and settling the class will take some time. Use an interpreter to give a short introductory talk about the course and to give the students a chance to ask questions.	Items 1.1.1. (10 minutes)	1.2.1. (15 minutes)	1.3.1. (10 minutes)		
Tuesday	Items 1.1.1. (5 minutes)	1.2.1. (10 minutes)	1.3.1. (15 minutes)	1.4.1. (15 minutes)	
Wednesday	Items 1.1.2. (10 minutes)	1.2.1. (10 minutes)	1.3.1. 1.3.2. (15 minutes)	1.4.1. (10 minutes)	
Thursday	Items 1.1.2 1.1.3	1.3.2. (10 minutes)	1.4.2. (10 minutes)	1.5.1. (5 minutes)	
Friday	Items 1.1.2. 1.1.3. (10 minutes)	1.2.1. 1.2.2. (10 minutes)	1.3.2. (5 minutes)	1.4.2. 1.4.3. (15 minutes)	1.5.1. (5 minutes)

8 INVOLVING OTHER PEOPLE IN THE HOSPITAL

One of the major advantages of teaching in the work place is the immediate relevance of the language learned in the classroom to the situation to which the student returns. It is only by fully involving the English people whom the student works with day by day, however, that this advantage can be properly exploited.

The English people the catering worker encounters most frequently are fellow workers (unless all these are from overseas), supervisory staff, officials, cooks, chefs etc. There are several important steps that need to be taken to involve some or all of these people in the language training:

initial explanation
attendance at the classes by English staff
weekly sheets summarising the language learned handed to everyone who comes in contact with the student.

(a) Initial explanation

It is important to be properly introduced by some recognised person in the hospital management (usually a kitchen superintendent or manager) to all the people likely to be involved in the language training programme. It is vital to explain to cooks and supervisors why the porters and catering assistants are going to disappear from the kitchen for a certain time every day, and to explain where necessary that this is a training programme authorised by the hospital. This can best be done by going round the department and meeting everyone personally.

Supervision also needs to be informed of the type of training involved. It is most important to secure their co-operation at an early stage, as these are the people most likely to be able to attend the language classes and give the students the practice and encouragement they need. You may like to invite supervisory staff to a meeting, to explain the course to them, invite them to play an active role, and answer any questions. In other cases it may be better to meet them individually.

While going round the catering department, take note of any English, or English-speaking workers with whom your students work and, where this is possible, explain the aims of the language teaching programme. In some cases this may need a tactful approach, as those not receiving training may resent the 'special treatment' of those going on the course.

It is a good idea to ask the Catering Manager if you can meet the shop steward of the union most active in the hospital. The Trade Union may be a channel of communication with the workers generally. In any case, it is important to have the Union's backing and to use it if there is any criticism from fellow workers.

(b) Attendance at the classes by English staff

This usually means supervisors. Other workers are usually needed to keep the work going while the students are at the class, although it may be possible for one or two representatives such as the shop stewards to attend from time to time.

You should make it clear to the Catering Manager or Superintendent from the outset that supervisors and English workers are very welcome in the class, and that their presence will enhance the chances of the students to learn, as they will be able to continue practising out of class time. In many cases, we have found supervisors interested and keen to take part, though the difficulties of keeping work going may mean that their attendance at classes is sporadic. Where this is the case, continue to invite them, and make special efforts to draw them into the actual running of the course (eg. Item 4.1.6.)

(c) Weekly summary sheets

Sheets outlining the week's work should be duplicated every week and taken round to each English person in the kitchen.

Different teachers will have different styles and methods of approaching this, but it is a good idea to give your sheets as much interest as possible. A straightforward list of items learned is unlikely to catch the eye. Striking cartoons, drawings or suggested games or activities of a simple kind will make your weekly sheets an event, and will be much

more likely to engage everyone's interest and result in continual practice for the student.

An example of a summary sheet illustrating the first week's work is given on the next page. It reflects a particular teacher's personal style. Your own talents and ingenuity will suggest how you should tackle this problem.

CENTRAL HOSPITAL ENGLISH LANGUAGE TRAINING

Week 4 June 30 - July 4

This week the students have learnt

1. Serving Food

Asking questions and getting the quantities right:

Do you want a cup of tea?
How much milk do you want?
How much sugar?

How many potatoes do you want?

Is that enough?

2. Talking about health and explaining what's wrong

I've got a headache
I feel sick
I've got a bad back
I've got a sore throat
I've got a cut on my hand

3. Asking for things: Specifying what you want

Pass me a tray please. WHICH ONE? The round one.
Can I have a bowl? The biggest one.
Get me the small baking tray, please.

4. Talking about people in the kitchen

Where's Edwards? He's off sick
Where's Mr. Hind? He's on holiday
Where's Maria? She's over there near the grill.

9 EVALUATING THE COURSE

Since the course has been in hospital time, and has in effect been a form of in-service training, the hospital will expect a thorough evaluation of the results, set out clearly in the form of a report.

We have found that the following methods give an adequate evaluation:

(a) Administering a post-course assessment test

To give a clear-cut indication of specific improvement, it is a good idea to include in the final test some of the items given in the original test i.e. The English Language Assessment Interview for Hospital Ancillary Staff published by the King's Fund (see e (a)), though naturally you will need to add new items more closely related to the contents of the course.

The following is an example of a final test:

SECTION A	Acceptable	Unacceptable
SOCIAL CONVERSATION		
Good morning. How are you?	1	0
How do you spell your name?	1	0
Where do you live?	1	0
What time do you come to work every day?	1	0
Are you married?	1	0
Have you got any children?	1	0
What did you do last weekend?	1	0
When did you come to England?	1	0
Where do you work in the hospital?	1	0

SECTION B	Able	Hesitates	Unable
INSTRUCTIONS			
Pick up the piece of paper	2	1	0
Give it to me	2	1	0
Touch the pencil	2	1	0
Don't pick it up	2	1	0
Take the piece of paper	2	1	0
Put it on the pencil	2	1	0

SECTION C			
TALKING ABOUT THE JOB			
What time do you clock in?	2	1	0
What do you do in the kitchen/canteen?	5	3	1
When do you mop the floor?	2	1	0
Tell me how you make a salad (or another fairly complicated task which you know the student does)	5	3	1

SECTION D

THINGS USED IN THE KITCHEN

Show pictures or objects and ask the student to name them; trolley, saucer, bucket, collander, carving knife, vegetable knife, baking tray, whisk, fish slice, sieve (or any other objects you have taught)

Total _____(max 10)

SECTION E

One of the people in the kitchen looks very ill. What do you say to him/her when you see him/her in the morning?	5	3	1
You are clearing tables in the canteen. Somebody is in your way and you cannot reach the empty plates. What do you say?	5	3	1

SECTION F

ASKING FOR NEW EQUIPMENT

Show the student some broken equipment Get him/her to ask you for a replacement and explain what is wrong.	3	2	1

SECTION G

TALKING TO THE OFFICE

Say; When you are ill at home you have to telephone the supervisors office and that you can't come to work What do you say to the supervisor?	7	5	3
If you want to change your day off what do you say to the supervisor?	7	5	3

(Ask the student why)

(b) <u>The supervisor's own assessment</u>

In the week immediately following the course, ask the supervisors to administer their own assessment test. This, more than any other method, will be of interest to the hospital when they are looking at your results.

Here is an example of the kind of assessment sheet you might ask supervisors, nurses, or housekeepers (whoever is most closely involved with your students) to administer:

<u>ENGLISH LANGUAGE TRAINING</u>

Dear Mr Smith,

We have now finished the language course for Mario Figuares and we would like to have <u>your</u> opinion on how she has done. Can you please ask him the questions on this sheet and put ticks in the boxes which represent your answer? When you ask these questions, please try not to let him know that you are testing him, but use natural opportunities as they arise.

May I take this opportunity for thanking you very much for your interest and co-operation on the course.

Yours sincerely,

(Teacher's name)

1 Greetings

Does the student greet you when he sees you in the morning?

Example: Good morning. How are you? or whatever you normally say.

Unable	Hesitates	Able

2 Social Language

Can he talk to you on a personal topic?

Examples:

(a) Tell you what he did on his last day off

(b) Tell you about his family

You could ask him some questions to introduce these subjects such as:

Where did you live in Spain?

Have you got any brothers and sisters in England?

Did you have a nice day off?

What did you do?

or whatever you might normally say.

Unable	Hesitates	Able

3 Things around the kitchen

Can he name everyday objects around the kitchen? To test this, ask him to bring you a few small items he normally uses every day.

Examples: whisk
fish slice
potato scoop
tea spoon
soup ladle
semolina

Unable	Hesitates	Able

4 Telling the time

Ask him:

What's the time?

Unable	Hesitates	Able

5 Polite forms

Does he use the polite forms 'please' and 'thank you' in normal conversation?

Unable	Hesitates	Ab

6 Giving a message

Ask him to give a simple message in English to another person in the department, and check up to see if the message was delivered correctly.

Examples: Can you ask Pete to come and see me please?

Can you ask Josie to bring another cup and saucer please?

or whatever you might normally say.

Unable	Hesitates	Ab

7 Understanding instructions

Can he carry out straightforward instructions correctly?

Examples: please count the knives on the trolley.

how many are there?

please fetch a big tin from the stores

or whatever you normally say.

Unable	Hesitates	Ab

(c) General reactions to the students' progress

It is difficult to invent rigorous tests for evaluating the students' improved ability to communicate, and their improved motivation and efficiency at work. The only practical method is to ask for the opinions of those most closely involved with the students. Obviously, this kind of evaluation is unreliable, but it can be a useful indicator of results. Remarks like: 'He's much more confident now. He comes and asks me himself when he wants something rather than spend half the morning looking for someone to say it for him', indicate a good deal in terms of improved efficiency.

The following are examples of the kind of questions you might put to supervisors during an informal chat:

(i) Since the course began have you noticed a change in X's English?

1 none
2 a little better
3 better
4 a lot better

(ii) Has X made more attempt to chat to you, the customers, and other people at work?

1 none
2 a little
3 medium effort
4 a great effort

(iii) As a result of the course do you think X is a more useful and flexible worker?

1 about the same
2 more useful and flexible
3 a lot more useful and flexible

(d) Producing a final report

Your report should aim to cover the following areas:

How the language course was organised:

initial link with the hospital
dates of course
times of classes
where the course was held

The problems of communication in the hospital uncovered during your preliminary investigation.

The contents of the course (a brief summary):

The trainees' improvement in English:

It is easiest to give this information in a very simple format as follows:

	General Level of English	Following Instructions	Giving Explanations
No change			
A little improvement			
Fair improvement			
Great improvement			

The trainees' ability to use English at work:

Insert here a summary of the supervisors' assessment.

Supervisors' reactions to the course:

Note here any comments made, or any overall impressions you have received.

Conclusions:

You may wish to recommend another training course for other staff at this point.

Appendix: showing detailed marks of the 'before' and 'after' tests.

CHECKLIST A: TAPE ITEMS

Section One		
Tape Item 1	Reading words	Item 1.2.3.
2	Common greetings	Item 1.3.1.
3	Common greetings	Item 1.3.1.
4	Greetings dialogue	Item 1.3.4.
5	What's your name?	Item 1.3.5.
6	Instructions	Item 1.4.1.
7	Instructions	Item 1.4.3.
8	Where things are	Item 1.5.1.
9	Where's Manuel?	Item 1.5.5.
Section Two		
10	Look at the time!	Item 2.1.6.
11	Names and titles in the hospital	Item 2.2.1.
12	Using names correctly	Item 2.2.2.
13	Responding to requests	Item 2.3.2.
14	Making polite requests	Item 2.3.3.
15	Don't!	Item 2.4.1.
16	Responding to negative instructions	Item 2.4.3.
17	Can I help you?	Item 2.6.2.
18	Requests to the counter	Item 2.6.4.
19	Clarifying a request	Item 2.7.3.
Section Three		
20	An official interview	Item 3.1.1.
21	Did you have a nice holiday?	Item 3.1.3.
22	Answering questions about yourself	Item 3.1.6.
23	Making tea	
24	How to behave if you're not understood	Item 3.3.1.
25	Cleaning up	Item 3.4.1.

Tape Item 26	I've run out of it	Item 3.4.2.
27	Talking about a birthday	Item 3.5.3.
28	Talking about Christmas	Item 3.5.4.
29	Saying the right thing on a special occasion	Item 3.5.5.
30	Answering official questions	Item 3.6.1.
31	Talking about your own experience	Item 3.6.3.
32	Better and worse	Item 3.7.3.
Section Four		
33	Good timing	Item 4.1.1.
34	I've done it already	Item 4.1.3.
35	Hygiene rules	Item 4.1.6.
36	Apologising	Item 4.4.1.
37	Dealing with difficult customers	Item 4.4.3.
38	At the till	Item 4.5.2.
39	The wrong change	Item 4.5.3.
40	Relaying a request	Item 4.6.2.
Section Five		
41	I feel awful	Item 5.1.1.
42	I think I've got flu.	Item 5.1.2.
43	A consultation with the doctor	Item 5.1.3.
44	The doctor's questions	Item 5.1.3.
45	Health and hygiene	Item 5.1.5.
46	Making a special request	Item 5.2.1.
47	Giving reasons for a special request	Item 5.2.2.
48	Requesting an interview	Item 5.2.3.
49	Polite insistence at an interview	Item 5.2.5.
50	Asking for someone on the telephone	Item 5.3.1.
51	Phoning in to report sick	Item 5.3.2.

Tape Item 52	Fetching someone to the telephone	Item 5.3.3.
53	Joining the union	Item 5.4.2.
54	A pay problem	Item 5.4.3.
55	Talking to the Rent Officer	Item 5.5.3.
56	Let's have a party!	Item 5.6.2.
57	A party	Item 5.6.4.

CHECKLIST B: SLIDES IN SERIES A

Slide number	Description	
A1	Group of catering staff greeting each other	
A2	Pete, the kitchen porter	
A3	Betty, the dining room maid	
A4	Pete leaving home	
A5	Pete arriving home	
A6	Pete leaving work	
A7	Pete and Manuel looking at the kitchen clock	
A8	Pete with his overalls on at work	
A9	Betty wiping tables and talking to customers	
A10	Dirty cutlery	Examples of poor hygiene
A11	Open dustbins	
A12	Uncovered food	
A13	Smoking in the kitchen	
A14	Coughing over food	
A15	Betty serving a customer	
A16	An official interview	
A17	Untidy store cupboard or other cupboard	
A18	Badly laid, dirty table	
A19	Customer complaining angrily about food to Betty on the other side of the counter	
A20	Customer complaining to Betty at the till	
A21	Close-up of a pay-slip	
A22	Betty making a request in Mr Brown's office	

Author's acknowledgements

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Elizabeth Laird

English for Catering Staff

SECTION ONE

An English language training course

for

overseas catering staff

C O N T E N T S

Part Six: Pronouns

1.6.1. Subject pronouns: I, you, he, she, it

1.6.2. We and they

1.6.3. Possessive determiners: my, your, his, her, X's

1.6.4. Possessive determiners: your, our, their

1.6.5. Object pronouns: me, you, him, her, it, them, us

1.6.6. Who's got my bag?

Part Seven: Talking About Yourself

1.7.1. Questions and answers about yourself

1.7.2. Talking about the family

1.7.3. People in the hospital

SECTION ONE

PART ONE

Numbers

The aim of this part is to develop initial confidence in the language learning process and to relax the class as well as to teach or revise numerals.

These small items are not meant to be taught consecutively in a block, but should be put into a number of different lessons with items from other parts of Section One.

1.1.1 NUMBERS 1 - 10

Context: These numbers will usually be known (though not always). In some cases, students may not be able to read numbers. Where this is the case, there may be considerable anxiety about illiteracy, and it would be best to teach numbers by counting small objects, rather than writing numbers down. Later in the course, written numbers should be taught, but to introduce them at the very start may sap the confidence that this early, easy work is aiming to build up. The main aim of this work is to give the students confidence, to get them to speak on their own in front of the class, and to relax the class.

Function: Counting

Vocabulary: Numbers 1 - 10

Equipment: Small items such as beans or matches
Cards with numbers written on them if the students can read numbers

Method: Make sure the numbers 1 - 10 are known. Count out small objects to teach the numbers if the written symbols are not known. Establish good habits from the first by making sure that the students listen to each number several times before trying to repeat them. Practise round the class using numbers written on cards or groups of small objects or domino cards with numbers on one side and dots on the other, e.g. 5 ⁝.

Make sure the students are producing the sounds reasonably accurately.

Game: Number recognition

Introducing games early on in the course will help the students to get accustomed quickly to the course methods, and should reduce their self-consciousness.
Give each student a card with a number (1 - 10) on it, or a number of small items, e.g. matchsticks. Ask one student to hold up his card or his matchsticks and another to say the number.

Game: Number calling

Each student has a number. One student calls out a number (not his own) and the student whose number he has called responds by calling another number, and so on.

Game: Number passing

Lay numbers out on the table face up. Say: 'Give me one, Give me five, Give me six' etc. Students race to pass you the right number. This can either be done with numbers written on cards or with groups of objects.

1.1.2 LARGER NUMBERS

Context: Accuracy in recognising numbers is important in countless different ways in the catering department, for example, laying up different numbers of trays, or fetching items from the stores.

Vocabulary: 11 - 20, 30, 40 - 100

Pronunciation: The distinction between -teen and -ty
e.g. thir<u>teen</u>/thir<u>ty</u>

Method: Make sure the numbers 11 - 20 are known. Practise as before using flashcards or numbers written on a blackboard, or where students cannot read numbers, by counting out small objects. Use the games in 1.1.1 for practice. Then go on to teach 30, 40, 50 etc. up to 100.

Games: teen/ty Make sure that -teen numbers are well established before you introduce -ty numbers.

1. Hand round to the class cards which each have one of the following numbers written on them: 13, 30, 14, 40, 15, 50, 16, 60, 17, 70, 18, 80, 19, 90. Call out the numbers and ask the students to hold out their card when their number is called.

2. Give each student a card with a teen or ty number on it. Ask a student to call out a number. If the right person answers, he calls out a number himself. If the wrong person answers he does not get a turn.

3. Students compete in pairs. Take two students to the blackboard together, and call out teen/ty numbers. The students point to the numbers called out. The student who gets the most correct wins.

1.1.3 ONE, TWO, THREE ETC. MORE

Context: Numbers of items are constantly being adjusted both in the kitchen and in the serving area of a canteen. Calling up to the kitchen for e.g. 'more salads' may involve the intercom, where clarity of speech is essential.

Method: Present addition with 'more'.

Hold up three small objects, e.g. cards, matches, pencils, keys, and say:

Here are three pencils

Hold up two more and say:

Here are two more pencils. Look. Five pencils.

Practise with other objects.

e.g. Give me two matches, please.
Give me two more matches.

Hand out a number of pencils or other small objects to the class. Get pairs of students to practise together in front of the class. This will be a useful introduction to pairwork and group work which will be very important later on.

When more has been thoroughly grasped, you can introduce less.

e.g. Here are three pencils.
One more - four pencils.
Two less - two pencils. etc.

SECTION ONE

PART TWO

Letters

Catering staff in British hospitals come from a wide number of different backgrounds and may have had very varying standards of education. Some may be literate in another script e.g. Arabic, Hindi, Greek etc., but unable to read and write in English. People in this category will probably be happy to tackle the English alphabet. Others (especially from Southern Europe) may be unable to read and write at all, and may be anxious about this deficiency. Where this is the case, this Part may seem to be threatening, and should be left until much later in the course, or indeed, omitted altogether.

The literacy aims of this course are, in any case, very limited. Where students have obvious difficulties in this area, limit your aims to teaching them to recognise and spell their own name.

As with Part One, these items should not be taught consecutively but should occur with other items in a number of lessons.

1.2.1 THE ALPHABET

Context: The literacy level of your students will define your aims here. If they are complete beginners you may be able to aim only at upper case letters. With others who are already partly literate you may be able to teach recognition of both upper and lower case. Where students are illiterate in their own language, they may experience considerable anxiety at being faced with learning letters. If this is the case, leave the alphabet till much later in the course, when confidence has already been established. In some cases you may be able to aim only at teaching students to recognise and spell their own names.

Language function: Recognition is the aim here, not accurate reproduction, so do not spend time in getting the students to write letters down, unless they can deal with the material very easily.

Equipment: Sets of 26 cards with upper case letters written on them, and, where lower case letters are to be taught, sets of 26 cards of lower case letters.

Method: Write on the blackboard or show on cards the upper case letters. Where students are quite illiterate, no more than four or five can be presented in one lesson.

Game: Passing letters

Put cards with letters on them face up on the table and call out 'Give me A, T, S, E' etc. The students look for the card, and the first to find it and hand it to the teacher calls the next letter, etc.

Game: Letter recognition and letter calling

Exactly the same as the game in 1.1.1 but using letters instead of numbers.

1.2.2 SPELLING YOUR NAME

Context: Foreign workers in Britain constantly need to deal with administrative matters such as work permits etc. It is of great advantage to them if they can spell their names clearly, especially when their names are hard for English people to grasp at a first hearing.

Language function: The student responds positively when someone does not understand his name.

Equipment: Sets of letter cards

Method: Make sure that each student can spell his own name and practise with any that are unsure.

Now present and practise the following dialogue:

A: What's your name?
B: Rodriguez, Pedro Rodriguez.
A: How do you spell it?
B: R-O-D-R-I-G-U-E-Z
A: Thank you.

Practise first with three or four students, then divide the class into pairs or groups. (Please refer to the section on group work in the Introduction.)

Group work will be unfamiliar to the students (and may be unfamiliar to you!). Introduce it gradually to the class, making sure that the students understand clearly what to do at each step.

The way in which you divide your class into groups will of course depend on the size of the class and the different jobs of the students. Small classes of six or seven will often divide naturally and easily into two, with the better students able to work together in one group while the others work with the teachers. Where two distinct groups of students are in the same class, for example, dining room maids and kitchen porters, the class may divide more naturally along these lines. Sometimes individual friendships may determine the composition of a group.

With larger classes, several small groups of three or four can be arranged.

However many groups you organise, the following method of introducing group work is suggested:

Practise the dialogue with one group in front of the class.

Make sure that the other groups understand that they must practise with each other in the same way as the first group.

At first, do not practise in groups for more than three or four minutes. Later, groups can work for longer periods, though never for more than ten minutes at a time.

When supervisors or visitors attend and observe classes, attach them to different groups.

When the groups have practised the dialogue, give each group sets of letter cards, so that student A can pick out the letters as student B spells his name.

1.2.3. SPECIAL USES OF THE ALPHABET IN THE HOSPITAL

Context: In some hospital catering departments, staff are required to read menus for a Gannymede/trayed meal system. In some places, porters are required to read the names on labels on boxes, packets and cartons in the stores. The teacher can prepare pictures of food items with their names written beneath in capital letters for the students who want to study in their spare time.

Language function: Recognition of a few necessary words.

Equipment: Flashcards with words clearly written on them.
Menu cards or sheets.

Method: During your investigation (see Introduction) find out what, if any,the literacy needs of the kitchen staff are in your hospital.

Write the necessary words down on cards. Teach the students to recognise and say the words written on the cards.

It is important not to go on for too long at one time with this work as it becomes boring. Practise the words often for very short periods.

Tape Item 1: (to be prepared specially)

Record a few of the words you need to teach on tape. Lay the cards out on the table and get students to point to the card as they hear it read on the tape. This is the first time the tape recorder is used, so it is essential that they learn at this stage to listen carefully and attentively. Do not therefore repeat the words yourself after they have been played on the tape recorder, but insist that the students rely absolutely on listening properly to the tape.

Later present menu cards or meal lists used by the hospital and get the students to practise reading them in pairs.

Follow-up activity: As you make your weekly kitchen visit, point out to the students the words you have taught them where they actually occur, e.g. on menu boards, food packets etc.

SECTION ONE

PART THREE

Greetings

This Part introduces greetings in simple social situations. Much of the material will be familiar, but students will need encouragement to use greetings as part of their daily life at work. They may need special encouragement in initiating greetings.

The greetings in this Part should form the natural basis for regular greetings between teacher and class at the beginning and end of every lesson.

1.3.1 COMMON GREETINGS FOR MEETING AND PARTING

Context: Use of greetings has a great effect on working relations. The students should be encouraged to use these with the people they work with every day.

Language function: Initiating and responding to greetings.

Vocabulary: Many of these formulas (e.g. good morning, hello,etc.) will be familiar, but they may be only half-known. Others may be quite unknown.

Equipment: Slide A1

Method: Present this tape item for listening only.

Tape item 2: (for listening only) Listen several times.

Sound of door opening (voices in background).

A: Oh, good morning Tom.
B: Hello, David.
A: Morning Sheila!
C: Oh, hello.
A: Oh well, 'bye then'.
B: Yes, goodbye David.
A: Cheerio Tom.
B: Yes,cheerio.
See you later, everyone.
All: Bye!

Now present this tape item, for listening and repetition.

Tape item 3:

Good morning Tom.	Good morning David.
Good afternoon Tom.	Good afternoon David.
Morning.	Morning.
Hello!	Hello!
Goodbye.	Goodbye.
Bye.	Yes, bye.
Cheerio.	Cheerio.
See you tomorrow.	Yes, see you.
Bye.	

Listen

Listen and repeat.

When these forms have been fully practised, divide the class into pairs and get them to practise as many forms as they can remember.

1.3.2 MEETING PEOPLE FOR THE FIRST TIME

Context: Overcoming the shyness of an initial introduction with the use of simple introduction formulae.

Function: Introducing yourself and greeting someone you haven't met before.

Method: Wait till a new person comes to the class, a supervisor, colleague or any other visitor. Ask them to introduce themselves to members of the class using the following formula:

Visitor:	Hello, I'm x.
Student:	Hello, I'm y.
Visitor:	Pleased to meet you.
Student:	Pleased to meet you.

Finally, get students to practise in pairs.

1.3.3 TALKING ABOUT THE WEATHER

Context: The recurring and automatic use of weather chat in British conversation has the effect of extending a greeting to a further stage of friendliness. Students may have met this phenomenon, but may not understand the language involved, or the cultural function of the formulae. They are unlikely to be able to initiate weather chat themselves.

Language function: Responding to and initiating efforts to establish friendliness.

Structure: Set formulae for talking about the weather. Tag questions are used, but teach them only as a part of the formula.

Vocabulary: Lovely, terrible, cold, hot

Equipment: Flashcards showing good and bad weather (to be prepared specially).

Method: Present the meaning of lovely day, terrible day, cold and hot using your own flashcards or any other means. Then present the following:

Lovely day, isn't it?
Terrible day, isn't it?
Cold, isn't it?
It's hot, isn't it?

Follow-up activity: Practise these with the greetings at the beginning of each lesson until the students are thoroughly familiar with the way weather language is used.

1.3.4 HOW ARE YOU? FINE THANKS.

Context: How are you? is a formula question which normally expects a formula response, such as Fine, thanks, Very well thank you (or any local variant).It is important to get the students to realise that the question should be asked by both people in a greeting situation.

Language function: Responding politely to a greeting question by repeating it.

Vocabulary: Thanks introduced.

Method: Present the question and answer:

How are you?
Fine thanks. How are you?

Make quite sure the students understand that they must ask the question back.
Present and practise the following tape item:

Tape Item 4: (available)

A: Good morning. How are you?
B: Fine thanks. How are you?
A: Fine thanks.
B: Lovely day, isn't it?
A: Yes, lovely.
B: Well, goodbye.
A: Yes, cheerio.
B: Bye!

Listen
Listen and repeat

Now, practise the greetings and the dialogue in groups or pairs.

Follow-up activity: Practise How are you? at the beginning of every lesson, always insisting that the students ask the question back.

1.3.5 HOW TO TELL SOMEONE YOUR NAME

Context: Students may panic if they are not understood immediately when giving their name. They may repeat their name hurriedly and unclearly or may relapse into silence. This item aims to teach them to repeat themselves slowly and clearly.

Language function: Clarifying a misunderstanding. The student takes the part both of initiating and responding.

Structure: Present tense question. What's your name?

Pronunciation: It is important to get the idea of mispronunciation over to the class, and the idea that other people may have difficulty in pronouncing students' names.

Equipment: Puppet, cut-out of a person or simple flashcard picture of a person.

Method: Present the following dialogue with your own name, acting out both sides yourself, and using the puppet, cut-out or flashcard to indicate the other person in the dialogue.
Present the following tape item:

Tape item 5: What's your name?
Tony Perkins.
Tony Parker?
No, Tony Perkins.
I beg your pardon?
To-ny Per-kins.
Oh, I see, Tony Perkins.
Yes, that's right.

Listen

Now get the whole class to respond <u>with their own names</u> to the second part of the tape item:

What's your name?

_____

Sorry?

_____

I beg your pardon?

_____

Oh, I see, I've got it now.

SECTION ONE

PART FOUR

Simple Instructions

The work in this Part is the first real attempt to come to grips with the work situation, and is often greeted with interest by supervision. Imperative forms of the verbs are used, as being the least complex, and the seeming severity that this introduces into the items is diminished by a natural use of please and thank you. The students are required to respond in a practical and non-verbal way to the language. This has the effect of reducing demands on them, and building up confidence. It also seems to generate a great deal of pleasure, as comprehension is manifested in a practical and unstressful way.

1.4.1 SOME SIMPLE INSTRUCTIONS

Context: In this item, students are asked to respond to language with a physical activity, manipulating simple objects. This takes the burden of verbal response off them, and has the effect of building confidence, as well as giving a strong sense of achievement.

Language function: Carrying out instructions.

Structure: Imperative forms

Note: Verbs with adverbial particles are used in the following pattern with nouns:

Pick your pen up.
Verb + noun + adverbial particle

The alternative pattern

Pick up your pen.

is not used here in order to avoid confusion.

Vocabulary: A set of instruction words
Please and thank you
Two crockery items

There is a heavy emphasis on teaching vocabulary in this course, because kitchen work introduces a large number of utensils, ingredients and finished dishes etc.

The following procedure is suggested for teaching vocabulary:

Present only a few items (four or five) at one time. Use the item itself in presentation wherever possible,e.g. ingredients, utensils etc. Where this is not possible, use a slide or flashcard, e.g. items of kitchen furniture such as oven, hot trolley etc.

Say the words slowly and clearly before the class repeats them.

Get the class to manipulate the items or cards representing the items so that they become thoroughly familiar before asking for a verbal response. There are games and activities suggested for this throughout the course. Ask the students to name the items themselves, and finally get them to incorporate items into sentences,

e.g. Please pass the _____.

If the students are literate, give them work sheets of vocabulary items with the picture of the object, or a translation equivalent.

Equipment: A cup and plate for each student.

Method: Teach the following, using real objects:

cup
plate

Present the following verbs as instructions with a cup and plate, using please and thank you to a natural extent:

Pick up, give, put down, take, leave, pass, touch.

When the instructions have been presented, play the following tape item. Give each student a cup and plate so that they can each carry out the instructions. Arrange the class so that the cups and plates are set out on a table in front of the students, or, where this is not possible, on the floor.

Tape item 6: Pick the plate up.
Put the plate down.
Leave the plate.
Pick the cup up.
Pass the cup to your teacher.
Now take the cup back.
Touch the table.
Touch the floor.
Touch your chair.

As the students become familiar with this material, they can repeat the instructions as they carry them out. The class can then be divided into groups or pairs. The students can take turns in instructing each other. Weaker students can work with the tape recorder, playing it back as often as they need to, while the better students practise alone. If this is the first time that group work is introduced, please refer to Suggestions for introducing group work in 1.2.2. (See notes on group work in the introduction).

1.4.2 NAMES OF CONTAINERS

Context: Containers are probably the most basic type of equipment in use in the kitchen and dining room. Filling them, emptying them, and cleaning them are the most basic actions associated with them.

Function: Understanding and responding to instructions relating to containers.

Vocabulary: Names for containers vary from kitchen to kitchen and dining room to dining room. However, many names are common to all, and it is suggested that the containers should be easily distinguishable from each other, e.g.

box, tray, pan, bowl, cup.

Verbs should be limited to fill, empty and clean.

Equipment: Appropriate containers
rags
something to fill the containers with, e.g. rice or barley

Method: Present objects in singular form and then in plural form.

Game: Place the containers spread out on a table. Group the students round the table and call out the names of the different items. The students race to touch the right object. Or alternatively, one pair of students to compete at a time.
Now present the verbs, using one container.
Give every student a cup, and a rag, and give instructions: fill the cup, empty the cup, clean the cup.
Now lay out all the containers around the room. Present various instructions, using another teacher or any English speaking person present in the room, thus,

fill the cup	clean the tray
fill the bowl	empty the cup
clean the cup	empty the bowl

etc.

Give these instructions to the students, each individual to carry out one action at a time:

Rodrigo, fill the bowl, please.
Maria, clean the cup.
Juan, empty the bowl, please.
etc.

Now,get the students to practise in groups, instructing each other.

1.4.3 A SEQUENCE OF INSTRUCTIONS

Language Function: Understanding and responding to a sequence of instructions.

Structure: As in item 1.4.1.
The pronouns 'them' and 'it', and the prepositions 'from', 'in' and 'to' occur for the first time. Do not stop to teach them at this point.

Vocabulary: Nouns: cloth, spoon, fork, chair, table, teacher, neighbour, everything.
Verbs: get, sit down, wait, unwrap, wrap, stand up, take back.

Equipment: A cloth, fork and spoon for each member of the class.

Method: Present the new nouns first, then the verbs. Make quite sure that these are fully understood before you play the tape item. As the tape item is rather long, it may need to be broken up and presented in parts before the full version is played. Each student will need a cloth, fork and spoon.

Tape item 7: Get a cloth from the table.
Get a fork and spoon from your teacher.
Sit down.
Put everything down.
Wait.
Pick the spoon up.
Pick the cloth up.
Wrap the spoon in the cloth.
Pass it to your neighbour.
Unwrap the spoon.
Put the spoon down.
Leave the spoon.
Pick the fork up.
Clean the fork.
Wrap the fork in the cloth.
Pass it to your neighbour.

Unwrap the fork.

Wait.

Take the fork and the spoon back to your teacher.

Take the napkin back to the table.

1.4.4. RESPONDING TO INSTRUCTIONS AT SPEED

Context: In kitchen work, noise and pace are an important factor. It is vital for students to learn to react quickly to instructions given through noise.

Function: Responding to instructions at speed.

Equipment: Utensils as in 1.4.2.
Add jug, saucer, collander, tea-pot.

Game: Put the utensils in different places in the room, leaving some on the central table(s). Now call out double instructions without a pause between them as follows:

Estoban, get the collander.

Mohammed, get the tray.

While they are still carrying out the instructions continue with the next pair:

Giorgio, give me the saucer.

Manuel, give me the plate.

When these instructions are being carried out correctly, speed up, until the pace is really fast.

SECTION ONE

PART FIVE

Some useful locatives

Much of the less skilled catering work is concerned with fetching, carrying, delivering, and putting away. Students need to be able to respond to quite complex instructions involving locatives. Different kitchens do however differ in this respect and the teacher should find out before tackling this Part how much emphasis needs to be given. Kitchen porters may be in especial need of this material; dining room staff less so.

1.5.1 WHERE THINGS ARE

Context: In the hurried work of the kitchen, the ability to ask where things are and to answer accurately is very important.

Language function: Asking where things are.

Structure: Questions with where.

Vocabulary: Prepositions under, on and by.

Equipment: Containers as in 1.4.2.
Add jug, glass, plate, saucepan.

Method: Present the preposition on using containers taught in item 1.4.2. (it is a temptation to teach in at the same time, but as students easily become confused between on and in, it has been left till a later item).

e.g. The box is on the table etc.

To make this more interesting, pile up all the containers you have taught one on top of the other, and describe their positions in the pile.

e.g. The box is on the tray etc.

Now present under in the same way.
Make sure the students have plenty of listening practice before you ask them to respond to questions.
Present the question word where.

e.g. Where is the cup? etc.

Practise with the whole class. Unpile the containers on the table and lay them out side by side, then present by.

e.g. The bowl is by the box.

Practise with a few students in front of the class, then get them to work in pairs or groups, asking where things are. Do not go on for too long as this is likely to become boring. Play this tape item, for listening only and act out the actions as the tape plays.

Tape item 8: Where's the saucepan?
(Put the saucepan on the table).It's on the table.(Sound of a crash).
(Knock the saucepan off the table) Oh! it isn't on the table! It's on the floor.
(Put the jug by the bowl). Where's the jug?
It's by the box.
By the box?
No, sorry, by the saucepan.
By the saucepan?
No, by the bowl.
Oh, yes, it's by the bowl.
(Put the bag under the table). Where's the bag?
On the table.
What? On the table?
No, under the chair.
Under the chair?
No, under the table.
Oh yes! it's under the table!

1.5.2 HERE AND THERE

Vocabulary: Here and there are complex concepts to teach because the orientation changes according to who is speaking. If there is a direct translation in the mother tongue of your students, find out what it is and at some point, give it to them.

Equipment: The class register.

Method: Start by looking at the register and commenting:
Is Manuel here?
Is Ahmed here? etc.
Now comment on the classroom and the surrounding rooms in the hospital. Take the class to the window or door of the classroom and present as follows:
Here is the training room (or wherever it is you hold the classes)
Look, there is the store room/office/etc.

Now ask questions.

Where's the store room? Is it here?

And get the students to point out of the window and say:

No, it's there.

1.5.3 WHERE ARE THE JUGS?

Language function: Asking and responding to questions with where?

Structure: Plural -s form.

Vocabulary: More prepositions, in, next.
Some food items.
More containers.

Equipment: Crockery and some food items, e.g. packets of tea, sugar and salt, a bottle of milk, etc.
Slides from series B of the interior of the stores cupboard and the crockery cupboard.

Method: Present in and next to using objects in the classroom. Present the plural -s form using a slide from series B showing the interior of the crockery cupboard.

The jugs are next to the cups.
The plates are next to the bowls.

Present the question:

Where are the jugs?
Where are the plates? etc.

With a good class, go on to present:

on the top shelf.
on the middle shelf.
on the bottom shelf.

Kim's Game: When the students have practised these forms looking at the slide, switch the projector off, and get them to answer from memory:

e.g. Where are the jugs?
Next to the cups, on the top shelf.
Where are the plates?
Next to the saucers, on the middle shelf etc.

1.5.4 THE HOSPITAL BUILDING

Context: Kitchen porters often take food from the kitchens to the wards and so move constantly around the hospital. All kitchen staff need to be familiar with some areas of the hospital: the staff health centre, the personnel office, etc. Your investigation should have told you of the students' particular needs,and the special terms used in your hospital.

Vocabulary: Different parts of the hospital building.

Equipment: Slides from series B of the hospital showing general views from inside and outside.
A cardboard box with a middle shelf, and doors and windows drawn on the outside.

Method: Show slides from series B and present no more than five or six different areas. Try to include the terms: ward, corridor, stairs. Encourage the students to name the different areas of the hospital that they know. Now show the class the cardboard carton.
Teach house, upstairs and downstairs, window, door.
Hand the box to the students and let them manipulate it, following your instructions.

Show me the door.
Show me upstairs.
Where's the window? etc.

Give the students plenty of practice before asking them to repeat anything or answer questions.

1.5.5 WHERE'S MANUEL?

Language function: Asking and responding to questions with where.

Equipment: Box as used in item 1.5.4.
Before you present the following tape item, use the box to teach inside and outside.

Tape item 9: (for listening only)

Voice 1	Where's Manuel?
Voice 2	He's upstairs.
Voice 1	Upstairs?
Voice 2	Yes, he's in Ward 10.
Voice 1	In Ward 10?
Voice 3	No, he's not in Ward 10, he's outside in the garden.
Voice 1	Outside?
Voice 4	No, he's not outside, he's inside, in the dining room.
Manuel	Hello everyone!
Voice 1	Oh, it's Manuel! He's here!

Listen

Play this tape several times if the students fail to get the joke.

S E C T I O N O N E

P A R T S I X

Personal pronouns and possessives

This Part seems to contain a lot of heavy, structural material. In fact, it may not be arduous to teach as some of the material is likely to be known already.

Teach these items separately, and spread the material over a period of time.

1.6.1 SUBJECT PRONOUNS: I, YOU, HE, SHE, IT

Structure: Subject pronouns and present tense form of be. To establish the pattern accurately, it may be easier at first to use the unshortened forms of the verb:

I am
You are
He }
She } is
It }

and to shorten them later.

Vocabulary: Some subject pronouns. Revision of containers from 1.4.2. and 1.5.1. Add three to four new ones.

Equipment: Containers as in 1.4.2. and 1.5.1.

Method: Present and practise: I'm Harry Baker.
You're Manuel Perez.
He's Ali Hussein.
She's Maria da Silva.

Everyone should say this sequence accurately. As the students repeat each sentence, make sure they are referring correctly to the people mentioned in the sentence, or they may simply be repeating without properly understanding the meaning of the different pronouns.

Now introduce: What's this?
It's a box, etc. using the containers.

When the students have fully grasped the question and answer, practise in groups, using containers and other objects in the classroom already known.

Game: The teacher opens the register and reads down it, giving the students the wrong names. The students contradict.

e.g. Teacher: (to Manuel) You're Juan.
Manuel: No, I'm Manuel. He's Juan.
etc.

1.6.2 WE AND THEY

Vocabulary: We, they
near

Method: Teach near.
Divide the class into three groups. Attach yourself to one of the groups, and describe each group using gestures to indicate your meaning as follows:

We are near the door.
You are near the window.
They are near the cupboard.

Break up the groups and indicate clearly the meaning of you, we and they.

e.g. Mrs. Mendes and Mrs. Husain are near the door.
They are near the door.

Mrs. X and I.
We are near the door. etc.

Contradiction game:

Point to a group and say something false.
e.g. You are near the window.
They contradict you.
e.g. No, we are near the door.
You are near the window.

1.6.3 POSSESSIVE DETERMINERS: MY, YOUR, HIS, HER, X's

Concept: It is very important to use items that really do belong to a particular person.
This is used in this item. Do not give it special emphasis but use it naturally where necessary.

Equipment: Objects such as watches, pencils, bags, coats, etc. belonging to the students.

Method: First introduce items of your own:

e.g. This is my watch.
my bag.
my pen. etc.

Then introduce:

This is your coat.
his pencil.
her bag.
Maria's bag.
Juan's pencil.

Game: Claiming your possessions

Students contribute small objects to the teacher who gives them back to the wrong person. The class contradicts, stressing the possessive determiner.

e.g. Teacher: This is your watch (offering it to a student).
Class: No, it's her watch.
it's Maria's watch.
it's my watch.

If collecting personal possessions is too difficult, give out a number to each person and get them to claim their number.

1.6.4 POSSESSIVE DETERMINERS: YOUR, OUR, THEIR

Vocabulary: your, our, their
simple colours: red, yellow, blue, green.

Equipment: Sets of cards or discs or crayons, one set coloured red, one yellow and one blue.

Method: Divide the class into three groups giving each group a colour and a set of cards, discs or crayons of that colour

Present the possessives as follows:

Red is your colour.
Red is their colour.

Yellow is your colour
Yellow is their colour.

Join yourself to a group and present

Blue is our colour.

Game: Claiming the cards.

Mix the colour cards up in the middle of the table and give them to the wrong groups saying:

It's your card.

The groups have to contradict you as follows:

No, it's our card.
No, it's their card.

1.6.5 OBJECT PRONOUNS: ME, YOU, HIM, HER, IT, THEM, US

Concept/Vocabulary: These pronouns may cause confusion if presented too quickly after the earlier ones. If you feel that this will be the case, leave them until later. Revision of earlier instruction words from 1.3. and 1.5. Revision of objects.

Method: Present the object pronouns in instructions as follows:

Get a student to tap underneath the table.
Ask "Who's there?"
Teach the students to reply:
It's him/her/me/you/them/us.

Now use object pronouns in instructions.

Present: Pick a cloth up.

Pass it to me.

Now give it to him.

Now give it to her.

When these have been fully mastered, divide the class into three groups and instruct the groups.

Pass the spoons to us.

Give the forks to them. etc.

Teach the object pronoun you by getting the students to say:

This is for you.

when they pass something to someone.

1.6.6 WHO'S GOT MY BAG?

Language function: Claiming possessions.

Structure: Who + have got.

Equipment: Small objects belonging to the students.

Method: Give a small object e.g. a pen to one member of the class and ask:

Who's got my pen?

And give the answers

Manuel (etc.) has.

Now get individual students to pass round small objects of their own and ask:

Who's got my paper?

bag? etc.

While the others answer

Jose has.

He has. etc.

Game: Each student contributes a small object to a pool of items which are then mixed up and given out to other students. They claim their own possession by asking:

Who's got my ?

And get it back from the person who says:

I have.

S E C T I O N O N E

P A R T S E V E N

Talking about yourself

This Part is primarily organised on functional criteria and offers inadequate structural practice on the forms introduced. As an introduction of the Present Simple it is somewhat sketchy. This is because a heavy block of structural work precedes it and a great deal of further practice is given in Section Two.

1.7.1 QUESTIONS AND ANSWERS ABOUT YOURSELF

Context: Social chat in the context of getting to know people. It is important for the students to use these questions with confidence and accuracy so that they can initiate friendly conversation with the people they meet.

Language function: Students initiate questions and give information about themselves.

Structure: Present simple statements and questions -(where/who + do/does)
Verb have

Vocabulary: work children married
live old
young

Equipment: Slides A2 or A3

Method: Using slide A introduce Pete the kitchen porter and/or Betty the dining room maid (who will crop up in many dialogues later in the course) with the following sentences: (Insert the name of the hospital and town you are teaching in)

This is Pete.	This is Betty.
He is quite young.	She's quite young.
He is married.	She's married.
He has two children.	She has two children.
He lives in London.	She lives in London.
He works in St.John's Hospital.	She works in St.John's Hospital.

Now apply this description to yourself.

I am quite young/old.
I am/am not married.
I have one/two/no child/children.
I live in Hayes.
I work in Ealing (substitute the places where you live and work).

Ask the students the following questions and elicit these or similar answers:

Are you married?
Yes, I am married.
Have you got any children?
Yes, I have three children.
Where do you live? I live in X.
Where do you work? I work in X.
Where do you come from? I come from Spain.

This series of questions and answers is ideal for group work. Practise first with one group in front of the class. If supervisors are present, attach a supervisor to each group and get them to join in with the questions and answers. In this way, genuine conversations may sometimes be built up for the first time between supervisors and kitchen staff.

1.7.2 TALKING ABOUT THE FAMILY

Context: Being able to talk about your own and other people's families is very important in normal social conversation. Your students may also need to talk about family problems with the management, if a member of their family is ill, for example, or if family problems affect their work in any way.

Language function: Questions and answers as part of social conversation.

Structure: Practice with where.
Introduce who.

Vocabulary: Family members.

Equipment: Photographs of your family, and students' photographs if they wish to bring them.

Show the class photographs of your own family and present:

This is my husband/wife.
father.
mother.

This is my son.
daughter.
brother.
sister.

Fill out the pictures with comments on where they work and live:

My father lives in.....
My brother works in.....
My son goes to school. etc.

Get students to ask you questions about your family.

Who's this? Does he live in...? (Yes, he does,
Where does he live? Does he work in...? no, he doesn't).
Where does he work?

Encourage students to bring photographs of their own families. When the question and answer sequences have been grasped, divide the class into groups and get them to ask each other questions about their families. This is another very suitable item for supervisors to take part in.

Follow-up activity: Jot down any details you are given about students' families so that you can remember them later. Make a practice of asking students regularly about particular members of their families and try to build up on-going interest in them.

e.g. Is your wife better now, Mr. X?
Are your children still on holiday, Mr. Y? etc.

1.7.3 PEOPLE IN THE HOSPITAL

Context: Students will often have a surprisingly sketchy knowledge of the names and positions of the people they see day by day in the hospital. This item aims to teach them to use people's names confidently and accurately, and to know what people's jobs are called.

Structure: Practice of who and what.

Vocabulary: Names of people
Names of jobs

Equipment: Slides from series B of people in the Catering Department.

Method: Show slides of the people in the hospital that the students meet or see day by day.

e.g. the Hospital Secretary
the Personnel Manager
the Catering Manager
the Kitchen Superintendent
the Dining Room Superintendent
the Shop Steward

As you show each slide ask:

Who's this? What's his job?

Make quite sure that the students have really grasped the names and can say them confidently.

Get the students to ask each other the questions.

Go on to present and practise:

What's your job?

And get the students to answer accurately.

English for Catering Staff

SECTION TWO

An English language training course

for

overseas catering staff

CONTENTS

Part Six: Serving out Food

Part Seven: Offering and asking for help

SECTION TWO

PART ONE

Days and Times

Much of this material is likely to be at least partly familiar. Where this is the case, students may need extra help in accurately mastering the work. Insist on careful listening, and take time to practise reasonably accurate pronunciation.

As the material in these items is fairly detailed and complex it should be presented in small chunks over a number of lessons.

2.1.1 DAYS OF THE WEEK

Context: The British concept of the weekend as a time of leisure may be unfamiliar to people from a rural background where "days off" do not exist, and your students are sure to work at the weekend in the hospital. They may need to learn the significance of the weekend to the British, particularly with reference to their English work mates.

Language function: Responding to friendly questions about your weekend/day off.

Structure: The past tense is used in this item but don't stop to teach it at this point.

Concept/Vocabulary: Days of the week
Distinction between today/yesterday/tomorrow.
This may be difficult for Indian students to grasp, as there is no distinction between yesterday and tomorrow in Hindi, Punjabi and Urdu.
The weekend

Equipment: Calendar

Method: Teach the days of the week using a large calendar. Illiterate students may in fact be used to calendars and may be able to guess the days from their positions on the calendar once they have been learned. (If students are anxious about literacy, teach the days of the week orally only.) Point to different dates on the calendar and get the students to tell you which day it is:
Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday.

Teach along with the days and dates:

The weekend. The day-off.
Did you have a nice weekend?
Did you have a nice day-off?
Today is.....
Yesterday was.....
Tomorrow is.....

Follow-up activity: Ask the students often about their days off.

e.g. When is your day off this week?

Did you have a nice day-off?

2.1.2 TELLING THE TIME

Concept/Vocabulary: Revision of numbers.

Time expressions: o'clock, half past etc.

Adverb: after

Equipment: A set of teaching clock faces with moveable hands

The clock faces required for this part can be simply made. Cut rounds of card and draw in the clock faces. Cut out hands, and fix them to the clock faces with split pins.

Method: The material in this item will of course need to be presented over a number of lessons unless it is already known.

In presenting each of the following expressions, be careful not to rely on automatic repetition. Make sure each stage is fully understood and that the language is meaningful.

A suggested procedure: Present the expression slowly, repeating it many times - e.g. It's one o'clock, it's four o'clock, it's six o'clock etc.

Before you ask for any repetition or verbal response from the students, get them to respond non-verbally. Do this by calling out times and asking students to set the clock faces to the correct times. Alternatively, draw a clock face on the blackboard, and ask the students to draw in the hands.

After plenty of meaningful non-verbal practice, get them to practise verbally both chorally and individually.

If you have enough clock faces, practise in groups. One student sets the clock face, or draws in the hands on pre-drawn clocks, and another tells the time.

Teach each of the following expressions in the way suggested:

a) Teach first:
It's five, six, seven o'clock etc.

b) In practising a) present
What's the time?

c) It's half past.....

d) It's quarter past.....

e) It's five, ten, fifteen, twenty past/to etc....

f) It's after five to, it's nearly ten past etc.

There is no need to teach two, twelve, sixteen minutes past etc. unless the class have found the item very easy.

Follow -up activity: Spot check questions in future lessons:
What's the time?

2.1.3 QUESTIONS WITH "WHEN"

Language function: Responding to and initiating questions about the day's programme.

Structure: Present tense question form with when.

Vocabulary: Names of meals

Equipment: Clock faces
Slides from series B of someone from the catering staff clocking on and off, and of the catering staff's rest room in your hospital.
Slides A2, A3 and A4.

Method: Show B slide of someone clocking on, with the time clearly showing on the clock.

Present the question:

When do you clock on?

And the answer:

At x o'clock

Now show slides A4 (leaving home), A5 (arriving home), A6 (leaving work), and B slide of the rest room in your hospital.

Present:

When do you leave home?

When do you get home?

When do you have your coffee break?

When do you finish work?

Use any other appropriate slides to ask more questions.

Get the answers:

At six, seven, eight o'clock etc.

Now present:

Breakfast, lunch, tea, dinner/supper.

Ask:

When do you serve breakfast, lunch, etc.

Make sure the students have listened carefully and have grasped the question properly. Practise thoroughly, both chorally and individually. When they are able to make the questions properly, divide the class into groups. The students should practise asking each other questions and giving each other answers. Give out clock faces to the groups as prompts. If any supervisors or other visitors are present at the class, attach one supervisor to each group. The students can ask them questions.

2.1.4 PARTS OF THE DAY: MORNING, AFTERNOON, ETC.

Concept/Vocabulary: Parts of the day, morning, afternoon etc.

Method: Present morning, afternoon, evening, night as additions to the answers given in item 2.1.3.

Examples: six o'clock in the morning.
nine o'clock at night.

If the students are quite unfamiliar with these words, show the extent of each period of the day on the clock face.

2.1.5 THE DAILY SCHEDULE

Context: Each catering department has its own daily schedule, and you will need to check this before teaching this item.

Vocabulary: Vocabulary for descriptions of daily tasks.

Equipment: Slides from series B.

Method: Use slides from series B of the following:

Dining Room Maid	Kitchen Porter	Ganymede Staff
clocking on	clocking on	clocking on
laying table	preparing breakfast	traying breakfast
serving breakfast	wheeling trolleys	washing crocks
tea break	peeling potatoes	tea break
tidying tables etc.	cleaning the floor etc.	traying lunch etc.

N.B. The kitchen porter has a greater number of jobs which occur at no fixed time.

Present the slides as follows:

e.g. When do you clock on?
At 7 a.m.
When do you lay the tables for breakfast?
At 7.30 a.m. etc.

When the students feel confident with this material, get them to ask the questions (as many as they can remember) and practise in groups. Staff from each area should be grouped together.

2.1.6 LOOK AT THE TIME!

Context: Catering work is subject to continual deadlines, and work is often carried out against the clock. Students need to understand when they are being urged to hurry, and to respond without taking offence.

Function: Hurrying someone up.

Structure: It's time to....
You'd better

Equipment: Clock face with moveable hands
Slide A7
Slides from series B.

Method: Present the following tape item with Slide A7:

Tape Item 10:

Manuel: Hey! Look at the time!
Pete: What?
Manuel: Look! It's half past four.
Pete: Blimey!
Manuel: It's time to do the salad. You'd better hurry.
Pete: Yea, you're right. Thanks for reminding me.

Listen
Listen and repeat

Now present other situations using slides from series B, and the clockface.

Example:

Look at the time!
It's half past three/four o'clock etc.
It's time to do the teas/make the sandwiches etc.
You'd better hurry/hurry up.
Oh yes. Thanks for reminding me.

Practise with the class, then in groups.

2.1.7 NOW OR LATER?

Context: As in 2.1.6.

Structure: Adverbs of time: now, immediately
later, not yet.

Vocabulary: Food items: fruit.

Equipment: Flash cards of fruit; envelopes.

Method: Using real items or flashcards, teach or revise the names for common types of fruit. Select the fruit from the items most commonly appearing on the menu. These items will probably be familiar, but students may be able only to recognise the words, while lacking confidence in pronouncing them.

When the fruit items have been practised, put the cards into separate envelopes. Then, teach now/immediately, and later/not yet with reference to opening the envelopes.
Give out the envelopes with instructions.
e.g. José, open this envelope now.
Rosario, open this envelope later, in five minutes' time.
Khalid, open this envelope immediately etc.
Don't open this one yet, open it later, in three minutes' time.

Get the students to practise giving the instructions.
Then, practise in groups.

2.1.8 BEFORE AND AFTER

Context: The sequencing of tasks is often a difficulty with foreign staff and can cause annoyance to supervision. This item is in preparation for later work on instruction sequences.

Equipment: Clock faces
Flashcard series of faces
Slides A4 and A8

Method: Present "before" and "after" using a clock face:
Seven o'clock is before eight o'clock.
Twelve o'clock is after eleven o'clock. etc.

Practise before and after using slides A... of the daily routine.

Show slide A4 of Pete with his coat on.
Pete gets to work at 7 o'clock.
Here is Pete before 7 o'clock.

Show slide A8 of Pete with his overalls on.
Here is Pete after 7 o'clock.

and any other practice you can think of.

SECTION TWO

PART TWO

Using names correctly

The correct use of names is essential to good relationships. The misuse of names is common by both the foreign and the English staff. Misunderstandings may occur for the following reasons: poor pronunciation, misuse of titles (Mr, Miss etc.), an inappropriate degree of formality or informality, often arising from confusion over surnames and first names.

2.2.1 NAMES AND TITLES IN THE HOSPITAL

Context: The correct use of titles such as Mr., Miss or Mrs. may not be familiar. There may, for example, be a tendency to use them with Christian or first names.

Language Function: The correct use and pronunciation of names as an essential part of a good relationship.

Vocabulary: Mr, Mrs, Miss, Dr, Sister, Nurse.

Pronunciation: Practising the pronunciation of the names of English people most closely associated with the students' work - e.g. other kitchen staff, cooks, superintendents etc., and other people they are likely to meet in the hospital.

Equipment: Prepared list of names.
Slides from Series B of hospital personnel.

Present your own name and title very clearly (e.g. Miss Henley, Mr. Smith etc.)
Now pronounce carefully the names of the people known to your students from your prepared list. If possible, use slides from Series B to illustrate.

e.g. Mr. Gordon
Mr. Kelly
Dr. Simmons
Miss Spencer etc.

Make sure the sex differentiation of Mr., Mrs. and Miss is understood.

Make a tape recording of the names on your list. Encourage the students to listen very carefully, and practise the names.

Tape Item 11: (to be prepared specially)

Follow-up activity: Check with the people whose names the students have practised that they are now pronouncing them correctly. Encourage other hospital staff to learn to pronounce the students' names correctly.

2.2.2 USING SURNAMES AND CHRISTIAN NAMES

Context: Because of the confusion that English people often experience over foreign names, the students may be called something quite incorrect by the hospital personnel. They may have been too shy or uncertain to get their name right in the first place.

Language Function: The student corrects a mistake made with his name, and tells someone the right way to address him.

Vocabulary: First name, surname (Teach Christian name as an alternative to first name).

Method: Discuss the students' own names, and teach first name and surname. Decide with each person which of their names are which. Then discuss the names on your list in 2.2.1. Ask the student which name they use for each person, and check with the English staff that they are being called by the names they prefer. Introduce the word friendly.

Present the following dialogue:

Tape Item 12:

What's your name?
Janet Brown
Oh, Mrs. Janet?
No, Janet, or Mrs. Brown.
Oh, I see. Mrs. Brown.
Yes, but you can call me Janet. It's more friendly.

What's your name?
Pedro Rodriguez.
Oh, Mr. Pedro?
No, Pedro, or Mr. Rodriguez.
Oh, I see. Mr. Rodriguez.
Yes, but you can call me Pedro. It's more friendly.

Where necessary substitute in this dialogue names common to the nationality of your students.

Some students may wish to go on to talk about their names and their experiences with names in England. Encourage them to do so. The desire to communicate and get something across needs to be fostered whenever possible as an important boost to the students' motivation. Do not insist on accuracy when you are trying to encourage students to talk freely about themselves. Do all you can to increase their self-confidence in using English.

SECTION TWO

PART THREE

Polite Requests

It is important for students to understand that the following expressions are considered rude by many English people:

I want.....

I must have.....

Give me.....

Use of such expressions by foreigners often leads to misunderstandings and hard feelings. Similarly, pointing to and naming an object when asking for it is often considered rude. It is also important for students to respond politely to someone else's request. Silence, or a very short response can easily be misunderstood.

Specialised kinds of polite requests that are likely to crop up in the catering department are also introduced in this section.

2.3.1 MAKING POLITE REQUESTS

Language function: Making polite requests.

Structure: Questions with can.

Vocabulary: Vegetables.

Equipment: Real vegetables, or flashcard pictures of vegetables.

Method: Present the names of some common vegetables.

e.g.	potato	cauliflower
	carrot	onion
	cabbage	beans
	peas	brussel sprouts
	greens	

These may well be known and you may need only to revise the names, and check the students' pronunciation.

When the names of vegetables have been presented, hand the objects or the flashcards to the students. Ask the students to give you the objects, as follows:

Can I have the cauliflower, please?

Practise until the question is thoroughly learned, then get the students to ask each other for vegetables. Finally, practise in groups. Insist on please being used with every request, and on thank you when the item asked for is received.

2.3.2 RESPONDING PLEASANTLY TO REQUESTS

Context: Dining room staff engaged in actually serving out food will be responding to requests all the time as an integral part of their job. Silence and curtness to customers making requests over the counter can often lead to bad feeling.

Kitchen porters are also frequently required to respond to requests, particularly from cooks. A pleasant response is an important part of normal interchange.

Language function: Responding pleasantly to requests. Recognition of alternate forms of request to that of 2.3.1.

Vocabulary: Names of dishes commonly served in the hospital.
e.g. Irish stew, roast lamb, fish and chips, shepherd's pie etc.

Equipment: Cards or pictures of dishes.

Method: Revise a few names of dishes. Give out the cards or pictures of the dishes to the students. Ask the students one by one to give the items back, giving a verbal response at the same time:
e.g. Here you are.
Right you are, then.
OK.

Now ask students for items that they haven't got.
Teach them to respond as follows:
I'm sorry. It's finished.
I'm sorry, there isn't any.

Tape Item 13: (for dining room staff)

Customer: Can I have steak and kidney pie, please?
Betty: I'm sorry, sir, there isn't any.
Customer: Oh damn! What have you got then?
Betty: Fish and chips, macaroni cheese, shepherd's pie...
Customer: Oh, fish and chips, please.
Betty: (Pause) Oh dear, I'm sorry. I'm afraid it's finished.
Customer: Really! Well, I'll have macaroni cheese.
Betty: Macaroni cheese...(pause)....well.... I'm very sorry, but the macaroni cheese is finished, too.
Customer: Disgraceful!

Betty: The shepherd's pie is nice, sir.

Customer: (Angry) Oh well, shepherd's pie, then.

Betty: Shepherd's pie..yes, there you are...

Customer: (muttering voice fades into distance)

Listen

Listen and repeat Betty

Listen to the customer and take Betty's part.

Tape Item 13: (for kitchen porters)

George: Where's that knife?

Pete: (sound of utensil being pulled out from under a big pile) Here you are, George.

George: Thanks. And can you give me a saucepan?

Pete: Sure. Here you are.

George: Good. And I want a wooden spoon.

Pete: A wooden spoon...a wooden spoon...a wooden spoon...I'm sorry, George. There isn't one.

George: What? Well go and find one!

Pete: OK, OK, A wooden spoon.... Oh, here it is. Here you are George.

George: Oh, thanks, Pete.

Listen

Listen and repeat Pete

Listen to George and take Pete's part.

N.B. The language in both these dialogues is quite complex, but the learner is only aiming to learn one side of each dialogue, and needs only to understand the gist of the other side. Do not waste time in getting the students to repeat and learn the parts of the customer or of George.

2.3.3 SPECIAL REQUESTS IN THE DINING ROOM

Context: Dining room staff are often concerned with clearing tables, taking away dirty dishes, wiping tables down, and generally keeping the dining room in good order. It is often necessary for them to make small requests to customers in the course of this work.

Language function: Polite requests.

Structure: Questions with could.

Equipment: Slide A9.

Method: Show slide A9 and present the special requests with the following tape item:

Tape Item 14:

Betty: Excuse me, could you move your paper, please?
Customer: Oh, yes, certainly.
Betty: Oh, and could you pass me that plate, please?
Customer: Yes, here you are.
Betty: Thank you. (pause)....
Customer: Could you wipe the table for me? It's a bit dirty.
Betty: Yes, O.K.
Customer: Thank you.

Now set a table in the classroom as if for a meal. Get the students to make requests of you and each other as if of customers.

e.g. Could you move your chair, please?
Could you give me that plate, please?
Could you pick your glasses up, please? etc.

N.B. Requests with could can be taught as a simple alternative to requests with can. With better groups, it may be possible to explain degrees of politeness expressed with could and can.

S E C T I O N T W O

PART FOUR

Negative Instructions

The material in this part contains a preliminary approach to safety and hygiene, which are dealt with more fully in Section Four.

Safety and hygiene are both important aspects of catering work, and are often a cause of concern to management.

2.4.1 DON'T DO THAT!

Context: Catering work involves a number of complicated activities carried out against a background of possible hazards - hot stoves, hot fat, boiling water etc. Students need to react automatically to a negative instruction as the first essential of safety.

Language function: Responding to negative instructions.

Structure: Negative imperatives.

Method: Play Tape Item 15. This consists simply of "Don't!" and "Don't do that!" separated by pauses of varying intervals. Busy yourself with small tasks, e.g. moving a chair, picking up objects on the table, opening a window etc. As you hear the word "Don't!" stop what you are doing. Now, get the students to respond in the same way.

Next, act out a few dangerous or silly actions.

e.g. holding a carving knife by the blade
pointing a meat fork at someone
pretending to hit someone
running a finger down a sharp blade

Present the sequence:

Don't do that!
Why not?
It's dangerous.

2.4.2 NEGATIVE INSTRUCTIONS

Language function: Responding to and giving negative instructions.

Vocabulary: Common items of cutlery e.g. teaspoon, serving spoon, ladle, meat fork, carving knife etc.

Equipment: Items of cutlery from the kitchens.

Method: Present the cutlery, using the terms commonly used in your hospital. These need to be checked on, as kitchens vary enormously in their terminology.

Now revise the instruction verbs taught in 1.4. and intersperse these with negative instructions.

e.g. Pick up the teaspoon.
Don't pick up the meat fork. etc.

Game: Give a mixture of positive and negative instructions in rapid sequence for the whole class to follow. Those who move on "Don't...." are eliminated. Students in groups should take it in turns to give the instructions, but don't go on too long or this will become boring.

2.4.3 RESPONDING TO NEGATIVE INSTRUCTIONS

Context: The aim of this item is to get students to understand the importance of responding verbally to reassure the other person that they have understood. Instructions met with silence create an uneasy relationship.

Language function: Responding to instructions.

Equipment: Slides from series B. General views of the kitchen.

Method: Show one or two slides from series B and give negative instructions, insisting on a response such as:

No, I won't.
Don't worry, I won't.

e.g. Don't touch the hot plate.
No, I won't.

Don't leave the chiller door open.
Don't worry, I won't. etc.

Tape Item 16:

This item consists of a string of instructions, positive and negative, in a fairly unstructured form. After each instruction there is a gap, and the student must respond appropriately:

e.g. Oh Fred, take this jug round to the servery, will you?
Yes, O.K.
And don't take the pudding round. It's not ready.
No, I won't.

2.4.4 SOME HYGIENE RULES

Context: Hygiene is a major factor in catering work and often a cause of worry for management. The legal requirements of the Health and Safety at Work Act 1974 may not be fully understood. Hygiene will be more thoroughly covered in Section 5, and is only touched on here.

Equipment: Slides A10 - 14.

Method: Present and illustrate with slides the following negative instructions with a short explanation:

Don't use dirty cutlery.
Don't leave the dust bin open.
Don't leave food uncovered.
Don't smoke in the kitchen.
Don't cough in the kitchen.

S E C T I O N T W O

PART FIVE

Words of quantity

Catering work involves constant handling and checking of different amounts of countable and uncountable foodstuffs. In fetching, carrying and preparing of food by the kitchen staff, and in serving out by dining room staff, words of quantity are an essential feature of communication.

These short items are not meant to be taught consecutively, and would be confusing if they were. Teach them at intervals, interspersed by material from other Parts.

2.5.1 SOME AND ANY

Structure: Quantitive determiners, some, any, none.
Distinction between countable and uncountable nouns.

Vocabulary: Food in uncountable form e.g. salt, sugar, tea, coffee, rice etc.
Food in countable form e.g. biscuits, beans, sweets etc.

Equipment: Food items as above.

Method: Put some countable objects (beans are the cheapest and cleanest!) in front of some of the students. Present and practise the following:

Pépé's got some beans.
Jorge's got some beans.
Has Pedro got any?
No, he hasn't got any.

Get the students to respond as follows:

Have you got any beans?
Yes, I've got some.
How many?
I've got three.
Have you got any beans?
No, I haven't got any.
or No, none.

Now use an uncountable food poured into jars (sugar is the easiest and cleanest to pour).

There's some sugar in this jar.
There's some in this.
There's some in this jar.
Is there any in this jar?
No, there isn't any.
or No, none.

Get the students to respond as follows:

Have you got any sugar?
Yes, I have got some.
or No, I haven't got any/ No, none.

2.5.2 HOW MUCH? A LOT, A LITTLE ETC.

Structure: Words of quantity with uncountables.
Questions with How much?

Vocabulary: a lot, a little, not much.
want

Equipment: a jar for each student
some liquid (water) or powder such as sugar, sand etc.

Method: Using jars and a liquid or powder, such as water, sugar, sand etc., demonstrate:

a lot
a little
not much.

Now present the question: How much sugar, water etc. do you want?
With the answers: A lot, please.
A little, please.
Not much, please.
Pour into a jar the appropriate amount indicated by the answers.

Practise the question and the answers with the class. Give each student a jar with some liquid/powder in it, and get them to offer and accept from each other, first in front of the class, then in pairs or groups.

Chain game: Set the class in a semi-circle with yourself at one end. Hold a packet of sugar/rice etc. yourself and give an empty jar to the student at the other end of the semi-circle. Using the name of the student with the empty jar, ask the student immediately next to

you:

How much sugar/rice does Mrs. X want?

The student asks the person next to her, and the message is relayed to the end of the line. The one at the end answers:

a lot, please

or a little, please

or not much, please.

2.5.3 HOW MANY? A LOT, A FEW ETC.

Structure: Words of quantity with countables.

Vocabulary: all, a lot, a few, not many.

Equipment: Spoons and forks, or other small objects.

Method: Using small separate objects, such as spoons and forks etc., present:

all

a lot

a few

not many.

Present the question: How many spoons etc. do you want?

With the answers:

All of them, please.

A lot, please.

A few, please.

Not many, please.

Practise first with the whole class, then divide into groups. Give each group a set of objects and get the individuals to ask for things from each other.

Game: Shopkeeping

Give one student a lot of countable objects, such as cutlery, crockery, small food items, and some uncountable objects, such as opened packets of sugar, rice etc. Get students to "shop" for items asking:

Can I have some spoons please?

or Can I have some sugar please?

The "shopkeeper" asks:

How many/much do you want?

And the "shoppers" get the amount they ask for.

2.5.4 A LOT MORE, A LITTLE LESS ETC.

Language Function: Precision in requesting or offering.

Structure: Revision of more and less from section 1.1.3.

Equipment: Small objects as in 2.5.3.

Method: Revise: One, two, three more

One, two, three less

and present:

A lot more,

A little more,

A few more. etc.

Now present the question:

Do you want any more?

With the answers:

Yes, a lot more, please.

Yes, a little more, please.

No, a little less, please.

Practise individually and in groups.

S E C T I O N T W O

PART SIX

Serving out food

This part touches on customer contact in the servery. In many places where non-English speaking staff are involved in serving meals, lack of ability to communicate causes delays, frustrations and bad feelings. Canteens and dining rooms differ greatly in respect to serving procedure, and the teacher may need to spend some time in observing, and may need to adjust item 2.6.2. accordingly.

Although items 2.6.2. and 2.6.4. are specifically related to the servery, items 2.6.1. and 2.6.3. are of general relevance, and should be taught to all students.

2.6.1 WHAT'S ON TODAY?

Context: Every day the menu changes. Kitchen staff are involved in preparing different food, and dining room staff in serving it out. The variety of dishes can be great, and the names of all the dishes cannot be taught all at once.

Vocabulary: Names of dishes.
Names of courses.

Equipment: Menu cards or lists.

Method: This item needs to be returned to every week. Fetch the week's menu from the kitchen and go through the dishes on it. The staff will be likely to know some of the names, but may be unable to use them confidently. If they do not know the dishes at all, it will be necessary to go into the kitchen with them, and teach them the names from the real dishes.

Using the menu card, ask:

What's on today?

Shepherd's pie, beefburgers, mashed potato etc.

What was on yesterday?
What's on on Thursday? etc.

Now present:

What's the first course/starter?
What's the main course?
What's the pudding/dessert/sweet?

Find out what the courses are called in your hospital.

2.6.2 CAN I HELP YOU?

Context: Serving out food.

Language function: Offering service.

Vocabulary: Dishes on the menu.
Accessories: gravy, custard, sauce.

Equipment: Slide A15.

Method: Present the following dialogue with Slide A15.

Tape Item 17:

Betty: Can I help you?
Customer: Well - what's on today?
Betty: Fish pie, roast beef, and macaroni cheese.
Customer: Roast beef, please.
Betty: Would you like peas or sprouts?
Customer: Peas, please.
Betty: Gravy?
Customer: Yes please.
Betty: There you are, then.
Customer: Thank you very much.

Using flash card pictures of different dishes, practise the following:

Can I help you?
Would you like X or Y?
Gravy? Custard? Sauce?
Which vegetables would you like?

When the students are confident with these questions, practise in groups.

2.6.3 "HAVE GOT" IN QUESTIONS AND ANSWERS

Structure: Questions and answers with "have got".

Vocabulary: Cakes, biscuits and pastries.

Equipment: Real items if possible, and flashcard pictures.

Method: Teach the names of cakes, biscuits and pastries commonly available in your hospital.

e.g. fruit cake
chocolate biscuits
penguin biscuits
crackers
swiss roll
digestive biscuits etc.

Give out to each student a card with a picture of a cake or biscuit if your students cannot read, and the name of the cake or biscuit if they can read.

Present: I've got the swiss roll.
Fatima has got the penguin biscuits.
Ali's got the crackers. etc.

Now, get the class to turn their cards face down on the table and ask:

Have you got the.....?

Elicit the answers:

Yes, I have.
No, I haven't.

Game: Happy families. Give out the cards to the members of the class so that they do not see which ones the others have. Get them to guess the others' cards as follows:

Have you got the X?

If the student guesses correctly, the other one answers "Yes, I have", and hands the card over, and the student guessing has another turn.
If the student guesses incorrectly, the other one answers "No, I haven't", and takes the next turn.

2.6.4 LISTENING PRACTICE: THE SERVERY

Context: The task of serving is carried out against considerable background noise, and often in a rush. The staff need practice in communicating over noise, and reacting quickly to customers' needs.

Language function: Comprehension of requests through noise.

Equipment: Flash cards of dishes.

Method: Present Tape Item 18. This consists of a normal customer/server dialogue in fairly noisy conditions. Ask the students simply to listen the first time. If they want to hear it again, play it a second time.

Now place face up on the table flashcards with pictures of the items mentioned in the tape. As each item is mentioned, ask the students to point to the right card.

S E C T I O N T W O

PART SEVEN

Offering help and asking for help

This Part contains little new structural material except questions with How. The main aim of these items is to increase confidence in initiating language in situations where the student has difficulty, or is uncertain.

2.7.1 ASKING FOR HELP

Context: It is important for students to gain enough confidence to ask for the help they need, rather than wait until something goes badly wrong.

Language Function: Initiating. Asking for help and specifying the difficulty.
Explaining what's wrong.

Structure: A set formula for asking for help.
Questions with How.
Can't.

Vocabulary: Various containers.

Equipment: A set of containers that open in different ways, e.g. a screw-top jar, a cardboard box, a tin needing a tin opener, a bottle needing a corkscrew, and a bottle needing a bottle opener.

Present and practise the following formula:

Excuse me. Can you help me please?

in situations where non-verbal help is needed.

e.g. lifting a table
picking papers off the floor
re-arranging chairs
sorting coloured cards etc.

When students have thoroughly mastered the formula, get them to ask for help, with an explanation following:

e.g. Excuse me, can you halp me please?
I can't move this cupboard.
I can't find my pen.

Then, present the vocabulary for the different containers and get them to say:

I can't open this tin.
I can't open this bottle. etc.

Next, present questions with How as follows. (How long and how much are already known)

Showing the containers, ask:

How do I open this tin?

Accept any intelligible answer or action, but stress the point that each container is opened by a different method.

Practise the questions with how very thoroughly in the class and in groups, giving each group a set of containers to ask about and to open.

Give out to the students kitchen gadgets.

e.g. a tin opener
a potato peeler
a tea strainer
a cheese grater
an egg whisk
a coffee grinder

The students ask each other about their gadgets as follows:

Excuse me. Can you help me please?
How do I use this?

Get the other student to demonstrate.

2.7.2 OFFERING HELP

Context: This item extends the formula taught in item 2.6.2. to more general situations.

Language function: Offering help - showing politeness.

Structure: Revision of pronouns I and you.

Method: Present the reverse situation to 2.7.1. and show how to offer help. Get a student to struggle with some difficult task, e.g.picking

up a lot of pieces of equipment all at once, and then offer help as follows:

Can I help you?

Take this opportunity of practising the pronouns I and you very thoroughly so that the formulae in this and the previous item become more deeply understood.

Get the class to practise offering help in a variety of different situations:

e.g. helping a lame person
carrying something heavy
opening a door when someone is carrying something bulky
putting something on a high shelf.
etc.

2.7.3 ASKING FOR CLARIFICATION

Context: When an instruction or a procedure is not clear, the student needs to be able to ask for clarification. Inability to understand instructions and procedures can lead to an avoidance of tasks which can cause frustration and annoyance.

Language function: Asking for clarification.

Structure: Conjunction or.

Vocabulary: Revision and practice of dishes.

Equipment: Pictures of pairs of dishes, 2 puddings, 2 soups, 2 drinks,etc.

Method: Present pictures of dishes either for the first time or as revision. Lay the cards face up on the table, and present the following:

Can you give me some pudding, please?
Yes. Do you want the apple pie, or the fruit salad?
The apple pie, please.

Can you give me some fruit, please?

Yes. Do you want the oranges, or the bananas?

The oranges, please.

etc.

Now present and practise the following dialogue:

Tape item 19:

George: Can you bring those trays over here, Pete?

Pete: What trays?

George: You know, the trays! Hurry up!

Pete: O.K., O.K. Do you want the full trays or the empty trays?

George: The full trays!

Pete: Alright. Here you are.

Listen

Listen and repeat

Listen and take Pete's part.

[illegible]

[illegible] do you want the oranges, or the [illegible]

[illegible] glasses.

[illegible] and the 2 [illegible] the [illegible]

[illegible] and practice the following dialogue.

[illegible] a variety of [illegible]

[illegible]: Can you bring those trays over [illegible]

[illegible]: What trays?

[illegible]: You know, the trays! Bring [illegible] something anything [illegible]

[illegible]: O.K., O.K. Do you want [illegible]

[illegible]: The full trays!

[illegible]: Alright. Here you are.

Listen

Listen and repeat

[illegible] has [illegible] clear, the student [illegible] ability to understand [illegible] which takes to [illegible]

[illegible]

[illegible] of [illegible].

[illegible] of dishes, 2 puddings, 2 [illegible]

[illegible] of dishes earlier for the first [illegible] up on the table, and [illegible]

[illegible] pudding, please?

[illegible] the apple pie, on the [illegible]

[illegible] please.

English for Catering Staff

PART TWO

An English language training course

for

overseas catering staff in hospitals

by

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CONTENTS

S E C T I O N T H R E E

PART ONE

The Past Tense

The work on the past tense given here represents a major load of new material, and the items are best not taught consecutively, but should be interspersed with other material.

Suggestions are given in this Part for widening the language taught, beyond the limitations of the given material, so that students can begin to use language more adventurously.

3.1.1 THE PAST TENSE

Context: A formal interview situation. Workers from Southern Europe have to negotiate a complex bureaucracy of work permits etc., so they should quickly grasp the idea of this item.

Structure: Introducing past tense statements and wh-questions.

Equipment: Slide A.16

Method:

Revise the questions from 1.7.

Where do you work?

Where do you live?

Give your own answers to these questions:

e.g. I work in Southall.

I live in Richmond.

Now present the following:

Before, I worked in....

Before, I lived in.....

Present and practise the following dialogue, using slide A.16 to introduce the idea of an official interview.

Tape Item 20

Official:	Good morning. What's your name?
New kitchen porter:	Ahmed ben Ali.
Official:	Yes. Where do you live?
Ahmed:	In London.
Official:	I see. And where did you live before?
Ahmed:	I lived in Morocco.
Official:	And where did you work before?
Ahmed:	I worked in a hotel in Morocco.

Listen

Listen and repeat Ahmed's part

Listen and fill in, with your own details, Ahmed's part.

Note the new technique of students having to fill-in for themselves. Some special preparation will be necessary.

Practise the questions and answers in groups. By this stage in the course, the students can be encouraged to use language more freely and adventurously, and there is no need to stick rigidly to the questions that are appropriate to your students.

e.g. When did you come from Spain/Portugal etc.?
When did your husband come?

3.1.2 YOUR LAST DAY OFF

Structure: Past tense statements and questions with when/where/what

Concept/vocabulary: Everyday activities
Last

Equipment: Flashcard series - Everyday Activities
A calendar

Method:

Establish with a calendar (unless your students are completely illiterate) the meanings of "your last day off" and "your next day off". Make sure these meanings are clearly understood.

Practise last with days, months, years etc.

Last Monday, last Tuesday....
Last week, last month, last year.

Now ask the question:

What did you do on your last day off?

Present and explain the following answers, using the flashcard series of Everyday Activities:

I watched the television.
I went shopping.
I went for a drive.
I went to see a friend.
I went to the cinema.
I worked in the garden.
I took my wife out. etc.

Practise thoroughly, making sure the question

What did you do?

has been properly grasped.

Use the visuals as a stimulus, and let the class ask and answer the questions in groups.

Follow-up activity: Ask the students regularly what they did on their last day off, giving them where necessary the language they need to talk about their own interests.

3.1.3 YOUR HOLIDAY

Context: Many foreign hospital workers pay visits to their own country in their holiday time every two or three years. Holidays usually mean visits home.

Language function: The students are encouraged to talk about a subject of real interest, using language more freely than hitherto. They are encouraged to elicit language they do not know from the person they are talking to.

Structure: More practice with the past tense. Introduction of irregular forms:

saw, come.

Equipment: The students' own photographs of their holidays/families at home etc.

Method:

Briefly describe your own holiday, showing photographs if possible.

Example: Look, I've got some photos of my holiday.

I went to X.

I stayed with my brother/friend in a hotel etc.

I went swimming etc. every day.

I came home by plane/car etc.

Tape Item 21:

Pete: O hello, Manuel. Did you have a nice holiday?
Manuel: Yes, lovely. I went to see my family in Spain.
Pete: Oh yes? That's nice. Got any photos?
Manuel: Yes. Look. Here's my brother. I stayed with him and his wife.
Pete: Very nice.
Manuel: And here's their house.
Pete: Oh, it's lovely. Did you go alone?
Manuel: No, I had the wife and the two children.
Pete: Nice for your mum to see the kids.
Manuel: Yeah. She was pleased.

Listen

Listen and repeat Manuel

Ask the students in advance to bring you photographs of their holidays. Encourage them to talk about their holidays and to elicit from you any language they need, using photos, mime etc. as prompts.
Examples of questions to ask:

Where did you go on holiday last year?
How did you go?
What did you do?
Did you have a nice time?
Where did you stay?

Get the students to work in groups round the photographs, asking each other questions. Attach any supervisors or visitors to the class to each group so that the students can practise eliciting language from native speakers.

3.1.4 SOME IMPORTANT PAST TENSE FORMS

Language function: Explanations

Structure: Some irregular past tense forms

Vocabulary: Names of crockery and cutlery

Equipment: Crockery and cutlery

Method:

Run through the crockery and cutlery items already taught for revision. Then, hide them in different places in the room, or give some of them to different students. Ask where the items are, and give the answers.

e.g. Where is the jug?
I gave it to Mr X.
Where is the kettle?
I put it under the chair.
Where is the knife?
I left it on the table.
Where is the saucepan?
I took it outside.

Ask the students to give you the answers, making sure they get the past tense forms right.

e.g. Where is the saucer?
You put it under the table etc.

Now get students to hide items and ask each other where they are.

3.1.5 HISTORY OF PERSONAL THINGS

Context: Commenting with interest and approval on other people's possessions is usually taken as a sign of friendliness between English people, and forms a useful part of a foreigner's social language.

Language function: Initiating and responding to friendly questions

Structure: Practice of past tense questions and statements

Vocabulary: Clothing and personal items

Method: Present and practise a few items of clothing

Examples:	shoes	coat	
	socks	trousers	
	jacket	jumper	
	overalls	skirt	etc.

Comment on the students' clothes and possessions and ask questions as follows:

e.g. I like your watch Mr X.
Where did you buy it?
When did you buy it?

The questions, once fully grasped, are ideal for group practice. If any supervisors are present, encourage them to join in the groups. The students will enjoy the opportunity of asking real questions to you, each other and any supervisors present.

3.1.6 COMING TO ENGLAND

Context: Most students will have been asked questions about themselves by officials, by other people in the hospital, at job interviews etc. This item attempts to increase the students' confidence in giving information about themselves.

Language function: Answering confidently with factual information about yourself.

Structure: Introduction of didn't
ago

Method:

Present questions and elicit answers about the students' arrival in England.

Examples: Where do you come from?
When did you come to England? (present 10/5/2 years ago)
Where were you born?
Where did you live in Portugal/Spain/India etc.?
How did you come to England?
Did you come to London/Birmingham/Liverpool etc. first?
(Yes, I did/ No, I didn't)
Where did you live at first?
Did your husband/wife come with you?
(Yes he/she did / No he/she didn't)
Did your children come with you?
(Yes, they did/ No, they didn't)

These questions are given as suggestions. Delete any that are inappropriate to your students and add any others that are relevant. Make sure that the new form didn't is properly heard and can be accurately reproduced.

The students work in pairs. Play the following tape item, using the pause button between each question. The students give the answers to each other, and help each other where there is difficulty in understanding or answering.

Tape Item 22:

Where do you come from?
Where did you live in your country?
When did you come to England?
Where did you live first in England?
How did you come to England?
Did your family come with you?

S E C T I O N T H R E E

PART TWO

Quantities

All catering work, whether in the preparation or in the serving of food, involves working with different amounts, and knowledge of weights and measures is important. This section does not attempt to teach accuracy with regard to quantities, but only a familiarity with the common terms used for quantities in the kitchen.

The teacher should use his judgement and his knowledge of the particular catering department as to how far he wishes to take each item. Where this work does not seem particularly relevant, students may easily become bored.

3.2.1 WEIGHTS

Context: Common weights in constant use in the kitchen. Use your knowledge of the kitchen in which you are working to decide on the relevance of the items presented here, and teach only those which are important.

Concept/Vocabulary: Weights

Equipment: Scales; a solid substance that pours easily e.g. rice;
Flashcards of lb, oz.
Some familiar packets of food e.g. ½ lb butter, 2 lb sugar, ¼ lb tea, 1 lb macaroni, 1 lb carrots.

Method:

Demonstrate different weights, either from the face of the scale, or from a blown up picture of the face with a moving hand that points to the different weights. Present the symbols lb and oz.

Now weigh small amounts of rice on the scales and ask the students:

How much rice is there?

They should answer:

1 oz, 4½ oz etc.

Now give the scales to a student, and teach the following:

Teacher: Can I have some rice, please?
Student: Yes. How much?
Teacher: Oh, three ounces, please.
Student: Right, here you are.

Now familiarise the students with the amounts in which basic food ingredients are packeted and sold. Show them, for example:

½ lb butter
2 lb sugar
¼ lb tea
1 lb macaroni
1 lb carrots

(Most students will be familiar with kilos, litres etc.)

3.2.2 MEASURES

Context: As in 3.2.1.

Concept/Vocabulary: Measures

Equipment: A measuring jug; a large jug of water; a cup; a teaspoon; a tablespoon.

Method:

Demonstrate with the measuring jug:

quart, pint and half pint

Then demonstrate:

cupful, tablespoonful and teaspoonful

Show the students different quantities of water,and ask:

How much water is there?

Now give the measures to the students, and practise as follows:

Teacher: Can I have some water please?
Student: Yes. How much?
Teacher: ½ pint, please.
Student: OK, here you are.

Now show the students a pint bottle of milk, and compare it with a litre bottle.

3.2.3 IT'S ENOUGH

Structure: Adverb of degree - enough.

Concept: enough
cost (verb)

Equipment: A few coins, or cards with amounts of money written on them. Rice and jars.

Method:

Present enough using your coins or money cards as follows:

Example: I want to buy a coat.
It costs £10.
Look, I've got £5.
It isn't enough.
I want to buy a jumper.
It costs £4.90.
I've got enough.

Repeat the presentation, using different amounts of money and talking about different purchases.

Now give each member of the class a money card or a coin. Lay out on the table several small items, and get the students to ask about the items as follows:

Student: How much does the pen cost?
Teacher: 10p. Have you got enough?
Student: (checking their amount of money) Yes/No.

Now practise with rice and jars. Ask one student:

How much rice do you want?

He answers:

A lot please, or A little, please.

Pour the rice gradually into the student's cup or jar and keep asking:

Is that enough?

until he says:

Yes.

Now practise in groups. The students take turns to pour out the rice and ask each other:

Is that enough?

3.2.4 IT'S TOO MUCH

Concept: Too much

Equipment: Jars and grain.

Method:

Present too much in an answer. Mark a jar in the middle with a wax crayon line and fill it above the line with grain. Get a student to offer you the full jar and refuse it, saying:

It's too much.

The student must pour out some of the grain and keep offering the jar to you until the amount is at the line.

Practise with many different jars marked in different places. If the grain comes below the mark you say:

It's too little

and pour some more in. If the grain comes above the mark you say:

It's too much

and pour some out.

Practise in pairs and groups.

3.2.5 BITS AND PIECES

Vocabulary: a bit of, a piece of

Equipment: a loaf of bread, a pad of paper;
some sugar, some flour.

Method:

Cut a piece of bread from the loaf, and present:

a piece of bread

Tear a leaf of paper from the pad and present:

a piece of paper

Practise as follows:

Can I have some bread, please?
Yes. How many pieces?
Three, please.

Can I have some paper?
Yes. How many pieces?
Two, please.

Now use rice, or flour, or some other uncountable substance and present:

a bit of rice

a bit of flour

3.2.6 MAKING TEA

Context: This item draws together some previously learned material in a sequence of language, associated with actions which the students are likely to be very familiar with.

Language function: Instructions

Equipment: Tea-making equipment: kettle, tea pot, tea, milk jug, sugar bowl, tea spoon.

Method:

Make sure the terms for the tea-making equipment are known (kettle is likely to be new). Now present the following instructions:

Tape Item 23:

Fill the kettle with water.
Put it on the gas.
When it boils, pour a little hot water into the tea pot.
Pour the water away.
Now put three teaspoonfuls of tea into the tea pot.
Fill the tea pot with water.
Now leave it for five minutes.
Pour some milk into the cup.
Fill the cup with tea.
Add a bit of sugar if you like.

When the instructions are familiar, get the students to practise instructing each other in groups.

S E C T I O N T H R E E

PART THREE

Understanding People

There is little new language in this Part. The aim is to teach students a method of coping when they are not understood or do not understand.

3.3.1 HOW TO BEHAVE IF YOU'RE NOT UNDERSTOOD

Context: Many foreigners assume that they have said something completely incorrect if they are not understood. However, the problem may be their pronunciation, or the listener's unfamiliarity with their speech. The essential point to get across is that they should repeat what they have to say slowly and clearly, and not change it or become silent.

Language Function: The student tries to help someone who cannot understand him.

Pronunciation: This item attempts to give the student the idea that his pronunciation is important for intelligibility. Take this opportunity to tackle some of the students' more serious pronunciation defects.

Equipment: Some small objects, a pencil, a key etc.

Method:

Collect small objects from the members of the class and get the students to ask for them back.

e.g. Can I have the key please?

Look puzzled and say:

Sorry, I didn't understand.

or Sorry, what did you say?

Get the students to repeat the question slowly and clearly.

Can - I - have - the - key - please?

Tape Item 24:

Manuel: (not clearly) Can you give me that knife, please?

Pete: Sorry, what did you say?

Manuel: (slowly and clearly) Can - you - give - me - that - knife, please?

Pete: Oh yes. Here you are.

Listen

Listen and repeat.

3.3.2 HOW TO BEHAVE IF YOU DON'T UNDERSTAND

Context: It is important for the students to be able to give an acceptable indication when they don't understand. Shrugging shoulders or giving a blanket "Yes" response is likely to cause irritation.

Language Function: Asking for clarification.

Method:

Speaking fast and gabbling your words so that the students do not understand, say something they are familiar with, such as:

My off day's on Wednesday this week.

or I bought a lovely dress last Saturday. etc.

Get the students to say:

I beg your pardon?

I'm sorry, what did you say?

Then repeat what you said slowly and clearly.

Practise with individuals, then in groups.

3.3.3 UNDERSTANDING DIFFERENT KINDS OF GREETINGS AND RESPONSES

Context: Students may have learned to respond to a limited set of greetings, but may not know what to say when the greeting is different. This item aims to prepare them for a wider variety of greetings, and give them confidence to respond appropriately.

Language Function: Understanding and responding to a variety of greetings.

Method:

Present the following and any other different greetings and responses commonly used in your situation. This is a good opportunity to explain to the students some of the speech idiosyncrasies of their work mates. Make sure the students respond suitably to the tone of the query or the response, with a smile, or a sympathetic look etc.

You all right, mate?
Yes, great.

You don't look too happy.
No, I'm fed up.

Hi, Pete. Everything OK?
No, everything's bloody awful.
Oh, so so.
Not too bad, thanks.
Can't complain.

Hello, stranger. Where have you been?
I've been away/ill etc.

Watcha, Steve.
Hi, Dave. etc.

SECTION THREE

PART FOUR

Cleaning and washing up

Cleaning and general washing is a large part of kitchen work. Kitchen porters are mainly concerned with the heavy work of washing floors, cleaning ovens and washing up, while dining room staff have to keep the equipment in the servery clean, and keep a constant check on tables, trays and the general cleanliness of the eating area.

Each catering department has its own procedures, its own terminology, and its own particular anxieties about cleaning work, and you will need to find out about these during your investigation.

There is a varied learning load in this Part, and the overall aim is to lead to a greater confidence and flexibility in an important aspect of the work.

3.4.1 CLEANING UP

Context: Dining room and kitchen staff will have different types of cleaning tasks, and use different materials. Find out what these are, and adapt this item accordingly.

Language Function: Instructions.

Vocabulary: Cleaning materials
Verbs signifying cleaning

Equipment: Cleaning materials
B slide of a cleaning job

Method:

Present the cleaning materials used in your catering department. Some of them may be known or half-known.

Examples:	broom	scrubbing brush
	brush	wire wool
	bucket	scouring powder
	mop	Vim
	cloth	detergent
		teepol
		soda

Now present the instructions for a specific cleaning task commonly carried out in your catering department, using a B slide.

Examples: Cleaning out the frier
Cleaning the mincing machine
Washing the floor etc.

Tape Item 25: (to be prepared specially)

Examples: In the kitchen
Scrape the stove.
Wash it with the mop.
Put on the Kleen-off with a brush.
Leave it.
Polish the stove with oil.

In the dining room

Clear the table.

Throw away the rubbish.

Wash the table thoroughly.

Rinse your cloth.

Wipe the table.

Whatever specific cleaning task you choose to teach, make sure the following verbs are mastered:

sweep

wash

wipe

scrub

clear up

throw away (rubbish)

Invite a supervisor/head cook etc. to the class and ask them to go through with the class any of the cleaning procedures which cause anxiety.

3.4.2 I'VE RUN OUT OF .....

Context: Staff are required to fetch more stocks of cleaning materials as they run out.

Language Function: Explanation backing up a request.

Structure: The present perfect tense is used, but do not stop to teach it at this point.

Equipment: Empty jars for each student. Two or three packets of rice. Empty packets of cigarettes, sugar etc.

Method:

Give each student a jar with a little rice in it. Get a student to pour his rice into another student's jar.

Present: He's run out of rice.

Practise several times.

Present the following dialogue:

Tape Item 26:

Pete: Hey, Manuel, this floor's filthy!
Manuel: I'm sorry, I've run out of soda.
Pete: Well, go and get some more then.
Manuel: Where from?
Pete: The stores. Next to the Teepol.
Manuel: OK. Thanks.

Listen
Listen and repeat Manuel
Now take Manuel's part.

For further practice, take empty packets or bottles of sugar, coffee, cigarettes, milk etc. Give them out to the students and get them to practise:

I've run out of sugar.
I'v run out of coffee etc.

Horseshoe game:

The class sits in a horseshoe with the teacher at one end of it. Give an empty packet, e.g. tea, to the student at the other end of the horseshoe. Ask the student next to you:

Has Mr X got any tea?

The student answers:

I don't know

and turns to the person beside him to ask the same question. The message is passed right round the horseshoe. The student at the end replies

I'm sorry, I've run out of it.

The message:

He says he's run out of it

is then passed round the horseshoe and back to the teacher.

3.4.3 RESPONDING TO CRITICISM

Context: Inability to respond verbally to criticism can be a source of

great irritation and frustration. This item takes the first step towards giving the learner the power to justify himself, and introduces role play for the first time (see Introduction).

Language Function: Responding to criticism

Concept/Vocabulary: adverbs: still
again
It's not my fault.

Equipment: B slide as in 3.4.1.

Method:

Ask a student to wipe something that is very hard to clean, e.g. a dish encrusted with burnt matter, a glass covered with smear marks etc. Inspect their work and criticize as follows:

Look. It's still not clean.
You haven't done this properly. etc.

Now call on one student to respond to the criticism as best he can. Then, get the class to comment on the first student's response, and to offer suggestions for coping with the criticism. As this is their first attempt, students may need quite a lot of help. Possible suggestions for coping with the criticism may include:

a) apologising -
b) explaining why the task is impossible
c) suggesting a way round the difficulty, e.g. scraping the dirty place, or using another cleaning agent.

Now get the students turn by turn to take the role of the criticized worker while you play the supervisor. Do not drop your role until you feel that you have forced out of each student all the responses they are able to give.

Remember, while doing role play, fluency, and a correct response to the other person's tone and intention are more important than structural accuracy, so do not stop to pick students up on structural faults.

SECTION THREE

PART FIVE

The Year

The way in which the British year is punctuated by certain festivals and seasons may be unfamiliar to your students. Europeans will be accustomed to the same kind of seasons and the Christian festivals such as Christmas and Easter. People from the Middle East or the Indian sub-continent will not only find the names of months and seasons more difficult, they will also be used to celebrating quite different festivals in very different ways.

3.5.1 MONTHS AND SEASONS

Context: Most students will have at least passive knowledge of the names of months especially if they have been in Britain for some time.

Structure: Questions with which

Vocabulary: months
seasons
ordinal numbers

Equipment: A calendar with large pictures relating to each month.

Method:

Using the calendar, teach the months of the year. European students will recognise them easily from the similarities in their own languages. Insist on accurate pronunciation of the English names for months.

Now present the seasons, illustrating with the pictures on your calendar:

spring
summer
autumn
winter

3.5.2 DATES AND YEARS

Structure: Use of ordinal numbers with dates.

Vocabulary: Years: e.g. 1971, 1975, etc.

Equipment: Calendar

Method:

Using the calendar, present ordinal numbers in dates:

e.g. January the first
February the twenty second etc.

Get the students to read the dates as you point to them.

Now present the correct way of saying years. Write years on the blackboard or on a large piece of card and get the students to read them off:

e.g. 1965, 1932, 1915, 1902 etc.

Guessing Games:

The students work in groups, and guess the year in which the others arrived in England:

e.g.	Student X:	Did you come to England in 1968?
	Student Y:	No.
	Student X:	In 1969?
	Student Y:	No.
	Student X:	In 1971?
	Student Y:	Yes.

Finally get the students to read off complete dates etc. as you write them on the blackboard or show flashcards:

e.g. 19th September 1971
3 March 1975 etc.

3.5.3 BIRTHDAYS

Context: Birthdays may not have the same significance for your students as they have for the British. Indian students may not remember their date of birth-off hand, while other nationalities may be more used to celebrating their Saint's Day than their birthday. Those who have children at school, however, may have encountered children's birthday parties. The aim of this item is to familiarise the students with English birthday customs.

Equipment: Photographs or pictures of a birthday celebration in your family.

Method:

Present birthday as follows:

My birthday is October 21st.
When is your birthday?

Now initiate a general discussion on birthdays. Start by describing some English customs, using photographs of your own or other pictures to illustrate.

e.g. giving presents
a cake with candles
the importance of the 21st birthday.

Ask the students to talk about their customs, if in fact they celebrate birthdays.

Tape Item 27: (for listening only)

This tape item is a recorded interview with a child of six, who answers questions about her birthday presents, the number of candles on her birthday cake etc. The language used should be well within the range of the students but they may need to listen to the item several times.

3.5.4 FESTIVALS

Context: Students from different religious and cultural backgrounds may celebrate festivals that are unfamiliar to the British. Muslims, for example, will celebrate Eid at the end of Ramadan. Hindus and Sikhs will celebrate Diwali, among other festivals. Europeans may lay more stress on Easter than the British do. All your students will probably be aware of Christmas, but they may think that the word Christmas means Festival and may not realise that it refers to a particular festival.

Vocabulary: Names of festivals

Initiate a discussion on festivals, using Tape Item 28 as a starting point.

Tape Item 28: (for listening only)

This item consists of two short interviews. In the first a woman answers questions about what she and her family did on Christmas Day, describes visiting her parents and parents-in-law, and tells what presents she received. In the second, a man describes his Christmas dinner, turkey, plum pudding etc. These taped interviews contain more difficult language than Tape Item 27, and may need to be played through several times.

Method:

Use the tape item as a basis for talking about Christmas in general, and describe what you do in your family, showing photographs if you have any.

Ask the students the following questions:

What is your big festival?
What do you do?
What do you eat?

If supervisors are present, attach them to groups and get them to ask the students about their own festivals. Encourage the supervisors to describe their own Christmas festivities.

3.5.5 SAYING THE RIGHT THING ON SPECIAL OCCASIONS

Context: Special occasions, such as birthdays, festivals, engagements etc. demand certain set formulae.

Language Function: Responding with the normal formulae for a special occasion.

Present the normal formulae for a special occasion:

e.g. It's my birthday today.
Oh! Happy birthday!

I'm getting married.
Oh! Congratulations.

I'm having a baby.
Congratulations.

My father's passed away.
Oh, I'm very sorry.

Now teach the students how to take the initiative:

Hey, Mary, Mrs Jones says you're getting married. Congratulations!
Hello, Pete. Manuel says it's your birthday today. Many happy returns.
Hello, John. Pete told me about your father. I'm very sorry.

Tape Item 29:

What's the matter Pete?
Well, my father passed away last week.
Oh, I'm very sorry.

(noise of crowd)

Hey listen, everyone! Pete's getting married!
Ooh! Congratulations! Here, where's the champagne.
(corks popping, etc.)

Listen girls, I'm going to have a baby.
(buzz of voices)
Oh lovely. Congratulations, dear.

(noise of crowd)
Have a drink, everyone! It's Betty's birthday!
Happy birthday Betty! You don't look a day older.
(singing together)
Happy birthday to you, Happy birthday to you!
Happy birthday dear Betty, Happy birthday to you!

Listen
Listen and join in with the responses.

Follow-up activity: Teach Happy Christmas, Happy New Year and Happy Easter, if these occasions coincide with the duration of the course.

SECTION THREE

PART SIX

Coming to England

This Part aims to give the students greater fluency and facility in talking about their own experience of immigration. The topic is important in two ways. Firstly, overseas workers often have to face officials, who ask them detailed questions, and the ability to handle such potentially stressful interviews with confidence represents a significant achievement. Secondly, the experience of immigration has great personal significance to people, and the teacher may find that students have a strong wish to talk about it, and may be highly motivated to use all the English they can to tell of their own experience. For some, this may be an important step in their experience of learning English.

3.6.1 ANSWERING QUESTIONS ABOUT YOURSELF

Context: An interview situation between an official and an overseas worker.

Language Function: Answering official questions.

Vocabulary: Official terms: nationality, occupation etc.

Present the following questions and answers:

What's your nationality?
British/Spanish/Yugoslavian/Indian etc.

What's your occupation?
Kitchen porter etc.

Who is your employer?
St. John's Hospital etc.

What sort of passport have you got?
British/Spanish/Italian etc.

Have you got a work permit?
Yes/No.

What is your date of birth?
21st October 1943 etc.

When did you come to this country?
6th November 1971 etc.

Add any questions that are particularly relevant to your students.

Tape Item 30:

Official:	Good morning. What's your name, please?
Manuel Pereira:	Pereira. Manuel Pereira.
Official:	How do you spell Pereira?
Manuel:	P-E-R-E-I-R-A
Official:	Thank you. Your address?
Manuel:	65, Birch Road, Acton.
Official:	What's your date of birth?
Manuel:	16th February 1940.

Official: Yes. And what's your nationality?

Manuel: Portuguese.

Official: I see. Have you got a work permit?

Manuel: Yes.

Official: And who's your employer?

Manuel: St. John's Hospital.

Official: Right. And your occupation?

Manuel: Cook.

Official: Thank you. When did you come to this country?

Manuel: 16th May 1970.

Official: Yes. And have you got any dependants?

Manuel: Yes. My wife and two children.

Official: O.K. Thank you very much.

Listen

Listen, and answer the questions giving your own details.

3.6.2 FORM FILLING

Context: Completing official forms is a familiar necessity to those who have emigrated into or come to work in Britain. In the past your students may have got round the difficulty of filling in forms by getting someone else to help them. For those who can cope with the literacy demands, this item will be very rewarding. For illiterate students, aim to get them at least to be able to write their own names.

Language Function: Filling in a form in writing.

Equipment: A blackboard.
A duplicated form for each student.
Pencils or pens.

Method:

Make a form similar to the facsimile overleaf, and duplicate it so that each student has a copy. Explain each item on the form, and write an example of a completed form on the blackboard for the students to copy.

SURNAME..... MR/MRS/MISS.....

OTHER NAMES..... AGE.....

.....

ADDRESS.....

.....

.....

.....

NATIONALITY.....

OCCUPATION.....

3.6.3 TALKING ABOUT YOUR OWN EXPERIENCE

Context: The experience of immigration, shared by all your students. This item is particularly successful where the class is small. In larger classes, get students to work in groups, and attach a native English speaker to each group so that the communication in English is real.

Language Function: Narrative account of a personal experience.

Method:

Students may be uneasy if questioned closely by an English person about their experience of emigrating, as they may associate it with formal interrogation. It is important that the class should feel relaxed, and that the atmosphere should induce informality.

Get the class going by playing Tape Item 31. This consists of an account by an overseas worker of their experience of emigrating.

Let the class listen to the tape several times, and give them time to take in the details. Now ask one member (choose someone who is reasonably confident and relaxed) to talk about their own experience. Encourage the others to talk about themselves, splitting larger classes into groups each containing a native English speaker.

SECTION THREE

PART SEVEN

Presentation, Quality and Preference

This Part covers an assortment of items dealing with different aspects of presentation, appearance, quality and preference. The relevance of these items will differ for different students. For dining room staff, who are concerned with laying tables and offering food, presentation and customer preference is particularly important. There are, however, points of interest for all students in this Part, and the teacher should select and adapt as necessary.

3.7.1 SHAPES AND LAY-OUT

Context: Both kitchen and dining room staff have to lay food out, either in an uncooked form onto trays ready for cooking, or in a cooked form ready for consumption.

Language Function: Instructions

Vocabulary: Shapes and lay-out.

Equipment: Cards cut into the following shapes:
square, circle, triangle, strip, half circle.
At least five cards of each shape.
Objects shaped like cubes, and balls.

Present the shapes on the blackboard and with the cards and objects practise as follows:

Game: Each student is given a shape e.g. "Manual, you are the triangle." All the shapes and cards are spread out round the edge of the table, so that each student has some shapes in front of him. The students have to collect their own shapes by asking the other students for them. e.g. "José, pass me the circle, please." Start with one student at a time, then get all the students to collect in their shapes together. They will have to call out noisily, and listen for other people's requests at the same time - a situation that often prevails in the kitchen!

Now present half and quarter, and the plurals, halves, and quarters, using a vegetable (e.g. a potato) and cutting it with a vegetable knife.

Now use the shapes that the students have cut out to present:

Lay them out in rows.
Put them in threes.
Put them in twos.
Lay them out separately.
Put them together.

3.7.2 POOR QUALITY

Context: Standards of work. This item should include any specific problems over quality that have been brought to your attention.

Equipment: Slides A10, 11, 12, 17, 18

Method:

Show slides from Series A showing poor quality:

A 10	Dirty cutlery
A 11	Dustbin with the lid off
A 12	Uncovered food
A 17	Untidy store cupboard, or other cupboard
A 18	Badly laid dirty table

With each slide, ask:

What's wrong with this?

Accept single word or hesitant answers. Introduce the terms:

messy, untidy, dirty.

3.7.3 BETTER AND WORSE

Context: Improving standards

Structure: Comparative forms

Vocabulary: Better, worse

Equipment: Cutlery for laying a table
A few dirty glasses.

Method:

Lay a table badly, and show the students. Get them to tell you what's wrong. Now set part of it straight, and introduce:

That's better.

Get them to show you what still needs to be done, and put it right. Elicit from them:

That's better.

Now partially clean a dirty glass, and get the students to comment:

That's better.

Introduce That's worse by laying the table again. Do it well the first time, and then progressively less well. Get the class to comment:

That's worse.

Introduce the following dialogue:

Tape Item 32:

Manuel: God! What a mess!
Pete: What's the matter?
Manuel: Look at this filth. The fat's spilt all over the floor.
Pete: It's revolting.
Manuel: Well come on then, let's clean it up.
(Sound of water splashing)
Here - don't use cold water. You'll make it worse.
Pete: Oh all right. I'll get some hot water.
(sploshing and whistling)
Manuel: That's better. Yes, that's a lot better. It's nearly clean.

Listening only.

3.7.4 COMPLIMENTS AND PREFERENCES

Context: Complimenting and expressing preferences give students an easy way of being amiable and friendly in a variety of situations, and showing positive attitudes towards other people.

Language Function: Complimentary exclamations

Concept/Vocabulary: Adjectives expressing admiration
Preference

Equipment: Pairs of small attractive objects, either real, or drawn on cards. E.g. two scarves, two ties, two key rings etc.

Method:

Start by commenting in a complimentary way on your students' clothes, watches, jewellery, bags etc.

e.g. That's lovely!
That's nice!
That's beautiful!

Now bring out your sets of objects, and get the students to comment on them in the same way.

Introduce preferences as follows. Show a pair of objects and pick one out:

I prefer this scarf.
I like this scarf best.
Which do you like?

Elicit answers:

I prefer this X
I like it best.
I don't like this one so much.

With students from dining room or servery areas, expand the dialogue and practise in groups, using flashcards or pictures of food. Aim for a relaxed chatty discussion of preferences.

e.g. Which would you like? Fish and chips or roast beef?
I prefer roast beef. I don't like fish and chips so much.
Oh. I like fish and chips best.

etc.

English for Catering Staff

SECTION FOUR

An English language training course

for

overseas catering staff

CONTENTS

SECTION FOUR

PART ONE

Timing and Sequencing

This Part contains a good deal of structurally and conceptually complex material and should be tackled slowly. Allow plenty of time for the students to absorb each teaching point, and back up these materials with more practice for weaker students.

Mastering this material will represent a major step, and will give the students an important new degree of control over their situation at work.

The Present Perfect Tense formally introduced here for the first time, is given insufficient development and practice, and this will be added to in later items. Do not stop to develop it fully at this point.

4.1.1 GOOD TIMING

Context: Catering work involves constant deadlines. This item aims to teach some of the language of deadlines, and expands the work on time of 2.1.1.

Structure: Adverbs: almost/ nearly ready
Particles: at ten o'clock, by ten o'clock

Equipment: Teaching clock with moving hands

Method:

Present these questions and elicit answers:

How long does it take to boil an egg?
4 - 5 minutes.

How long does it take to cook potatoes?
It takes about 20 minutes.

How long does it take to cook an apple pie?
It takes about 1 hour.

Now use the teaching clock to present ready.

I put the egg into the water at five past six.
Is it ready yet?
No, not yet/Almost ready/Nearly ready/Yes, it's ready.

I put the pie into the oven at half past eleven.
Is it ready yet?
No, not yet, etc.

Now present the following:

The pie must be ready by 12 o'clock.
It takes 1 hour.
I'd better put it in at eleven o'clock.

The eggs must be ready by 8 o'clock.
They take 4 - 5 minutes.
I'd better put them in at five to eight.

Present the following dialogue:

Tape Item 33:

Manuel: Can you clean the carrots today, Pete?

Pete: O.K. When do you want them for?

Manuel: I want them ready by half past ten.

Pete: O.K. (to himself) It takes an hour to clean the carrots. I'd better start at half past nine.

Manuel: Oh, and can you clean the salad, too?

Pete: When do you want it for?

Manuel: About 11 o'clock.

Pete: (to himself) It takes about half an hour to clean the salad. I'd better start at half past ten. (Aloud) Yes, O.K. Manuel.

Manuel: Oh, I forgot. Do the cheese too, can you?

Pete: No, I can't. It takes an hour to do the carrots and half an hour to do the salad. I haven't got time for the cheese.

Manuel: O.K. O.K. Sorry.

Listening only

4.1.2 COMPLETING TASKS

Structure: Present perfect questions.
Positive and negative short answers.
Either/or

Equipment: Cloths
Pencils and paper

Method:

Give a student a cloth and ask her to wipe the furniture in the classroom. Keep your eyes shut. After a few minutes, open your eyes and ask questions. Elicit the replies: Yes I have. / No, I haven't.

Examples: Have you wiped the table?
Yes, I have.
Have you wiped the window?
No, I haven't.

to the class: Has she wiped her chair?

Yes, she has. etc.

Repeat this procedure with other verbs:

e.g. Have you put the book in the drawer/on the shelf?

Have you moved the table/trolley?

Practise the question form chorally until the students are using it confidently, then split the class into their groups. Get one student in each group to shut his eyes and another to wipe the furniture. The first student must then guess what the other has done. The rest of the group gives the replies.

Game: Give each student a piece of paper and a pencil and ask them to write either their name or their clocknumber. Then guess what they have written:

e.g. Have you written your name?

Yes, I have/No, I haven't.

Have you written your clock number?

Work first together, then in groups, the students taking turns to ask the questions.

4.1.3 PRESENT PERFECT WITH "ALREADY"

Structure: Present perfect statements with "already".

Equipment: Flashcard Series of Different Jobs.

Method:

First present the Flashcard Series of Different Jobs, stressing those of particular relevance to your students. You may need to make more cards to represent other jobs.

The flashcards consist of:

laying a table
cleaning a salad
washing the floor
washing up
serving out food
making sandwiches
peeling potatoes
cleaning carrots

Present and practise the following tape item:

Tape Item 34:

Manuel: Why are you sitting down, Pete?
Come on, there's a lot to do, you know. You can wash the floor for a start.

Pete: I've done it already.

Manuel: What? Oh. Well, clean the carrots then.

Pete: I've done them already.

Manuel: Done them? Oh! Well, grate the cheese, will you?

Pete: I've done it already.

Manuel: You what? God, you've been busy. Well, what about the apples? Have you peeled the apples yet?

Pete: I've done them already.

Manuel: (infuriated sound) Well,go and get some flour from the stores!

Pete: I've done it already.

Manuel: (Explodes)

Listening only

4.1.4 "BEFORE" IN INSTRUCTION

Context: The sequencing of different jobs can be of great importance and yet can be difficult to follow. In the very varied work of the catering department, students may often be told a particular sequence in which to carry out instructions.

Language Function: Understanding a corrected instruction.

Structure: Before used as a sentence corrector

Method:

Revise item 2.1.8. Before and After
Give a student a simple instruction:
e.g. Can you take this cup over to Mrs X, please?
As she starts to carry it out, stop her as follows:
Oh, just a minute! Can you take this plate to Mr Y before you take the cup to Mrs X, please?

Practise with similar sequences.

Examples:

Please can you wipe the table before you wipe the chair.

Please show this picture to Mrs X before you give it to Mr Y.

Please ask Mr Alves to come and see me before you go.

Please open the window before you sit down. etc.

4.1.5 UNDERSTANDING THE SEQUENCING OF THE JOB

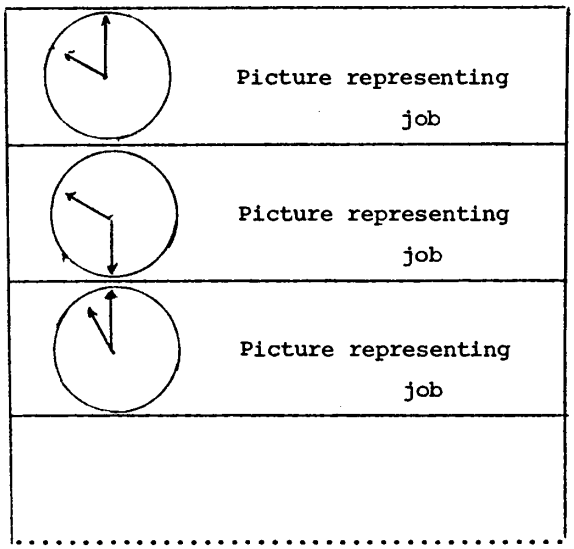
Language Function: Comprehension of a sequence of instructions.

Structure: "Before" and "after" used as sentence correctors.

Equipment: Chart of clock faces to be prepared specially showing the times when jobs are done. (See example below).
Flashcard Series of Different Jobs.
Slides from Series A and B.

Method:

Establish the approximate time when different jobs are done, and make a chart of clock faces and pictures showing the jobs and times. Use slides from Series A and B and/or Flashcard Series of Different Jobs.



Now present the sequence of work as follows:

You do the washing up after you serve breakfast.

You wash the floor after you serve lunch.

You peel the potatoes before you clean the salad. etc.

Ask questions like the following:

e.g. When do you clear the tables?

And get the students to answer, using before and after.

e.g. Before you wash the floor. etc.

4.1.6 SOME MORE HYGIENE RULES

Context: Many hygiene rules concern washing hands or utensils after they have been in contact with something dirty. Covering food before it is put away is another essential aspect of hygiene.

Equipment: Slides from Series B illustrating hygiene.

Method:

Use slides from Series B to illustrate the major hygiene rules, and any others which the catering department may particularly wish to bring up. The following should be included in your series:

Wash your hands before you touch food.

Wash your hands after using the W.C.

Wash anything after it falls on the floor.

Cover food before you put it away.

Cover the dustbin after you throw something away.

Put on clean overalls before you start work.

This item offers a good opportunity to a member of the catering management to come to the class to talk specifically about hygiene. In order to avoid him using language that is too complex, and thus confusing the students, you could discuss with him the major hygiene points he wishes to put over, then work on a simple way of expressing them, and ask him to record them on the tape recorder. The slides and the tape could then be presented as a tape/slide sequence. Management are likely to take great interest in this exercise.

Tape Item 35: Special recording of hygiene rules that cause particular concern in your catering department.

S E C T I O N F O U R

PART TWO

Fetching and delivering

Fetching and delivering are a very important part of catering work in the hospital. Kitchen porters are often required to fetch items from the stores, or put items away, and they also deliver food to the servery. Kitchen staff sometimes deliver meals to the wards, either on "Ganymede" hot trolleys, or with some other kind of equipment. Although this work consists largely of routine rounds, changes do occur, and flexibility and quick comprehension are important.

Understanding directions to different parts of the hospital is an important ingredient of delivering skills, and the ability to do this adds greatly to a person's flexibility at work.

4.2.1 FETCHING AND DELIVERING

Context: Kitchen staff are frequently required to fetch or deliver items in and outside the kitchen. Accuracy is essential.

Language Function: Accurate comprehension of instructions to fetch or deliver. A verbal response given to show that the direction is understood.

Structure: The student needs to isolate out the essential details from an instruction that may be given in a very complex way.

Vocabulary/Concept: Verbs of fetching and delivering.

Equipment: Small items in common use.

Method:

Present these verbs:

fetch, bring, take

in a sequence of instructions as follows:

Please fetch five cups from the table.
Bring two to me.
Take three to Mr Alves.

Practise until the verbs are clearly grasped.

Now present collect and deliver in instructions as follows:

Please collect the cups from Mr Alves and Mr Eugenio.
Deliver one to Mrs Khadijah and one to Mrs Mendes.
Check the cups.
How many are left?

As you practise these verbs, incorporate them increasingly into longer and more complex sentences:

Examples: Can you please fetch that box for me?
Could you please deliver these papers to Mr X and Mrs Y?
Would you please bring me another cup?
Take this plate over to Enrico, would you?

Make sure the students pick out the verb and the object from the sentence and that they repeat it:

Teacher: Bring me another cup, would you please?

Student: Bring a cup.

With less confident classes, start with the simpler instructions and build up slowly into more complex ones, in which the same verbs occur. If the students panic at the longer sentences, get them to ask:

I beg your pardon? etc.

And then repeat the instruction.

e.g. Teacher: Would you fetch that book for me please?

Student: I'm sorry I didn't understand.

Teacher: Would - you - fetch - that - book - for - me - please?

Student: Fetch that book. All right.

Game: Take and Fetch

The class is divided into groups and each group has a messenger. Individuals in each group give the messenger small objects and say:

e.g. Can you take this to Group A please?

The messenger repeats the essentials of the message.

e.g. Take this to Group A.

and delivers the object.

When the teacher calls a halt, the groups claim their possessions again, saying to the messenger:

e.g. Can you fetch my pen from Group B please? etc.

4.2.2 FROM AND FOR

Context: Delivering items, messages etc.

Vocabulary/Concept: The distinction between from and for.

Equipment: Small items.

Method:

Teach from first, making sure it is very clearly established before for is presented. To present from, give small items to each member of the class, then act as a messenger yourself, passing items from one student

to another saying:

This is from Mr X. etc.

Get the students to take turns as messengers.

Present for as follows:

Show an object to the class and say:

This is for Mr X.

Then give it to Mr X, saying:

This is for you.

When these forms have been thoroughly established they can be practised together.

Game:

The class sits in a horseshoe with the teacher at one end. The teacher hands an object to the student next to him, and says:

This is for Mr X, (mentioning the name of the student at the other end of the horseshoe).

The student who has been given the object asks:

Who from?

And the teacher answers:

From ..... (using his own name).

The object is passed right round the horseshoe with the following dialogue:

This is for Mr X.

Who from?

From (the teacher's name).

4.2.3 WHICH ONE?

Language Function: Asking for clarification for an instruction.

Structure: Which in questions.
Quantitative adjective one.

Vocabulary: Adjectives in distinguishing pairs: wet/dry, clean/dirty, full/empty, big/small etc.

Equipment: Kitchen and dining room equipment. Pairs of items differentiated by one distinctive difference e.g. a long knife and a short knife

Method: Establish the meaning of:
wet/dry
clean/dirty
full/empty
big/small
long/short

Now present this dialogue:

Can you get me the wet cloth, please?
Here you are.
Thank you very much.

Go on to make deliberate mistakes, handing dry cloths instead of wet ones, etc. Introduce:

Can you get me the wet cloth, please.
Here you are.
This is wet. I want the dry cloth.
Oh, I'm sorry. Here you are.
Thank you.

Now get the students to ask for clarification as follows:

Teacher: Can you give me a knife, please?
Student: (faced with a choice of knives) Which one?
Teacher: The long one, please.

Teacher: Can you give me a tin?
Student: Which one?
Teacher: The full one, please. etc.

4.2.4 WHERE IS IT EXACTLY?

Context: The exact places where things are kept.

Structure: Adverbial expressions of place.

Vocabulary: Containers
Revision of work in Section 1, with any new items commonly in use.

Equipment: Picture of a cupboard with shelves and items on the shelves, and/or slide from Series B of store cupboard as in 1.5.3.

Method:

Revise the containers taught in Section 1 and add any new items commonly in use.
Now using the picture of a cupboard interior, teach:

top shelf
middle shelf
bottom shelf
right
left

Present:

Where's the box? Where is it exactly?
On the bottom shelf, on the right.

Practise until the students are familiar with the material, then practise in pairs, taking turns to ask and answer the questions. Use as a prompt either the picture of the cupboard interior, or a slide from Series B of the store cupboard.

4.2.5 FOLLOWING AND GIVING DIRECTIONS

Context: Kitchen staff often need to fetch and deliver food in different parts of the hospital. Hospital buildings are notoriously complex, and even if they have worked there for some time, they may have a rather hazy picture of the hospital's geography. At the same time, members of the public trying to find their way in the hospital will often stop staff to ask the way.

Language Function: Understanding and giving directions.

Concept/Vocabulary: Prepositions into, out of, past, through

Equipment: Draw a large plan of the hospital (personnel may be able to give you a plan to copy) on a piece of cardboard that can be laid out on a table and used like a games board. Label the important parts which your students will need to know. Do not go into too much detail. Coloured counters.

Method: Revise The Hospital Building 1.5.4.

Now show the hospital plan and establish that the different parts of the hospital are known.

e.g. Here's the kitchen.
Here's the doctor's dining room
Here's the sister's sitting room. etc.

Now take a coloured counter and put it on the plan, moving it on different parts of the board.

I'm in the staff dining room.
Now I'm in Nightingale Ward.
Now I'm in Cavell Ward. etc.

Now show how to get from one place to another introducing one by one the following expressions, moving your counter round the board.

e.g. I'm in the kitchen. I want to go to the staff sitting room.
I go out of the kitchen.
I turn right.
I go through reception.
I go past the stairs. etc.

SUGGESTED GAMES FOR PRACTICE

(a) Hunt the purse

One student goes out of the room while a small object (e.g. a purse, handkerchief etc.) is hidden. The student is then called back into the room, and the others call out directions to lead him to the object.

e.g. Go to the window.
Go past the table.
Turn right.
Go straight on.
Stop.
Turn left.
Look under the chair. etc.

(b) Guessing game

One student has the plan of the hospital and a counter. He puts the counter in one area of the hospital so that the other students can not see where it is. They guess:

You are in the kitchen.
You are in Nightingale Ward.
You are in the rest room. etc.

(c) Telling the visitor

One student pretends to be a visitor to the hospital and puts his counter down on the plan. He asks the others to tell him the way to another part of the hospital.

e.g. Where is Outpatients?

The others give him directions, and the first student moves the counter round the plan, following the directions.

e.g. Go through the reception area.
Go past the stairs.
Turn left. etc.

When the material is thoroughly practised, work in groups, the students giving directions to each other round the hospital.

Follow-up activity: Take small groups of students out of the classroom into the hospital, and get them to direct you to different places.

S E C T I O N F O U R

PART THREE

Safety

Every catering department has its own particular fears about safety, which is often a major concern as potential hazards abound. In many places, special procedures have been set up for dealing with particular hazards. Non-English speaking students may not understand the reasons for, or the implications of these procedures, and may therefore be more likely to put themselves at risk. Find out about the particular safety problems in the department you are working in, in preparation for these items.

4.3.1 SAFE AND DANGEROUS

Language Function: Quick comprehension of safe and dangerous.

Equipment: Safety Flashcard Series.

Method:

Simulate dangerous situations in the classroom to teach the words safe and dangerous.

e.g. a flex spread over the floor
a broom sticking out at an angle where someone could trip over it
an electric fire
a tray near the edge of a table.

Show the flashcards in the Safety Series and ask:

Is it safe?
Is it dangerous?

The Safety cards show:

pan on fire, car, broom, cooker, something boiling over,
badly loaded tray, sharp knives left around, a wet floor,
a frayed electric flex.

Get students to give you an explanation of the danger, accepting anything in intelligible English.

4.3.2 WARNINGS

Context: Any situation where the student perceives danger to someone else.

Language Function: Giving warnings.

Equipment: Safety Flashcards.

Method:

Using the Safety Flashcards and simulated dangers in the classroom, teach students useful phrases to shout out as warnings:

Look out! Fire!
Mind out! The tray!
Watch out! The floor is wet!
Be careful! The saucepan!

Students must be forced to shout the warnings to attract the attention of the person in danger.

Game:

Get individual students to walk into simulated dangers, or walk into them yourself. The rest of the class must shout out warnings. Do not respond to the warnings until they are given really loudly.

4.3.3 DANGERS IN THE CATERING DEPARTMENT

Context: Teach in this item any special instructions the catering department may use to cover special hazards. Such instructions or the rationale behind them may be imperfectly understood.

Language Function: Warning about specific dangers.

Equipment: Slides from Series B of the specific dangers in your catering department.

Method:

In this item, the previous work on safety is related to specific hazards in your catering department. It may be possible to go into the kitchen with the group to demonstrate the major hazards. To prepare this, or as a substitute for a group visit, use slides of your own from Series B illustrating the major dangers in your hospital.

Ask: Is it safe?
Is it dangerous?

Get from the class or offer yourself a simple explanation of the hazard. As this is not for language learning but to improve awareness of safety, accept anything comprehensible. Then practise warnings:

Look out! The kettle!
Watch out! The tray!
Be careful! The flex!

4.3.4 AWARENESS OF SAFETY IN A DAILY TASK

Context: Establish with supervision which daily tasks cause most concern for safety.

Language Function: Instructions including precautions.

Equipment: Slides from Series B as in 4.3.3.

Method:

Prepare a sequence of instructions for a daily job containing precautions on safety. For example:

washing floors - a danger when wet
boiling water
serving out hot food or drink
pushing loaded trolleys

Present the sequence of instructions, introducing it with the appropriate slide from Series B. Get the students to act out the instructions as they listen, and then to repeat them.

4.3.5 PRINTED SAFETY NOTICES

Context: A good many of the students may not be able to read at all, and even if they can, long and involved safety notices are likely to mean little to them. There are probably however a few simple notices in frequent use which are very important, e.g. No Entry, or Danger.

Language Function: Understanding and responding to written instructions.

Equipment: Slides from Series B of safety notices.

Method:

Decide which the most important safety notices in your hospital are. Copy them onto flashcards or use photographs and get the class to recognise and understand the most important words. Make sure they understand the danger implied.

Examples: DANGER NO ENTRY
Lightning sign on electrical installation etc.

S E C T I O N F O U R

PART FOUR

Complaints and Apologies

Dealing with customer complaints is an important part of the catering staff's job. This may range from dealing with an angry sister who is dissatisfied with the food delivered to the ward, to dealing with the canteen customer who is dissatisfied with the service on the self-service counter. Complaints at the self-service counter can be particularly difficult as they place the kitchen staff under pressure, cause embarrassment, lengthening queues, delays and frustration.

This Part aims to give the student some tools for coping with complaints, which he can apply in different situations.

4.4.1 APOLOGISING

Context: At the self-service counter

Language Function: Apologising

Method:

Act out situations which should be followed by a simple apology.

e.g. slamming a door
bumping into someone
leaning across someone
knocking something over etc.

Get the students to act out the same simple situations and follow them with:

I'm sorry.

Now present a situation where a more serious apology is called for:

Tape Item 36:

Betty:	Tea or coffe, dear?
Customer:	Tea, please.
Betty:	There you are, then.
	(sound of crash)
Customer:	Oh God! Look what you've done!
Betty:	Oh dear. I'm very sorry.
Customer:	The tea's gone all over me!
Betty:	Oh, I'm very sorry. Are you all right?
Customer:	No, I'm not. It's hot!
Betty:	Oh dear. I'm really very sorry. Here's a cloth.
Customer:	Thanks.

Listen
Listen and repeat Betty
Listen and take Betty's part.

4.4.2 COMPLAINTS ABOUT FOOD

Context: Any situation where complaints are made by customers about food.

Language Function: Complaints

Structure: Adjectives

Vocabulary: Adjectives describing food

Equipment: Food items with obvious blemishes, or pictures.

Method: Present the following:

hot, cold, warm
cooked, not cooked
burned, raw
hard, soft
bad, off (e.g. milk)

These terms need to be very familiar, so practise well, first getting the students simply to recognise the adjectives, then to use them.

Present this dialogue:

Look at this pie! It's burned!
Oh dear. I'll get you another.

Look at this coffee. It's cold.
Oh, I'm sorry. I'll get you another cup. etc.

Go on to role play, students and teacher taking turns to complain and apologise. When you are complaining, extend the dialogue beyond a simple remark and response to get the students to go on responding, either apologising, or explaining.

4.4.3 DEALING WITH DIFFICULT CUSTOMERS

Context: Staff on service counters need strategies for dealing with difficult, aggressive or rude customers. A major cause of annoyance is when the person serving food becomes silent and passive when a complaint

is made. Students should be encouraged to say something to take the heat off the situation.

Language Function: Responding politely to angry complaints.

Vocabulary: Derogatory forms for food.

Equipment: Slide A 19.

Method: Using slide A 19, present the following dialogue:

Tape Item 37:

Customer: Look at this muck you've given me.
Betty: Oh, what's the matter?
Customer: It's disgusting. Look. It's not cooked.
Betty: Oh dear. I'm sorry. I'll get you another.
Customer: Why did you give me peas? I wanted sprouts.
Betty: I'm sorry. Sprouts are finished, I'm afraid.
Customer: Oh well. I'll have to have peas, I suppose.
Betty: Would you like a sweet, sir?
Customer: Yes. I'll have the fruit salad.
Betty: Here you are.
Customer: Ugh! Look. This stuff's hot! It's revolting.
Betty: Oh dear. I'm very sorry, sir. Would you like apple pie instead?
Customer: Apple pie? O.K. (muttering fades into distance).

Listen
Listen and repeat Betty
Listen and take Betty's part.

This dialogue contains some difficult new material, and students will need to listen to it and repeat it several times over.

Take the opportunity provided by this dialogue to go on to free role play, getting the students to respond positively to each other and yourself, taking turns to act the difficult customer, and the server.

S E C T I O N F O U R

PART FIVE

Money

All students need to be able to manipulate money with confidence. In some cafeterias and canteens, students will be on the till, and will need to deal with queries over change. Although of particular relevance to till operators, most of the material in this Part is useful to all students.

4.5.1 HOW MUCH DOES IT COST?

Concept/Vocabulary: Money and associated topics
e.g. cost, cheap, expensive

Equipment: Real or false money
Price tags
Menu or slide from Series B of menu board

Method: Make sure first that the class knows:
pound/fiver/quid
penny/ p.

Use a menu or a slide from Series B of the menu board to present:
How much does tea cost?
How much does soup cost? etc.

Get the class to ask each other the questions.
Now attach price tags to objects in the classroom. Use different questions as you ask the students to tell you the prices:
e.g. How much does the table cost?
How much is this one?
What does the chair cost? etc.
Comment on the prices:
That's expensive!
That's cheap!

Now work in groups. Get the students to ask about each other's possessions, clothes, bags, watches etc.
How much did your X cost?
That's cheap! etc.

4.5.2 CHANGE

Context: Any buying/selling situation. The target learning material will be the customer's language for some students who will need only passive knowledge of the seller's language, but for those who operate the till, the seller's language will need to be practised until it becomes active.

Language Function: Querying

Structure: Adverb only

Vocabulary: Change; silver, copper, notes

Equipment: Money
Slide A 20
Price tags

Method:

Present first the idea of change. Use the price tags as in 3.7.1.
Offer to pay for items with large amounts.

How much is X?
15p.
I've got 50p. I need 35p change.

How much is X?
£1.95.
Here's £2. I need 5p change.

Now use the contents of your purse or wallet to present:
notes, silver, copper, small change.

Use slide A 20 to introduce the following dialogue:

Tape Item 38:

Betty: Right - 10 plus 5 plus 2 plus 4. That's 21p please.
Customer: What? That's too much, isn't it?
Betty: No - 10 for your salad, 5 for the pudding and 4 for the coffee. Cream's 2p extra.
Customer: Oh, I see. Here you are then.
Betty: Have you got any change?
Customer: No, sorry. I've only got a fiver.
Betty: Well, it's all silver I'm afraid.
Customer: Oh, never mind. Thanks.

Listen
Listen and repeat

Practise the dialogue in pairs and groups.

4.5.3 MY CHANGE IS WRONG

Context: The till

Language Function: Responding to queries over change.

Structure: Should have + past tense.
Presented for comprehension only. Do not stop to practise at this point.

Concept/Vocabulary: Wrong/right

Equipment: Money; price tags
Slide A 20

Method:

Present wrong and right using money and price tags.

e.g. This coat costs £10.65
I've got £11. I need 45p change.
Is that right? No, it's wrong. etc.

Now use slide A 20 to present the following dialogues:

Tape Item 39:

A. Customer: Look! My change is wrong. You've given me the wrong change.
Betty: Oh, let me see, please.
Customer: Look. I gave you £1. You should have given me 73p, but you gave me 71.
Betty: Oh, I'm sorry. Here you are - 2p.
Customer: You can't fool me, you know!

B. Customer: Look! My change is wrong. You've given me the wrong change.
Betty: Oh, let me see, please.
Customer: Look. I gave you £1. My dinner was 29p. You should have given me 81p. You only gave me 71p.

Betty: No, look. 71 is right. 71 plus 29 makes 100. That's £1.

Customer: Oh, sorry. Yes. You're right.

Betty: You can't fool me, you know!

Listen

Listen and repeat Betty

Take Betty's part.

This kind of situation can be stressful especially in a foreign language. Expand the above dialogue into role play, yourself taking an aggressive role, and helping the students to cope successfully with your aggression. (see 3.4.3. and the Introduction for suggestions on handling role play).

4.5.4 READING A PAYSLIP

Context: Understanding the purpose and nature of a payslip. Querying pay will be dealt with in Section 5.

Language Function: Reading and understanding an official document.

Vocabulary: Financial terms: net, gross, tax etc.

Equipment: Specimens of payslips
Slide A 21

Method:

Using slide A 21 establish the different types of deduction on the payslip and point out that people with the same gross pay will have different net pay.

Present the vocabulary: insurance stamp, tax, net or "take-home" pay,etc.

Give out dummy payslips and work in groups:

What's/How much is your tax/insurance/gross pay/overtime/take-home money?

Is it right or wrong?

S E C T I O N F O U R

PART SIX

Relaying Requests and Taking Messages

This Part contains some important structural items and demands a new and complex skill from the students: transposing a request or message received into an acceptable form in which it should be delivered.

The importance of relaying requests and messages is so great that this Part should be worked over very carefully. If the students can learn to handle this kind of communicative situation accurately and effectively, their confidence and motivation will be greatly increased.

4.6.1 REPORTED SPEECH

Language Function: Reporting.

Structure: Reported speech.
Revision of pronouns.

The change of pronouns to the third person in reported speech causes particular difficulty for Asian learners. In Punjabi, Hindi and Urdu, for example, no change of pronoun takes place when reporting what someone has said.

Equipment: Simple objects.

Method:

Revise the pronouns in Section 1.7., especially the object pronouns. Make sure in particular that students understand that "him" and "her" can be substituted for names. Reinforce this simply thus:

Mrs X, can you please give Mrs Y this cup?
Can you please give her this cup? etc.

Now present short sequences as follows:

Teacher: Where do you live, Mr X?
Mr X: In Hounslow.
Teacher: (Reporting to the class) He says he lives in Hounslow.

Teacher: Do you like sugar in your tea?
Student: Yes.
Teacher: He says he likes sugar in his tea.

Whispering game

The teacher whispers a sentence to one student who reports it to the whole class. Repeat in groups.

4.6.2 RELAYING REQUESTS

Context: Supplying the serving areas with food during serving hours is one of the areas of work when the maximum stress is laid on quick,

accurate comprehension. Staff who serve out food are constantly required to relay requests back to the kitchen.

Language Function: Relaying requests

Structure: Reported speech.

Vocabulary: Sweets and puddings.

Equipment: Flashcard pictures of sweets and puddings.

Method:

Establish that the vocabulary for a variety of sweets and puddings commonly served in your hospital are well known.

Examples: trifle
jelly
fruit salad
fruit pie
crumble
treacle tart etc.

Split the students into two groups, and place yourself in the middle. Give the cards to one group and ask a student in the other:

Which pudding do you want?

Relay the answer:

Mr X says he wants crumble.

When the form has been fully grasped, arrange the class in groups of three, and get them to take turns in relaying requests.

e.g. Student A: Which pudding do you want?
Student B: Jam tart, please.
Student A to Student C: He says he wants jam tart.
Student C: Here you are.
Student A: Thanks. Here you are.
Student B: Thanks.

Now present the following:

Tape Item 40:

Betty: Oh damn. I've run out of custard. Here, Pete, can you ring up to the kitchen and ask them to send me down some more custard?

Pete: O.K. (Noise of intercom being started). Manuel, Betty says she wants some more custard.

Manuel: (through the intercom) Already? She must be swimming in it.

Pete: Well, she says she wants some, please.

Manuel: O.K. (switches off intercom)

Pete: He says O.K., Betty.

Betty: Thanks.

Listen

Listen and repeat Pete

Listen and take Pete's part.

With dining room and servery staff, this item can be expanded into more extended role play, different students taking the part of the customer, the server, and the person to whom the server relays the customer's message.

4.6.3 RELAYING POLITE REQUESTS

Context: Delivering requests in a short or abrupt form can cause offence when a politer form is called for.

Language Function: Relaying polite requests.

Structure: Reported speech.

Method:

Position yourself away from the class and ask one student to come over to you. Insist that the important parts of the message are repeated to the giver of the message, as in Item 4.2.1. Present and practise exchanges of the following type:

Teacher: Mrs Abel, I've got a message for Mr Mendes.

Mrs Abel: Yes.

Teacher:	Can you tell him to come and see me, please.
Mrs Abel:	Mr Mendes to come and see you.
Teacher:	That's right.
Mrs Abel:	(crossing the room to Mr Mendes) I've got a message from (teacher's name)
Mr Mendes:	Yes.
Mrs Abel:	He says can you come and see him, please.

When the message has been delivered, make sure it is carried out (i.e. in this case, Mr Mendes crosses the room to see the teacher).

Examples of other messages to be practised in the classroom using the above pattern:

Can you ask Mr Jimenez to open the windows, please.
Can you tell Mr Hussein to go to the domestic manager's office,please.
Can you ask Mrs Ribiero to bring me a cup of tea.
Can you tell Mr Antonio that his wife is on the telephone.

etc.

4.6.4 DELIVERING A MESSAGE: A PRACTICAL ASSIGNMENT

Language Function: The student takes a "real" message to a supervisor from the teacher.

Equipment: Duplicated letter to supervisor.

Method:

Forewarn supervisory staff by letter if necessary that students will be bringing them a message within the next week. They should be asked to treat it naturally without giving away the fact they have been prepared for it. See below a facsimile of the kind of letter suggested.

Give each member of the class a different message to be taken to a supervisor. Establish in each case which supervisor has most to do with each domestic, before you decide who to send your messages to.

Examples of messages:

1. Can you ask Mrs X (name of supervisor) to send me some spoons and forks.

2. Can you ask Mrs X (name of supervisor) to send me some dish cloths.
3. Can you ask Mrs X " " " when she wants to see me on Monday.
4. Can you ask Mrs X " " " to fill in this little form.
5. Can you ask Mrs X " " " when her off-day is.

etc.

Practise the messages very thoroughly, before expecting the students to deliver them.

Letter:

Dear

In the English Language Classes we have been teaching the students to take messages.

As a little practice exercise, I am giving the students a message for you, asking them to ask you for small objects, which they must bring along to the language class on Monday.

I do hope this won't inconvenience you in any way, and I would be very grateful for your co-operation.

Yours sincerely,

(Teacher's name)

English for Catering Staff

SECTION FIVE

An English language training course

for

overseas catering staff

CONTENTS

SECTION FIVE

PART ONE

Health Problems

All students may be faced at some time or other with going to visit a doctor, or reporting sick, or asking for first aid. In addition, students should be able to sympathise in a friendly way with people who are unwell. For some people this is an important aspect of social behaviour.

5.1.1 AILMENTS AND MINOR HEALTH PROBLEMS

Language Function: Talking about your own ailments in general and responding to other people's grumbles about theirs.

Structure: You'd better....

Vocabulary: Parts of the body
Vocabulary for common ailments.

Method:

Make sure that the parts of the body are known. Teach the following, as a minimum:

head	back	teeth
neck	chest	throat
shoulder	stomach	eye
arm	leg	ear
hand	knee	mouth
fingers	foot	nose

Now present the following:

Tape Item 41:

Manuel: What's the matter with you? You look awful
Pete: I feel awful.
Manuel: Got a hangover?
Pete: No! I've got a sore throat and a headache.
Manuel: Oh. You'd better go to Staff Health.
Sounds like flu.

Listen
Listen and repeat Pete
Listen and take Pete's part.

Using mime, photographs etc., present the following:
What's the matter?
I've got a cold.

I've got flu (use as a general term).
I've got a temperature.
I've got a headache/backache/toothache/earache/stomach ache.

I've got a bad leg/finger.
I feel sick.
I feel faint.

Get students to act the different ailments and practise the above expressions.

Now present responses to the grumbles as follows:

You'd better take an aspirin.
You'd better go to Staff Health.
You'd better sit down.

Practise in pairs and in groups, students taking it in turns to complain and to advise.

Many students enjoy talking about their health, and any treatment they may have received. With small groups, take the opportunity to initiate a free conversation, getting the students to talk about their ailments. Larger classes can do this in groups, each group containing an English supervisor or visitor to the class. If students do not respond to the idea of talking freely about their health, do not press them.

5.1.2 SHOWING UNCERTAINTY

Language Function: Making tentative statements.

Structure: Think and hope as main verbs with following subordinate clauses.

Equipment: Small objects wrapped in cloth or paper.
Cards with £1 written on them, and blank cards.

Method:

Show the class a small object wrapped in a cloth, and introduce I think

as follows:

Look. What's this? I don't know. I'm not sure.
I think it's a pen.(then feel it again)
No, I don't think it's a pen. I think it's a pencil.

Repeat this sequence with several objects, then give to the class different objects wrapped up in cloth or paper, and get them to guess the contents:

I think it's an apple/orange etc.

Now introduce hope. Show the class blank cards with £1 written on them. Put the cards in a box and shake it. Now pick out a card, and before you look at it, say:

I hope it's £1.

Get the students to pick cards out of the box and say

I hope it's £1.

Now present and practise the following dialogue.

Tape Item 42:

Betty: Oh God, I feel terrible.
Pete: What's the matter?
Betty: I think I've got flu.
Pete: Oh! I think I've got flu, too.
Betty: What! Why?
Pete: Well, I think I've got a temperature. And I've got a headache.
Betty: Yes, so have I.
Pete: I hope you haven't got flu.
Betty: Why?
Pete: Because we can't both be off sick.
Betty: Well - I hope you haven't got flu!

For listening only.

5.1.3 DESCRIBING WHAT'S WRONG TO THE DOCTOR

Context: The student as a patient in a consultation with a doctor.

Language Function: Understanding and answering accurately questions from a doctor about your own illness.

Structure: Questions with where, what, when and how long (how long is new) Several unfamiliar tenses are used in this kind of consultation. Don't go into details, but go for as much comprehension as possible on the other clues in the sentence.

Vocabulary: pills, medicine, injection, pain, hurt.

Equipment: pills, liquid medicine bottle, injection.

Method:

Present and practise the following dialogue.

Tape Item 43: (available)

Pete: Morning, doctor.
Doctor: Come in. What can I do for you?
Pete: I think I've got flu.
Doctor: Oh? Why?
Pete: Well, I've got a headache, and a backache.
Doctor: Have you got a temperature?
Pete: I think so.
Doctor: Oh dear. How long have you had it?
Pete: Two or three days.
Doctor: Have you taken any medicine?
Pete: No.
Doctor: You'd better go to bed. Stay in bed for a few days. I'll give you a certificate.
Pete: Thank you, doctor.

Listen
Listen and repeat Pete
Listen and take Pete's part.

Now expand the consultation dialogue into free role play, with yourself taking the role of the doctor, asking such questions as:

Where does it hurt?
When did the pain start?
What medicine have you taken?
How long have you felt sick?
Are you sleeping properly?
Have you had any injections? etc.

Make sure that the questions are properly understood. Go for maximum comprehension and fluent answers.

Tape Item 44: (for listening only)

This item consists of an unscripted interview between a doctor and a patient, the doctor asking a number of questions. Let the students listen to the tape several times, then stop the tape at each question, and ask them to provide the answers.

5.1.4 ACCIDENTS

Structure: Practise with the present perfect tense
Modal verb need

Vocabulary: Verbs for different injuries: burn, strain etc.

Equipment: Some simple medicaments; sticky plaster, ointment or cream, a bottle of aspirins, a bandage.
B slides of hazards.

Method:

Present the following injuries, using mime or B slides of hazards:

I've hurt my foot.
I've burned my hand.
I've strained my back.
I've bruised my arm.
I've cut my finger.

Present the appropriate medications with need:

I need some ointment.
I need some sticky plaster.

I need a bandage etc.

Get the students to mime injuries and practise as follows:

What's the matter?

I've burned my hand.

You need some ointment. etc.

Practise in groups.

5.1.5 HEALTH AND HYGIENE

Context: Regulations concerning health and hygiene are strict in all catering work, but are especially stringent in hospitals. Students may be unaware of the importance of reporting any skin, nose, throat or bowel trouble, and they may not realise that only waterproof dressings should be used on cuts or sores.

Language Function: Understanding hygiene regulations and the reasons for them.

Structure: Why and because

Vocabulary: Infection

Equipment: Waterproof and non-waterproof dressings.

Method:

Present the word infection by coughing yourself, and getting another student to "catch" your infection, and cough too. Elicit from students the word for infection in their own mother-tongue.

Indicate with mime or pictures these different types of infection:

skin trouble
runny nose
sore throat
bowel infection

Tape Item 45:

Manuel:	Look at your hands, Betty. You've got skin trouble.
Betty:	Oh, it's nothing. It doesn't hurt.
Manuel:	But you can't work with skin trouble.
Betty:	Yes, I can. It really doesn't hurt.
Manuel:	Sorry, Betty, you'll have to go off sick till it's better.
Betty:	But why? I'm all right.
Manuel:	Because your skin trouble is infectious. The infection could get into the food.
Betty:	Oh, I see. O.K. then. What a nuisance. I'll go and see the doctor about it.

For listening only.

Discuss with the class the types of infectious ailment that they should report to the kitchen superintendent.

Now show the waterproof and non-waterproof dressings, and explain that the non-waterproof dressings are illegal. Show how infection can pass through a non-waterproof dressing. Make very sure that the class understand:

Don't wear non-waterproof dressings because they can pass infection.
Always wear waterproof dressings.

S E C T I O N F I V E

PART TWO

Dealing with officials on personal matters

Foreign staff with little English are often nervous of taking personal problems to do with pay, working hours, holiday time etc. to the correct person in an office. Lack of self-confidence may either make them too timid to go, or over aggressive once in the situation.

This Part attempts to increase the ability and confidence to approach officials on matters of personal concern.

5.2.1 CAN I TALK TO YOU ABOUT MY HOLIDAY?

Context: Requests for changes of holiday times, days-off etc. are usually made to the catering office. This involves the worker in initiating tactfully what may be a difficult interaction, and in answering questions. This can be a stressful situation for those lacking confidence in their ability in English.

Language Function: Initiating a request and answering the ensuing questions.

Structure: Questions with can
Conjunction but

Equipment: Slide A 22

Method:

Illustrating with Slide A 22, present and practise the following dialogue:

Tape Item 46:

Betty:	Excuse me, Mr Brown, can I talk to you for a minute?
Mr Brown:	Yes Betty. What's it about?
Betty:	It's about my holiday.
Mr Brown:	Yes, when is it?
Betty:	It's in August, but I want to change it to July.
Mr Brown:	I'm sorry, you can't do that. Everyone wants to go in July.
Betty:	Oh dear.
Mr Brown:	You can change it to September, but not to July.
Betty:	Oh well, September, then.
Mr Brown:	All right. I'll arrange it for you.

Listen
Listen and repeat Betty
Listen and take Betty's part.

Now practise the following questions:

Can I talk to you? It's about my day off.
Can I talk to you? It's about my pay.
Can I talk to you? It's about my overtime.
Can I talk to you? It's about my bank holiday.

5.2.2 GIVING REASONS FOR A SPECIAL REQUEST

Language Function: Backing up a request with a reason.

Vocabulary: Every

Method:

Present and practise the following dialogue:

Tape Item 47:

Pete:	Oh, Mr Brown. Can you spare a moment?
Mr Brown:	Yes? What's it about?
Pete:	It's about my day off.
Mr Brown:	What about it?
Pete:	Can I change it from Tuesday to Wednesday please?
Mr Brown:	Every week? or just this week?
Pete:	Every week.
Mr Brown:	Why?
Pete:	Because my wife's day off is on Wednesday.
Mr Brown:	O.K. I'll change it.

Listen
Listen and repeat Pete
Listen and take Pete's part.

Expand this dialogue into free role play, first together, then in groups or pairs.

5.2.3 POLITE INSISTENCE: GAINING AN INTERVIEW

Context: Overseas workers are often easily put off by officials who are busy or cannot be bothered to see them. Self-confidence is the vital

ingredient here, and this item aims to give students the ability to handle polite forms of insistence, in order to give them the confidence to insist when necessary.

Language Function: Insisting

Structure: have to
present continuous tense for future meaning

Method:

Lead up to the class being able to understand the following interchanges. Play each one through several times.

Tape Item 48:

Pete: Can I see Mr Phillips, please?
Secretary: I'm sorry, he's out.
Pete: When is he coming back?
Secretary: At three o'clock. You'll have to come back later.
Pete: O.K. I'll come back this afternoon.

Pete: Can I see Mr Phillips, please?
Secretary: I'm sorry. He's busy.
Pete: When can I see him?
Secretary: I think he's free this afternoon.
Pete: O.K., I'll come back this afternoon.

Pete: Can I see Mr Phillips, please?
Secretary: I'm sorry. You'll have to make an appointment.
Pete: When can I make an appointment then?
Secretary: Tomorrow, at nine o'clock?
Pete: No, sorry, I can't come then.
Secretary: O.K. Tomorrow at three?
Pete: That's O.K. Thanks.

Listen
Listen and repeat Pete
Listen and take Pete's part.

Practise the above dialogues thoroughly, making sure that the students ask a question each time and do not merely accept the negative response.

Present more fully the present continuous tense for future time. Make sure students tie each use of this tense to a particular time.

Examples: Who's coming to the class tomorrow?
Mr X isn't coming tomorrow, because it's his day off.
I'm coming tomorrow. etc.

5.2.4 POLITE INSISTENCE: AT THE INTERVIEW

Context: An interview with a busy or tired official.

Language Function: Polite insistence

Method:

Present the following dialogue:

Tape Item 49:

Pete:	Mr Jones?
Mr Jones:	I'm sorry, I can't see you now. I'm busy.
Pete:	But I've got an appointment.
Mr Jones:	Oh, all right then. What is it?
Pete:	It's about my holiday. I want to arrange it now.
Mr Jones:	You have to fill in the form.
Pete:	But I've filled it in already.
Mr Jones:	When?
Pete:	Last week. I came last week.
Mr Jones:	Who did you see?
Pete:	I don't know his name.
Mr Jones:	Well, I'm sorry, but I can't help you.
Pete:	But it's important. I need to know now.
Mr Jones:	Well - what did you say your name was?
Pete:	Hendy. Pete Hendy.
Mr Jones:	Just a minute, please. Yes, here's your form. I'll see to it. I expect it's all right.
Pete:	Thank you very much. Do you want me to come back?

Mr Jones Yes. You'd better come back next week.

Pete: Thanks.

Listen

Listen and repeat Pete

Listen and take Pete's part.

Use this dialogue to initiate a discussion on interviews. Elicit from the students accounts of their experiences in similar situations. Develop the interchanges in free role play, taking the part of the busy interviewer and the insistent interviewee. Weaker students will need plenty of practise in this. Ask supervisors to practise with groups, pairs and individuals.

S E C T I O N F I V E

PART THREE

Using the telephone

The telephone is a major hurdle for beginners in another language. Three main points are covered in this Part:

making a call and asking for someone
giving a simple message
answering the phone or intercom and fetching someone

A major factor in telephone usage is confidence. The practical exercise suggested in 5.3.2. is very important in this respect.

5.3.1 ASKING FOR SOMEONE ON THE TELEPHONE

Context: Using the telephone in English is likely to be an alarming experience for your students. The aim of this item is to teach the students to ask clearly for the person they want to speak to, and to know when to give their own name.

Language Function: Asking for someone on the telephone.
Saying clearly who you are.

Structure: Present continuous question with who.

Pronunciation: Practise in understanding and speaking clearly through the distortion of the telephone.

Method:

Present and practise the following dialogue:

Tape Item 50:

(Sound of ringing)

A: Hello? This is 940 1323.

B: Can I speak to Mr Brown, please?

A: Mr Brown? Yes. Who's speaking?

B: Mrs Rodriguez.

A: Who?

B: Mrs Rod - ri - guez

A: O.K. Hold the line, please.

Listen

Listen and repeat Mrs Rodriguez.

Listen and take Mrs Rodriguez's part, using your own name.

Now role play this dialogue, insisting that the caller's name is given quite clearly. Change the wording of the person who answers so that the students learn to respond more flexibly.

5.3.2 PHONING IN TO REPORT SICK

Context: Most hospitals require staff to phone in if they are sick and cannot come to work. Failure to do so causes resentment, as relief workers cannot be organised. This item gives a simple formula for reporting sick.

Language Function: Giving a simple message over the telephone.

Equipment: An extension of the hospital telephone.

Method:

Present and practise the following dialogue:

Tape Item 51:

(Sound of ringing)

Operator:	Hello St.John's Hospital.
Betty:	Can I speak to the Catering Department, please?
Operator:	Yes, just a minute.
Mr Brown:	Hello, Catering Department.
Betty:	Can I speak to the kitchen superintendent, please?
Mr Brown:	Mr Brown speaking.
Betty:	Oh, hello Mr Brown. This is Betty. I can't come to work today. I've got flu.
Mr Brown:	I see Betty. All right. I hope you get better soon.
Betty:	Thank you, Mr Brown. Goodbye.
Mr Brown:	Goodbye.

Listen

Listen and repeat Betty.

Listen and take Betty's part, using your own name.

If the catering department are willing and able to co-operate, station a supervisor by the telephone and get the students to phone the office from another extension to report sick.

5.3.3 FETCHING SOMEONE TO THE TELEPHONE OR INTERCOM

Context: Hospitals differ greatly in this respect. In some places an intercom is an important device where dining rooms and kitchens are separate or on different floors. Find out what the practice is in your hospital before you teach this item, as it may be inappropriate.

Method:

Present and practise the following dialogue:

Tape Item 52:

(sound of intercom buzz)

Voice:	Hello, Manuel?
Pete:	No, it's Pete.
George:	Oh, Pete, can I speak to Manuel please?
Pete:	Manuel, yes. Who's speaking?
George:	This is George.
Pete:	George. O.K. Just a minute, please.

Listen

Listen and repeat Pete.

Listen and take Pete's part.

5.3.4 GENERAL USE OF THE TELEPHONE

Context: More advanced students may be able to cope confidently with the telephone, and may be glad to learn of various services they can use.

Equipment: Telephone directories
A telephone

Method:

Introduce telephone enquiry services by showing students how to dial 123 to get the right time. Lead up to the students gaining enough confidence to be able to ring British Rail to enquire about train times, etc. Introduce the students to the emergency 999 services- fire, police and ambulance. Introduce your local telephone directory and show the students how to find the name and number of the hospital where they work. Only advanced students will be able to cope with this.

S E C T I O N F I V E

PART FOUR

Complaints and grievances

Making complaints and raising grievances is nearly always stressful and difficult, and for those with little confidence in their language ability these situations can be particularly difficult.

This Part aims to give students some of the basic language used for raising complaints and grievances politely; to give students practice in raising grievances, and thus increase their confidence; and to discuss the role of the union and present some of the necessary language associated with the union.

5.4.1 COMPLAINTS ABOUT WORK

Context: The students may sometimes have the need to express discontent, either at work, or outside the hospital. This item aims to give them a means of doing this that will be acceptable.

Language Function: Making a complaint

Vocabulary: Fair/not fair/unfair

Equipment: Pieces of paper with different amounts of money written on them.

Method:

Demonstrate fair/not fair with a pair of students by giving them pieces of paper with different amounts of money written on them:

e.g. Mr X gets 50p an hour.
Mr Y does the same work for 60p an hour.
Is it fair?

When fair has been understood, present and practise not fair/unfair.

Get the students to "buy" from you defective items using their pieces of paper with amounts of money written on them.

Present: Excuse me, I want to complain.
This paper is dirty/This orange is bad/These biscuits are broken. etc.

Get them to complain to you, as the "shopkeeper", about the items they have bought.

When the class has fully grasped:
Excuse me, I want to complain.
Get them to practise in groups.

5.4.2 MEETING THE UNION REPRESENTATIVE

Context: The extent of the union activity differs greatly from hospital to hospital. Use your judgement and your knowledge of the hospital you are working in as to whether or not you use this item. If you have been in touch with the shop steward in the hospital, this might be a good

opportunity to arouse his interest in the class, if he has not attended before.

Vocabulary: shop steward, union, member, subscription, meeting.

If the union is active in your hospital, the vocabulary may be familiar to your students. Some of the terms, however, are likely to need explanation.

Method:

Lead up to the class being able to understand the following tape item:

Tape Item 53:

Shop Steward:	Hello, I'm the shop steward here.
Pete:	Oh yes?
Shop steward:	Are you a member?
Pete:	No, but my friend is.
Shop steward:	I see. Do you want to join?
Pete:	Yes please. What do I do?
Shop steward:	You fill in this card.
Pete:	Yes, O.K.
Shop steward:	And it's 14p a week.
Pete:	Is that all?
Shop steward:	Well no. We want you to come to our meetings.
Pete:	I see.
Shop steward:	Hope you'll come to our next meeting. It's on Tuesday.
Pete:	O.K. Thanks.

Listen

Listen and repeat Pete's part.

Follow this dialogue with a discussion on the union in your hospital. Elicit the name of the shop steward, and talk about the kinds of problems that can be taken to the shop steward by union members.

5.4.3 I THINK MY PAY IS WRONG

Context: Problems with pay frequently occur, and the overseas worker often finds it difficult to explain the problem and put over his case. Discuss this item first with management, and invite an appropriate person to the class when you teach it.

Language Function: Raising a pay problem
Giving reasons

Method:

Present and practise this Tape Item:

Tape Item 54:

Pete:	Can I talk to you for a minute, Mr Brown?
Mr Brown:	Yes. What's the problem?
Pete:	I think my pay is wrong.
Mr Brown:	Really? Let me see your payslip.
Pete:	Look. It says three hours overtime. But I worked eight hours last week.
Mr Brown:	Did you?
Pete:	Yes. I worked one hour on Monday, and two on Tuesday.
Mr Brown:	That's three hours.
Pete:	And I worked on Thursday, my rest day.
Mr Brown:	Oh yes. Quite right. O.K. Pete. I'll see to it.
Pete:	Thanks, Mr Brown.

Listen
Listen and repeat Pete's part.

Now expand this dialogue in free role play, getting students to bring up queries over pay they may have had. Insist that students give clear, comprehensible reasons for querying pay. Don't relax your role as a tough questioner too soon, as students need experience in coping with what can be, for many, a stressful situation.

SECTION FIVE

PART FIVE

Housing

Housing is perhaps the biggest single problem that overseas catering staff face outside the place of employment. The problems of the students in your class may be very varied, and you will have to freely adapt these items to suit their particular needs. If your students have housing problems, you will have to find out some specific information about the situation in your area, collecting the addresses of the Rent Officer, the local Housing Aid Centre, Citizen's Advice Bureau and Legal Aid Centre, so that you can give the students specific information on where they can receive help.

5.5.1 WHERE DO YOU LIVE?

Context: This item revises previous work from earlier items (1.7.1., 3.6.1.) and presents some of the basic terms needed in any discussion of housing.

Vocabulary: Hospital residence; bed-sitter; furnished/unfurnished flat; landlord; tenant; rent; repairs

Method:

First revise the questions:

Where do you live?

What's your address?

and elicit the correct responses, insisting on very clear pronunciation, and, where necessary and possible, getting students to spell out their addresses.

Now present the basic terms of housing as follows:

Betty lives at 10 Grove Road.

She has an unfurnished flat with two bedrooms.

She is a tenant.

The landlord's name is Mr Drew.

She pays rent every week.

Mr Drew does the repairs on her flat.

Present also furnished flat, bed-sitter, hospital residence, own house.

Ask the students about their accommodation. Get them to ask each other:

e.g. Do you live in a furnished/unfurnished flat/bed-sitter/your own house. etc.

If any students are reluctant to talk about their accommodation, do not press them.

5.5.2 TROUBLE WITH THE LANDLORD

Context: For many overseas workers housing is a pressing and recurring problem, and many may have trouble with the landlord. This item attempts

to explain to students some of their legal rights over housing, and to give them some of the strategies they need to cope with housing problems. Do not bother to teach this item if your students are not interested in it and seem to have no housing problems.

Language Function: Understanding your rights.

Structure: If + conditional clauses

Method:

The language of legal rights is difficult, but students are likely to understand simple explanations, as many will have had first hand experience, and will thus be highly motivated. Encourage students at each stage to talk about difficulties they may have encountered themselves over accommodation, and adapt the item according to your students' particular situation.

Present the following:

Your landlord cannot put up the rent as he likes. It is illegal.
If your landlord puts up the rent, go to the Rent Officer.
(give the appropriate address in your neighbourhood)
The Rent Officer can help you get a fair rent.
This will cost nothing.
The landlord cannot just tell you to leave. It is illegal.
If the landlord tells you to leave, go to the Housing Aid Centre or Law Centre (give the right address).
The landlord must do the repairs.
If the landlord does not do the repairs, go to the Housing Aid Centre.
If the landlord is making trouble, go to the Housing Aid Centre.

If students find this very difficult, get those with more comprehension to explain in their own language to the others. Then go through the material again in English.

5.5.3 TALKING TO THE RENT OFFICER

Context: An interview with the rent officer to complain about a raised

rent. This item draws on previous work on raising personal problems of Parts Two and Four of this Section.

Language Function: Explaining a problem
Seeking advice

Structure: What must I do?

Method:

Present the following tape item: Explain that it consists of an interview between Pete and the Rent Officer.

Tape Item 55:

Rent Officer:	Good morning, can I help you?
Pete:	Good morning. It's about my landlord.
Rent Officer:	What's the matter?
Pete:	He wants more rent.
Rent Officer:	What do you pay now?
Pete:	£15 per week.
Rent Officer:	Is it furnished or unfurnished?
Pete:	Furnished.
Rent Officer:	How many rooms?
Pete:	Kitchen, sitting room, bathroom, 1 bedroom.
Rent Officer:	How much does the landlord want?
Pete:	£25 per week. What must I do?
Rent Officer:	You can go to the Rent Tribunal. They will fix a fair rent. Then your landlord cannot change it.
Pete:	I see.

Listening only.

Continue with free role play, yourself taking the part of the Rent Officer and insisting on clear answers to your questions.

S E C T I O N F I V E

PART SIX

Planning a social event

The material in this section is culturally loaded towards European or Westernised students. Select and adapt as necessary for those from different cultural backgrounds.

5.6.1 INVITATIONS

Context: Any social event in or outside the context of work.

Language Function: Giving an invitation

Structure: Present continuous for future meaning

Equipment: A printed invitation for a wedding etc.

Method:

Select from the following alternative types of invitation the ones most suitable for your students, present and practise them.

We're having a party on Saturday. Would you like to come?
My daughter's getting married next week. Would you like to come?
We're going to a film tonight. Would you like to come?
We're going out for a drink. Would you like to come?

Practise in pairs and groups.

Present a printed invitation and explain what it means, RSVP, how to reply etc.

5.6.2 PLANNING A SOCIAL OCCASION

Language Function: Making suggestions

Structure: Let's

Vocabulary: Entertainment terms, band, decorations, disco etc.

Method:

Present and practise the following dialogue:

Tape Item 56: (for listening only)

Pete:	Enrico's going home soon. Let's have a party.
Everyone:	Good idea. Yes, why not, Great! etc.
Voice 1:	Let's have a band.
Pete:	Too expensive. We'd better have a disco.

Voice 2: Where can we have it?
Pete: How about the social hall?
Voice 2: It's too dark.
Pete: Let's decorate it then.
Everyone: O.K. Yeah. Good idea.
Voice 1: What about the booze?
Voice 2: We can make a collection and then get some wine...
Voice 3: .... and some whisky...
Voice 1: .... and some gin...
Voice 2: .... and some beer...
Pete: .... and some martini....
(voices fade)

Structure a discussion following this dialogue around:

1. Any future party projected in the hospital
2. Any family or personal event planned by a member of the class

Get the class to offer suggestions for a projected party (real if possible). Encourage them to use let's and we can as introductions to their suggestions.

5.6.3 DESCRIBING A FUTURE OCCASION

Context: Social conversation

Language Function: Describing a future occasion

Structure: going to

Method:

Describe a forthcoming holiday to the students in simple terms, using going to.

Example: I'm going to have a holiday soon.
I'm going to stay with my sister.
She's going to take me to her in-laws.
We're going to visit old friends etc.

Encourage the students to describe their forthcoming holidays. If they have no holidays planned, encourage discussion of forthcoming days off, or special occasions.

5.6.4 A PARTY

Context: Any party or social occasion

Language Function: Relaxed, informal conversation

Method:

Present the following Tape Item:

Tape Item 57: (for listening only)

(Noise of party going on, loud voices, music, laughter and clinking glasses with the following sentences coming through clearly)

Hello, what's your name?
Would you like a drink?
Oh, you look lovely this evening!
Let's dance.

Make sure the students have heard and understood the important parts of the tape item.

Where the general atmosphere of the workplace permits, suggest to supervisory staff that the final lesson of the course could include a small social gathering of those who have taken part and those in the hospital who have shown a positive interest in the course. In some places, tea or drinks could be laid on.