

English in the Laundry

TEACHER'S HANDBOOK

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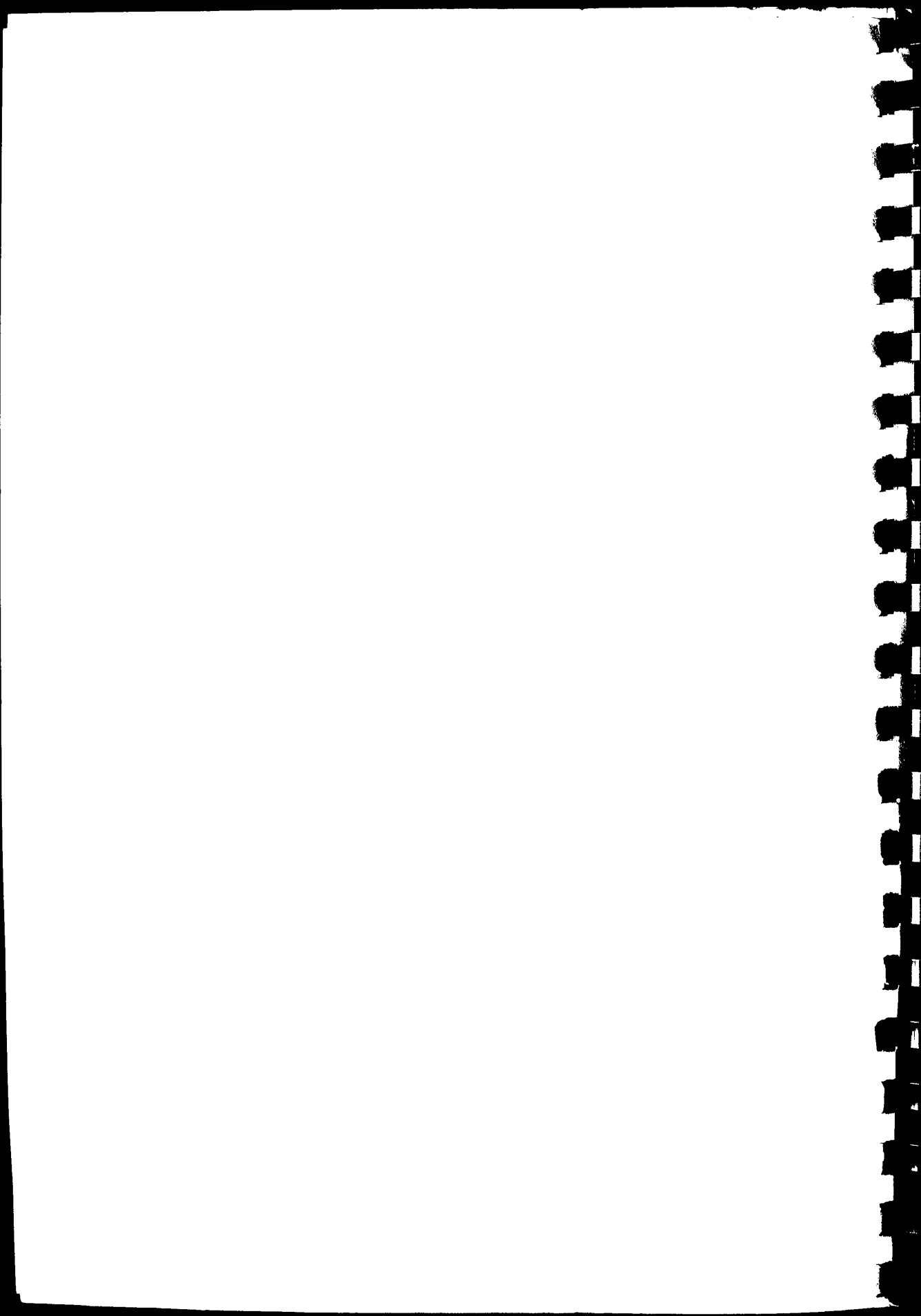
An English language training course  
for  
overseas staff in hospital laundries

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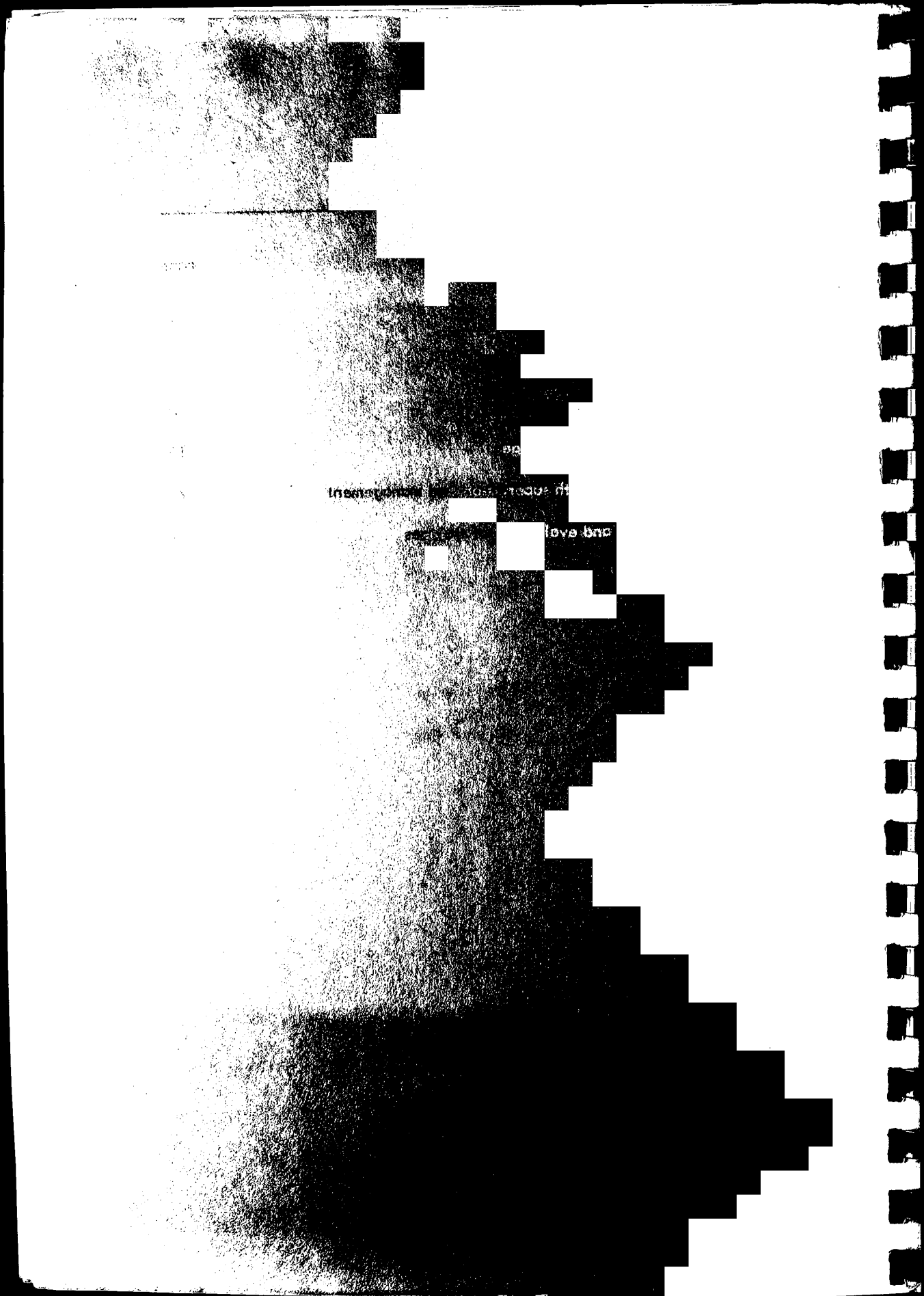




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## 1 INTRODUCTION

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### The situation for the foreign worker

Many hospital laundries in Britain employ workers from overseas.

These people have in common low levels of education, low levels of English, long working hours and lack of contact with British society. The most crucial element in their general ability to work well and to live happily in Britain is their knowledge of the English language. Lack of English, particularly with Southern Europeans and Asians, leads to:

isolation for the foreigner,  
frustration for supervision and other workers,  
general reduction in job performance and  
job satisfaction for everyone.

Our concern then is to tackle the real problems of communication and social integration.

### The benefits of language training

For the hospital - to develop laundry staff to their full potential and thus improve laundry service.

For the laundry worker - to learn the English needed to be an efficient, flexible and sociable member of staff and in the process to develop the confidence to make contact with British society in general.

For the teacher - to teach a group of English language learners who cannot for reasons of confidence or time attend classes outside the work place. To be able to teach not just linguistic skills but to see them transformed into communicative skills (a rare opportunity).

### The aims of the course

The course is designed to be taught:

- a) in the hospital
- b) in work time

- c) with cooperation and participation from supervision
- d) for an intensive but limited time (about 50 hours in 45 minute daily periods).

With this in mind, the course has two principal aims:

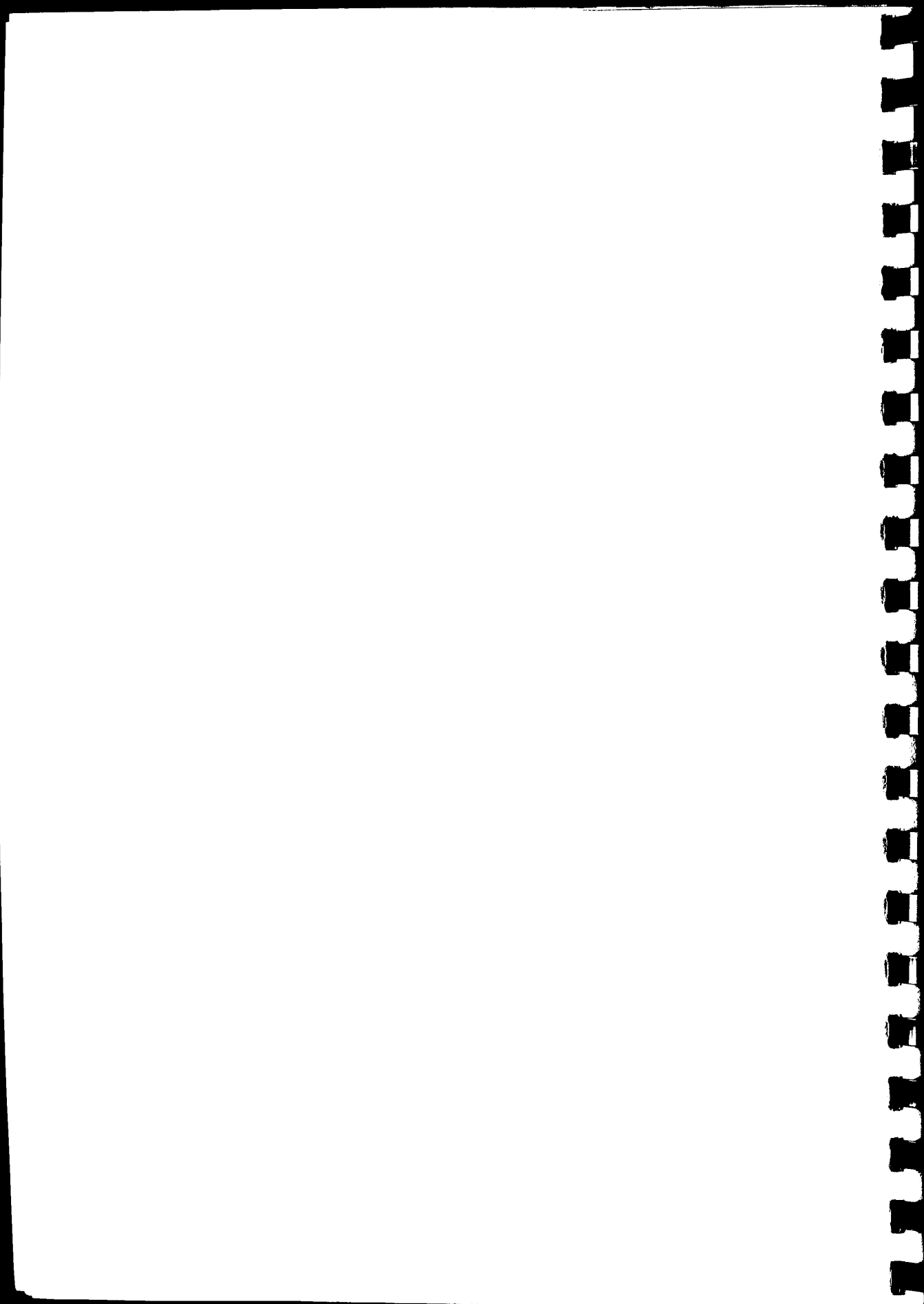
- a) to teach the English the learner needs for his immediate job, and to enable him to communicate more freely about the work situation in general and so to become a more flexible worker able to take more responsibility.
- b) to teach the English needed for simple social contact within the work place between the learner and native English-speaking workers. This is essential for good industrial relations and also for attractive working conditions for employees of all origins. And besides, communication being social, aim (a) cannot be achieved without aim (b).

These aims are functional and confined to the place of work. However, the wider aim of equipping a foreigner to live in Britain is achieved indirectly because for the majority of Asians the place of work is the primary place of adjustment to English society. Once the foreigner has the knowledge and confidence to communicate successfully at work, his ability to do so elsewhere will quickly follow.

Operating upon these aims (a) and (b) are two severe constraints. The amount of time available is extremely limited in terms of the time normally required to learn a foreign language. Secondly, the course is being taught inside the work place, where management and non-participants will often expect very quick and unrealistic results.

On the other hand, an in-company course offers one enormous advantage compared with orthodox part-time courses: all the learners want English for the same purposes, and in the same situations. This enables the teacher to provide fairly precisely the English the learner needs, and for the learners the opportunity exists for immediate and sustained practice and reinforcement.

The course is almost entirely in spoken English because of the short time normally available, but limited literacy is taught for alphabetical laundry marks, names and laundry lists.



## 2 THE CONTENTS OF THE COURSE

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The teaching materials are divided into five sections each designed to last approximately two or three weeks of an intensive course. Each section has its own contents and introduction. The reader who wants to familiarise himself with the material, should now look at these.

Section One is intended to build up the learner's confidence (probably lacking because of extended failure to communicate successfully in English), to familiarise the learner with the language teaching methods used throughout the course, and to establish certain basic structural patterns of English. The methods of the course may be rather unexpected to those learners who have been accustomed to sitting passively in very large classes throughout their school life, and there are added difficulties for any learner when purely oral methods are used. Thus the items in this section are simple and many have been chosen because they will already be familiar. The learner begins to actively use English which he has probably been familiar with passively for some time. This will result in outwardly fairly dramatic progress, which in turn greatly increases the learner's confidence and ability to come to grips with new and more difficult material.

Section Two exploits and extends the language of the previous section in more realistic laundry situations. Tape dialogues are introduced for the first time containing characters who work in a laundry.

Section Three introduces the learner to much more complicated and realistic verbal situations in which he has to think out his response. This section deals with situations which involve a combination of behaviour, concept and language any of which may be unfamiliar.

Section Four is entirely about the work place of the learner and his job. Some of the content has to be prepared by the course teacher and gathered in the individual

laundry. This section is intended to bring home to the learner how applicable the English he is learning is to his work situation, how he can apply the same English in a variety of situations, and also how a variety of English can be used in the same situation.

Section Five moves the learner on to the role of initiating conversation in both work and social situations. Many of the situations are also ones from which serious communication breakdowns arise between English speakers and non-English speakers: mistakes on the job, and cultural and social misunderstanding.

We have found it reassuring to the students and useful to supply them with summary notes of the main points in each section after they have completed the section. Some students on such a course can already read English, and others can get a relation or friend to go over the notes with them. The printed word is an important symbol of education and, although it would be impossible to teach reading and writing in the time available, the notes are a small gesture.

In designing the content of this course we have given the highest priority to exploiting the advantage of a common need and situation amongst the learners. This has far outweighed for us the importance of trying to cover a theoretical grammatical syllabus of elementary English.

Because of the extreme limitations of time available for an in-company course, our aim in selecting language content has been to provide the learner with the minimum English he needs to get by in the basic situations selected. As an immigrant, and therefore in a basic language learning situation at work, the learner should then be in a position to continue to progress after the course has finished. Assessments made some months after the pilot course finished proved that this happens.

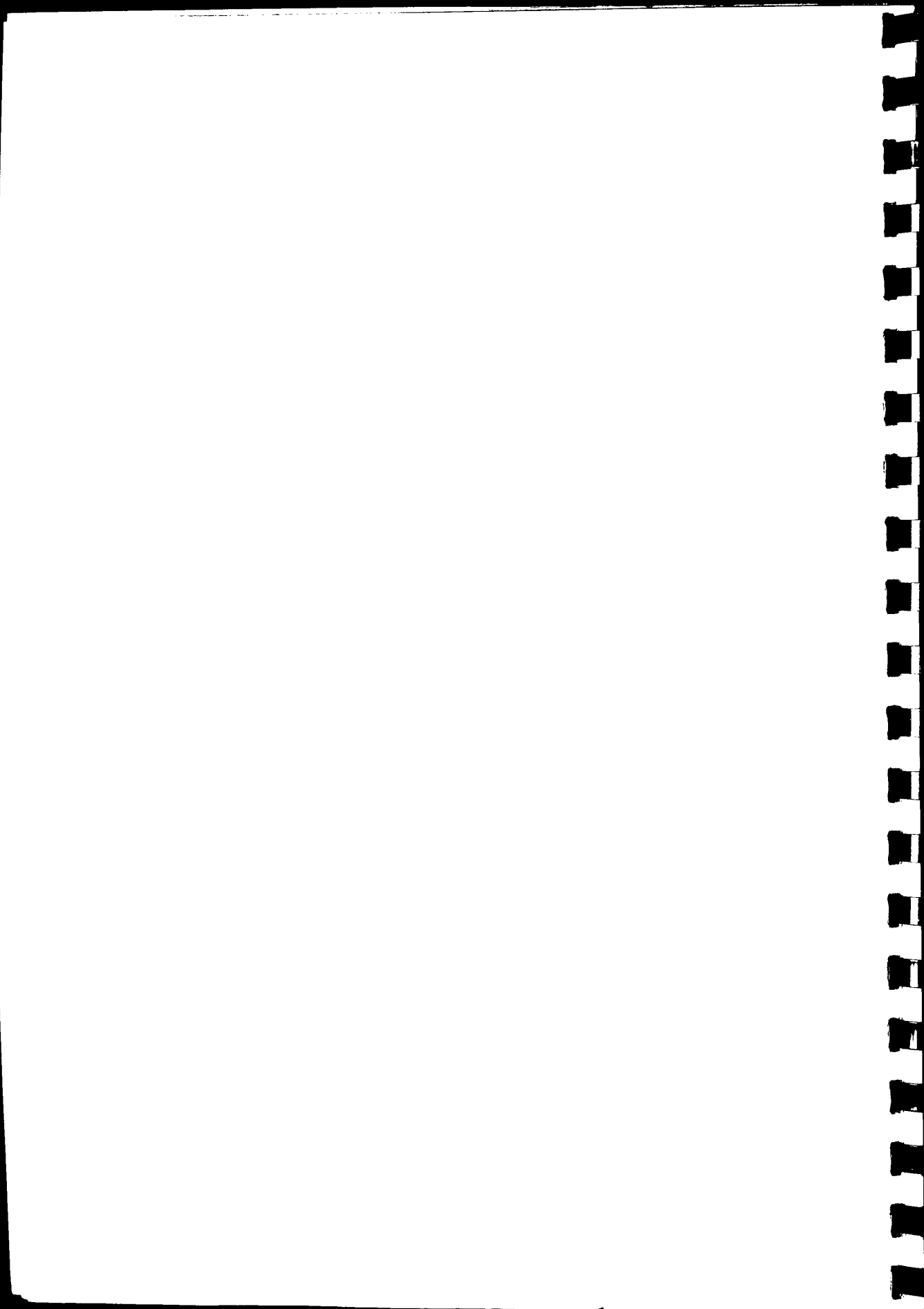
It is probably clear to the reader that we do not entirely accept the standard argument for the paramount importance of structural drilling for the purposes of



teaching foreigners at work in Britain. This acquisition of an orderly stock of structures is the basis of most 'structural' and 'situational' teaching of English as a foreign language. There are many important respects in which foreign workers are quite different from the type of learner for which this approach was evolved:

- a) They are already successfully using English to some extent, however inaccurately, and their passive knowledge of English may be fairly extensive.
- b) They severely lack confidence about learning English, having probably been in Britain for several years.
- c) They are living in Britain.
- d) They often lack educational background.

In this situation, we consider motivation and application should be more important in determining contents, order and methods than structural factors.



### 3 METHODOLOGY

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The teaching and learning methods used in the course have been determined by the following factors:

- a) This is entirely a course in spoken English - no written materials are used as an essential general part of it. The written materials are only for very limited purposes.
- b) The learner will be quite unfamiliar with modern British teaching methods.
- c) Many learners will lack confidence and will already be convinced of their inability to learn English after repeated failure.

Section One is largely concerned with introducing the learner to the methods of the course and overcoming factors (b) and (c). The main methods which learners must initially become familiar with, and disciplined in following, are:

- a) Language practice on their own in groups of three or four.
- b) Carrying out activities with laundry items or other objects in response to verbal instructions.
- c) Accurate listening and repeating of material on a tape.

There are also a number of games and other 'fun' activities to develop an atmosphere of relaxation and informality.

As in any language course, much preparatory class work and initial presentation of material relies on the teacher. Often fairly detailed suggestions are given for this work, but a teacher will need to supplement them or prefer to think of his own way.

Practice and exploitation of the material relies very heavily on the methods mentioned above. We do not consider the course can be used with maximum success unless these methods are followed. An individual teacher may come to the course with a dislike of any of these methods of language teaching, but as they are integral to this course we would urge the teacher to give them at least an honest try. The rationale behind these methods is explained below.

### Group work

By group work is meant a period of time during a lesson when the class is divided into groups of three or four learners who practise amongst themselves language items which have been initially presented to the class as a whole and sufficiently practised for the majority of the class to have grasped the material accurately. (Examples: Items 12, 70-71)

A very large number of items in the course, particularly instructional language, short dialogues and question and answer sequences 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 sufficient variety of material or examples in these items to hold the interest of the entire class. For example, the questions in Item 28 about learners' families illustrate this. If the teacher practises these questions by getting students to ask him (the teacher) all the time, the class will become very bored by hearing the same answer each time:

Where does your husband work?

What time does he arrive at work?

A teacher will feel that the natural way to avoid this is to change elements in the question keeping 'Where?' and 'What time?' constant. Certainly, wider practice is needed, and is provided in the course. But, by giving it at this stage, the teacher increases the learning load and the memory load (since there is no student's book). By doing this he is extending the length of the course, or excluding other items which may be more important. Teachers are used to teaching on the assumption that however long is needed to master something the learner has time. But any in-company course has a very strict time limit and clearly defined goals. The way around this particular lack of variety is for students to ask each other the questions and it is more pleasant and much more economic of time to do this in small groups than across the public classroom.

More importantly group work means that all the class are directly involved in the work; it is far more difficult to be a passenger in a group of four than in a class of sixteen.

And the quantity of practice is greatly multiplied, because instead of the teacher and one student speaking, in four groups there are a total of eight students speaking at any one moment.

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 always successfully used it from the start and as a means of building the type of confidence that a student must acquire from the outset if he is to start using on his own the English he is learning.

Learners must be weaned away from teacher-centred learning and towards accepting the more active role for themselves essential for learning spoken English. Group work forces this upon the learner. Group work also helps to overcome the shyness that foreigners often 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 stress situation which does not encourage easy practice.

#### Setting up group work

Since group work will be unfamiliar to the students, when introducing it, one group should be organized first by the teacher with the rest of the class observing, so that they see what they have to do. It is also often a good idea to divide the best students between groups so they can take a lead in organizing the work, although other factors such as departments and friendships must also determine group membership. The other essential for organizing group work is to make sure the language material given for group practice at the beginning is easy and short. It is sufficient 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 this material. This fact needs to be remembered when physically arranging the classroom.

#### Practical activities

An initial difficulty which faced us in planning these course materials was how to produce sufficient variety and opportunities for relaxation in an entirely spoken English course. The normal way to achieve this in a language course is to break up oral work with some reading and writing.

One solution has been to introduce regular items in which, at least initially, students only have to listen and then carry out practical activities with objects borrowed from the laundry. The handling of these familiar objects gives a break from purely verbal tasks even though the student is still having to listen accurately to English. (Example: Items 12, 37)

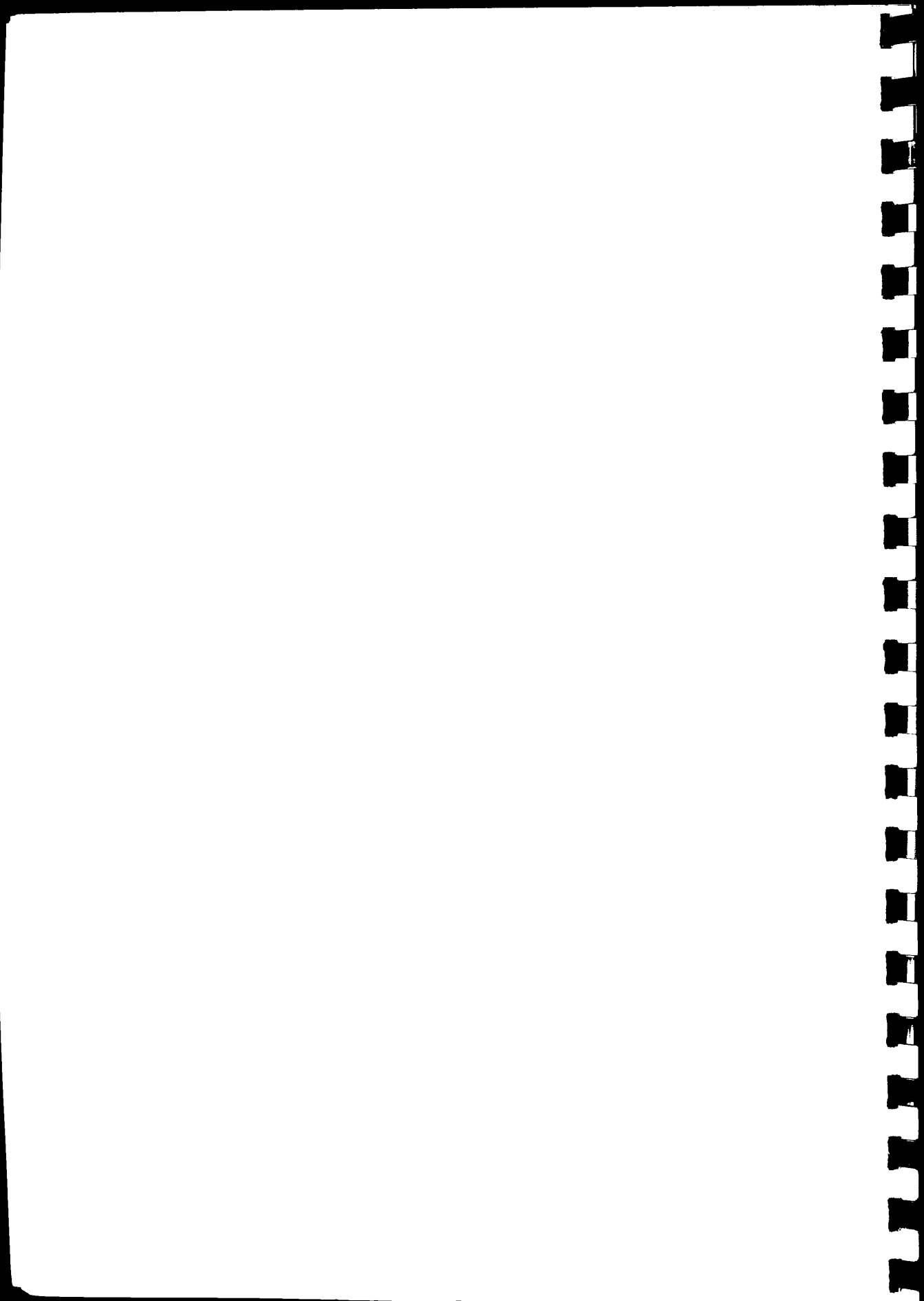
A second reason for this type of item is that the student needs to develop accurate understanding of language (particularly instructions) which requires a non-verbal response, in other words, practical action.

#### The tape recorder

Tape recorded items serve three main purposes in this material.

- a) To provide ear training with a variety of native-speaker voices. It is actually more difficult to listen to a tape recorder than a person because of the removal of all gesture and visual cue, and because there is an inevitable degree of distortion. The use of tape recorded items from the outset, even if the material could be provided by the teacher, trains the learner in the effort and concentration that accurate listening demands.

- b) To provide a variety of context and realism which the teacher alone cannot create in the classroom. This is done mainly in the form of dialogues set in a laundry.
- c) To introduce students to factors of personality, implication and mood which form a very important aspect of comprehension of meaning and an individual's use of language. This is the reason that the dialogues contain a set of permanent characters who have fairly clear differences of role and personality.





#### 4 HOW TO USE THE PACKAGE

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##### 1. Sections one to five

Each of the five sections of the course is divided into a number of parts each of which is based on a single topic. The sections are of progressive difficulty but within each of the five sections it is not intended that every item should be taught in sequence. The teacher should mix items from the different parts to give an interesting variety of subject matter and type of work in each lesson. We shall return to this point below.

In addition some teaching items require adaptation or complete re-writing according to the individual laundry.

##### 2. The tape

In addition to the items provided on the tape, some additional recorded material needs to be prepared specially by the teacher as indicated in each section.

Fairly detailed instructions are given in the text on how to use the recorded items. It is suggested that use is made of choral repetition simply because this is such a time-saving means of preliminary practice. If this choral work is to be of value, careful training is needed at the outset.

The dialogues are recorded three times for a three-phase use:

- 1 listening
- 2 repeating individually and chorally
- 3 filling in one part (blanked) against the other parts of the tape

This third use is often difficult for students and teacher to grasp. In fact very clear guidance is needed from the teacher or it will break down. This means the teacher must show conviction in the method from the outset or it may become unworkable.

This would be a pity because it is only in this third phase that the student has to make a thoughtful and realistic response.

### 3. Flashcards

There are three sets of flashcards provided in the package to be used as indicated in Sections 1 - 5.

### 4. The slides

There are two sets of slides available on loan from the King's Fund Centre. Slides one to eight are to be used as indicated in Section 1. Slides B one to sixteen are used to present a series of work and social situations which it would be difficult to put over successfully in another way in the classroom. They are to be used as indicated in Sections 2 - 5 of the course. The slides are an integral part of the course, and it is strongly recommended that they are used. We have found that slides in the classroom are much appreciated and make a strong impact.

### 5. Lesson planning

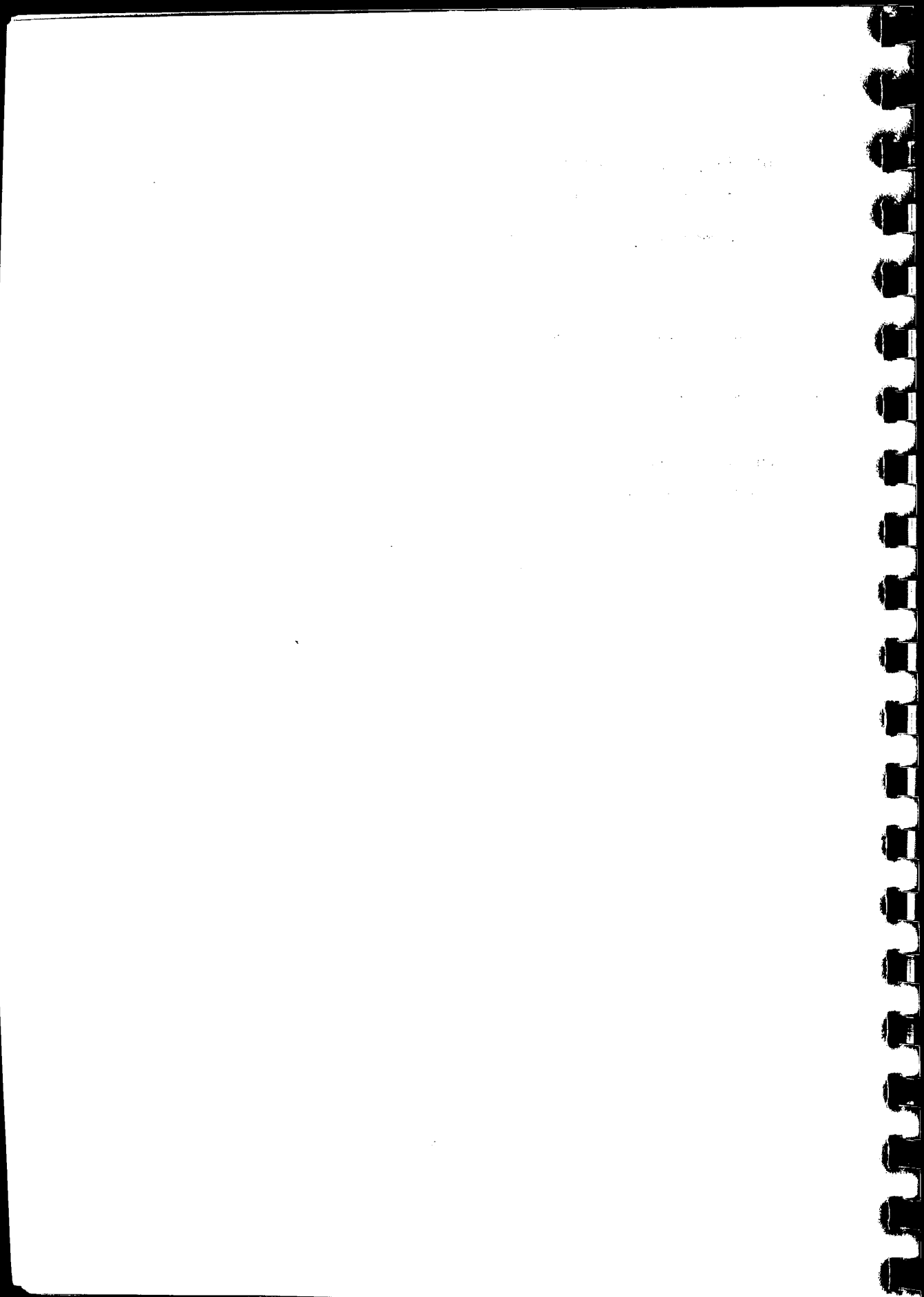
Everything so far mentioned argues for pace and variety in organizing an in-company course. Certainly the amount of basic language contained in these materials can only be covered if the teacher maintains a fairly relentless pace and steadfastly refuses to be delayed by inessentials. We would further argue that the materials contained here represent a basic minimum for a learner to start communicating successfully at work.

Lesson plans should be based on three main assumptions:

- a) Any important item should occur in at least three lessons to assure thorough presentation, practice and reinforcement. Each time for a period of 5-15 minutes. Students are not therefore expected to master it in the first lesson.

- b) There is extensive built-in revision in later items. This means a particular point does not require total mastery when it first occurs in the course.
- c) A teacher will spend a couple of days revising earlier items from time to time.

These principles of lesson planning may look as if they will lead to scrappy lessons. But the use of many varied items for a short time each is quite deliberate, and there is nothing scrappy about the curriculum when viewed over a period of several weeks. This type of scheme presents the learner with constant variety of content and activity which maintains a high level of interest and concentration. This type of scheme also makes great demands on the teacher in terms of pace. He really has to keep himself moving to stick to short times and needs every aid and piece of equipment ready to hand.



## 5 RELATIONSHIP WITH SUPERVISION AND MANAGEMENT

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A thorough understanding of the laundry is needed in order to judge what the objectives of the course should be in language learning terms and the likely long-term benefits for the hospital.

The teacher must also build up an understanding of the attitudes of English-speaking people including supervision, and the stresses and tensions of the work place.

Finally, the teacher must judge the actual level and needs of the foreigners who will attend the course, and select a reasonably homogeneous class.

We suggest a teacher should investigate a laundry in the following way:

- a) close observation of the work, equipment, process and organisation involved
- b) discussion with relevant members of management and supervision.

Most people cannot talk in much detail or with understanding about communication problems. For this reason always ask for examples. Even in a laundry which recognises a language-communication problem, there will be people who do not see it.

When conducting your investigation, lead off with general questions such as:

'Do you have people who don't know much English?'

'Does it interfere with their work?'

then let the person you are talking to talk on unprompted for a while. The following areas are often worth probing because they may represent particular areas of difficulty and ones which a language course could overcome:

- a) Do they require closer supervision?
- b) Have they less job-flexibility?
- c) Do you have to use interpreters? (How often? How much time is wasted?)
- d) Is labour turnover high?
- e) Are there safety problems?

- f) Are there aspects of the job to do with waste, quality, appearance, that it may be difficult to put over?
- g) Are records accurate?
- h) Are there misunderstandings with native English-speakers?
- i) How well is the overall process grasped?
- j) What happens when there are breakdowns and emergencies?
- k) Are there good operators who cannot progress?
- l) Is less initiative shown than you would like to see?
- m) Does your training assume a certain level of English?

What happens in the classroom is only one half of the teaching situation on an in-work course, the other half is the work situation itself. There are two main approaches to influencing the learner in his use of English when he is actually working. First the teacher should visit every student at least once a week at his job. A variety of things can be revised then in the real situation, and often, where equipment and machinery is involved, actual teaching can most effectively take place at work or in the office. Secondly the teacher can get the native English-speakers to talk to the learner and give an opportunity to practise what has actually been taught. First priority should be given to influencing chargehands and supervisors because they will influence others and they are often essential people for all operatives to communicate with.

Chargehands and supervisors should be visited once a week and asked to report on the progress of their workers who are on the course. The best way of getting effective cooperation is to give a weekly summary of the work done to the chargehand or supervisor along with suggestions on how it can be practised. Specific tasks for checking-off can also be given.

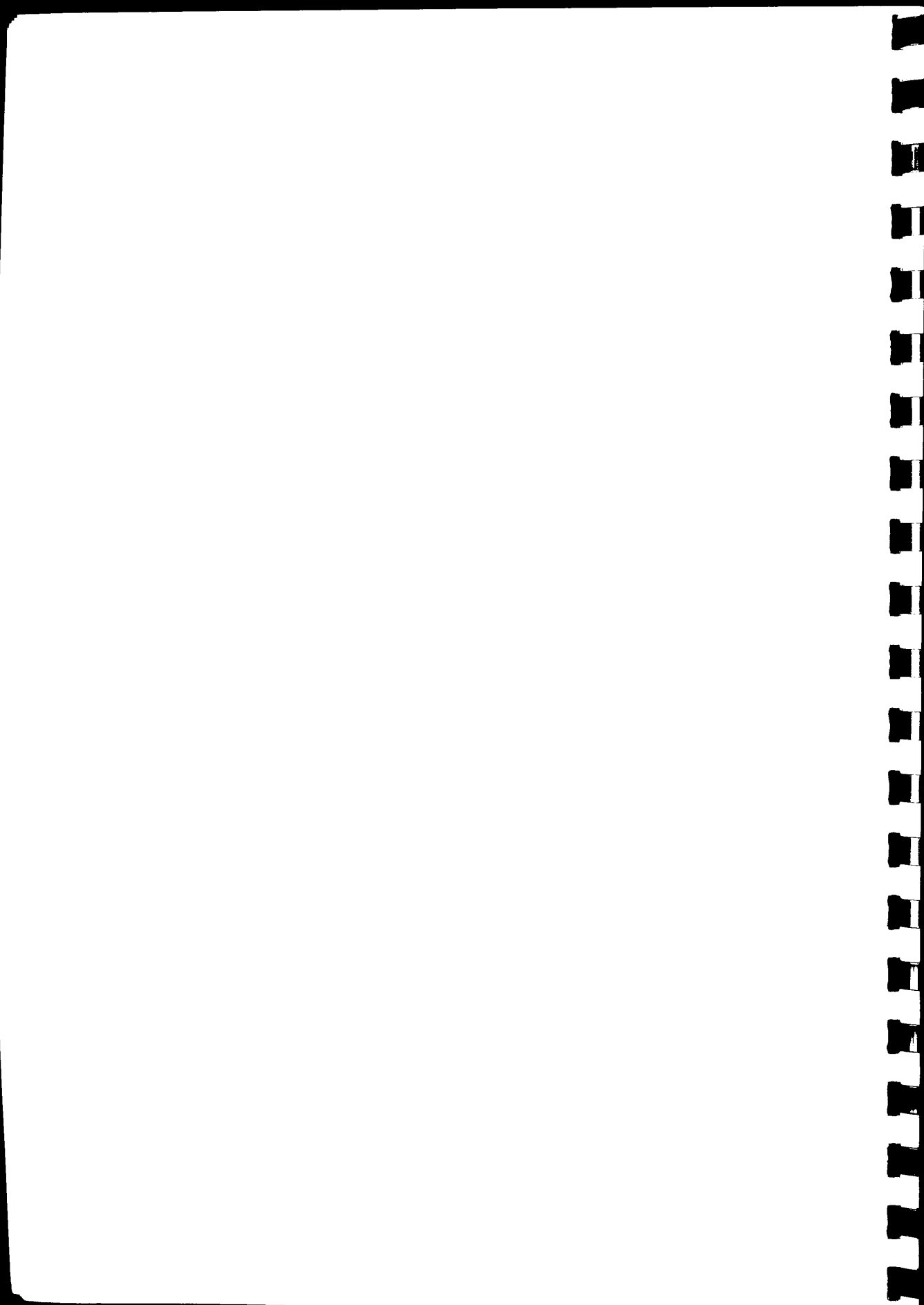
There may be initial reluctance by chargehands and supervisors to become involved, but most people will respond if the teacher perseveres. For some people, the language training will provide a source of real interest once they become involved. Chargehands and supervisors should be persuaded to drop in on classes, and special briefing sessions will also be necessary if their full cooperation is to be secured.

A language course presents a unique opportunity to give supervisory staff some permanent understanding of communication and cultural factors - an understanding which is essential to effective and fair management of a mixed workforce. This is something which will have a much wider effect among employees than just upon the course participants. It will affect all the foreigners, present and future, who are employed in the laundry and the hospitals ability to get the best from them.

A useful working relationship with supervisory staff should have been built up during the preparatory stage before teaching starts. But we think it is most useful to run a formal briefing about the course as soon as it starts.

This is best provided as one seminar of  $1\frac{1}{2}$  - 2 hours. All chargehands, supervisors, instructors, department managers and other staff who have any direct responsibility for course participants should be involved. We have found the following scheme an effective approach to the briefing session:

- a) Introductory remarks
- b) The present level and performance of trainees for the language course.  
Play some tape interviews (see selection below); discuss likely effect of this level of English on a person - disguising, guessing, uncertainty, etc; ask them to imagine working in a foreign country with this level of the language. To achieve improvement there are three problems:
  - a psychological problem
  - a behaviour problem
  - a learning problem
- c) Overall analysis of communication needs and difficulties arising from the investigation.
- d) Some examples of communication breakdowns, their nature and how they can be overcome.
- e) The content of the language course and why  
Very brief summary of contents; play or demonstrate some teaching items.
- f) The methods of the course and why
- g) The contribution of supervisory staff  
Practice and reinforcement in department; attitudes and encouragement; other practical suggestions. Explain summary sheet for first week and how it can be utilised.
- h) Realistic expectations and results  
Likely profile of learning; continued use of first languages.





## 6 SELECTION AND EVALUATION OF TRAINEES

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### Selection of trainees

The obvious aim is to select a class which is reasonably homogeneous in terms of initial knowledge of English and have similar English language needs. At the same time the learners must represent the main level of communication problem which exists in the laundry.

The hospital may want to take into account factors other than language in giving employees training so that any final list must be decided after further consultation with management and supervision. But the class organiser should also reserve the right to exclude any individual from the course. We have found 12-16 learners about the right size for most types of in-company course. If the course is held during working hours, numbers tend to be on the smaller side because of difficulties in releasing a larger number of people at once.

Another important reason for formal language assessment tests before starting a course is that the results of the tests will provide a standard for measuring how much progress individuals have achieved by the end of the course. This is essential both from an academic point of view and to demonstrate to the hospital what has been achieved. The whole of the pre-course and post-course assessment tests need not be the same, but there should be several identical items in both.

An assessment test suitable for this purpose is available from the King's Fund Centre. This is the English Language Assessment Interview for Hospital Ancillary Staff cost £2.

Normally in language teaching it is impossible to go beyond a formal test of certain areas of linguistic performance. However, an in-work course offers a unique opportunity to investigate more fully the real language behaviour of the learner and thus to find out how far the individuals and the laundry have benefitted.

The following is an outline of the main ways in which we have found it feasible to evaluate the results of in-company language training.

1. Improvement in English of learners

One of the clearest ways of evaluating progress in learning English is to administer again some of the items in the English Language Assessment Interview as part of the final evaluation. But the final evaluation test will also need to include a number of new items specifically related to the content of the language course.

The problem arises of how to present results of such an evaluation test in a meaningful way for any outsider. Each student is rated on a four-point scale on the basis of his test results as follows:

- no change
- a little improvement
- fair improvement
- substantial improvement

This rating is given under a number of relevant headings..

2. Post-course language assessment administered by supervisors

This sets out to measure a student's ability to use his new English when required in the course of his work. Improvement in this respect is more important as a measure of real progress than the results of a formal assessment interview.

The chargehands and supervisors in closest daily contact with students are asked to administer a six-item assessment the week after the course finishes. Questions are asked when the appropriate opportunity arises in the normal course of the job so that the student is unaware he is being assessed. In all cases it must be agreed with the chargehands and the supervisors that none of the students could use the particular language items involved before the course started.

3. Supervisor and chargehand reactions to the progress of students

A thorough evaluation of improvement in a student's ability to communicate in his work place and the effect of this on his level of efficiency could be immensely

complicated and time-consuming. The only practical way to try to judge it is to ask for the opinion of each student's immediate boss.

The following questionnaire should be administered informally within a general and discursive chat:

- a) 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
- b) Has X made a special attempt to speak to you and his English-speaking fellow-workers?
  - 1 none
  - 2 a little
  - 3 medium effort
  - 4 a lot of effort
- c) As a result of the course do you consider X a more useful and flexible worker?
  - 1 about the same
  - 2 more useful and flexible
  - 3 a lot more useful and flexible.

Of course, these questions do not touch upon many areas in which there might be significant improvement, and the informal discussion should range more widely.

#### 4. Other possible effects of language training

In some cases language training can also affect the following factors:

- a) Tension and frustration between English speakers and non-English speakers.
- b) Drift away from the company of English workers.
- c) Suitability for further training.
- d) Impediments to up-grading and promotion.
- e) Labour turnover.

These factors can be very serious in terms of personal relationships, misunderstandings and grievances.

#### 5. Further follow-up

If all these factors are evaluated immediately after the course, a measure of the immediate impact of the course on the laundry is made. But for a measure to be

taken of long-term effects, the evaluation needs to be repeated, perhaps after six months.

Perhaps more importantly, this type of post-course evaluation shows management what has been achieved, and steps must be taken by the manager himself to make sure the benefits are reaped in terms of greater efficiency and better personal opportunities.

Our own follow-up evaluations have been very encouraging because they have shown substantial continuing improvement in usefulness and efficiency which resulted from the improvement in communication during the course.

As a form of constructive follow-up and further work, we have experimented with fortnightly visits to students after the end of the course. At each visit students are given a task which is checked on at the next visit. The following are some examples:

- a) Find out the names of five new things in the laundry.
- b) Speak to two English people in the laundry and find out:
  - 1 Where do you live?                      3 What time do you start work?
  - 2 How do you come to work?      4 In which section do you work?

English in the Laundry

SECTION ONE

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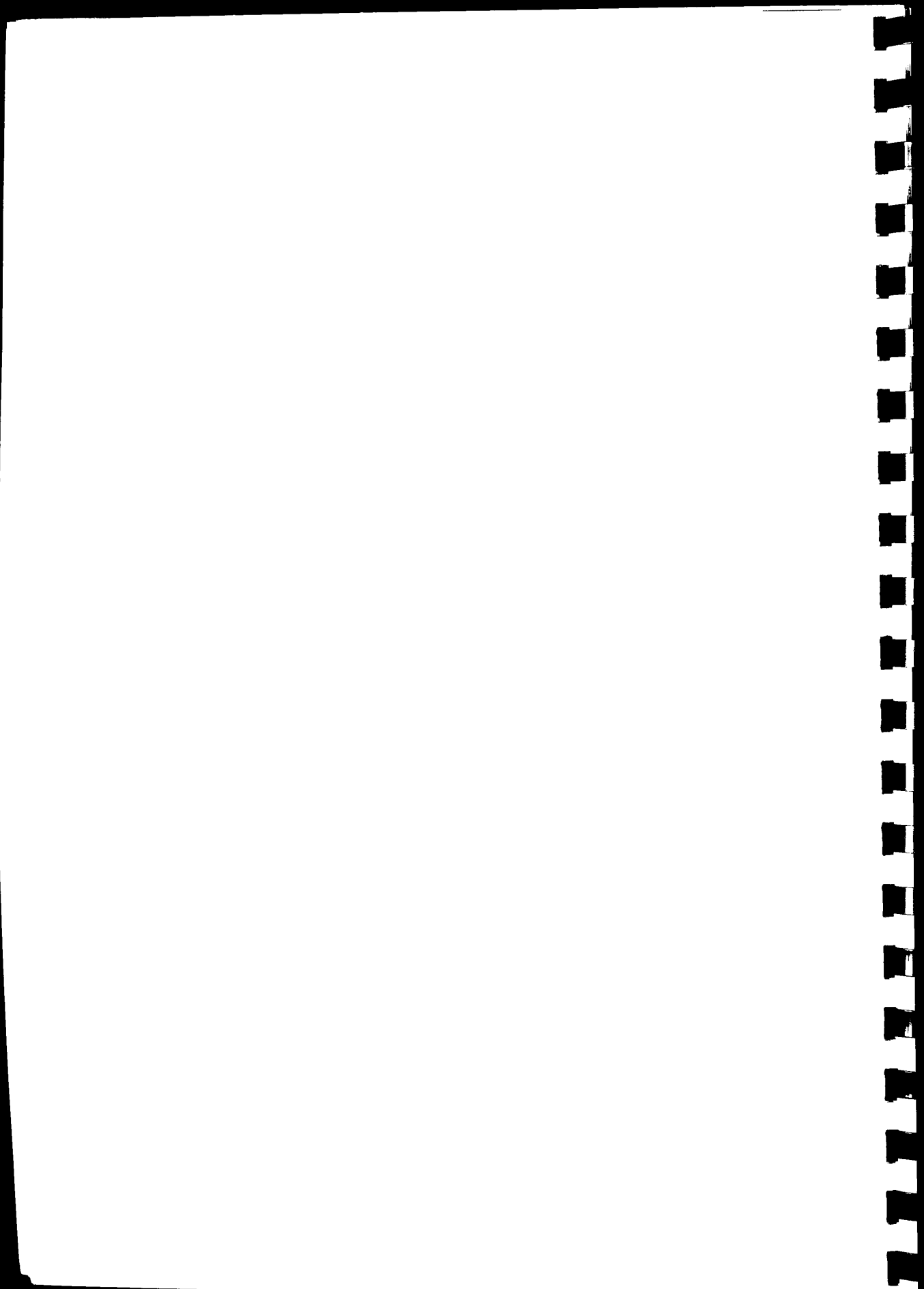
valuations have been very encouraging beca

English in the Laundry

SECTION ONE

An English language training course  
for  
overseas staff in hospital laundries

BUILDING CONFIDENCE  
ESTABLISHING TEACHING METHODS  
BASIC REMEDIAL GRAMMAR

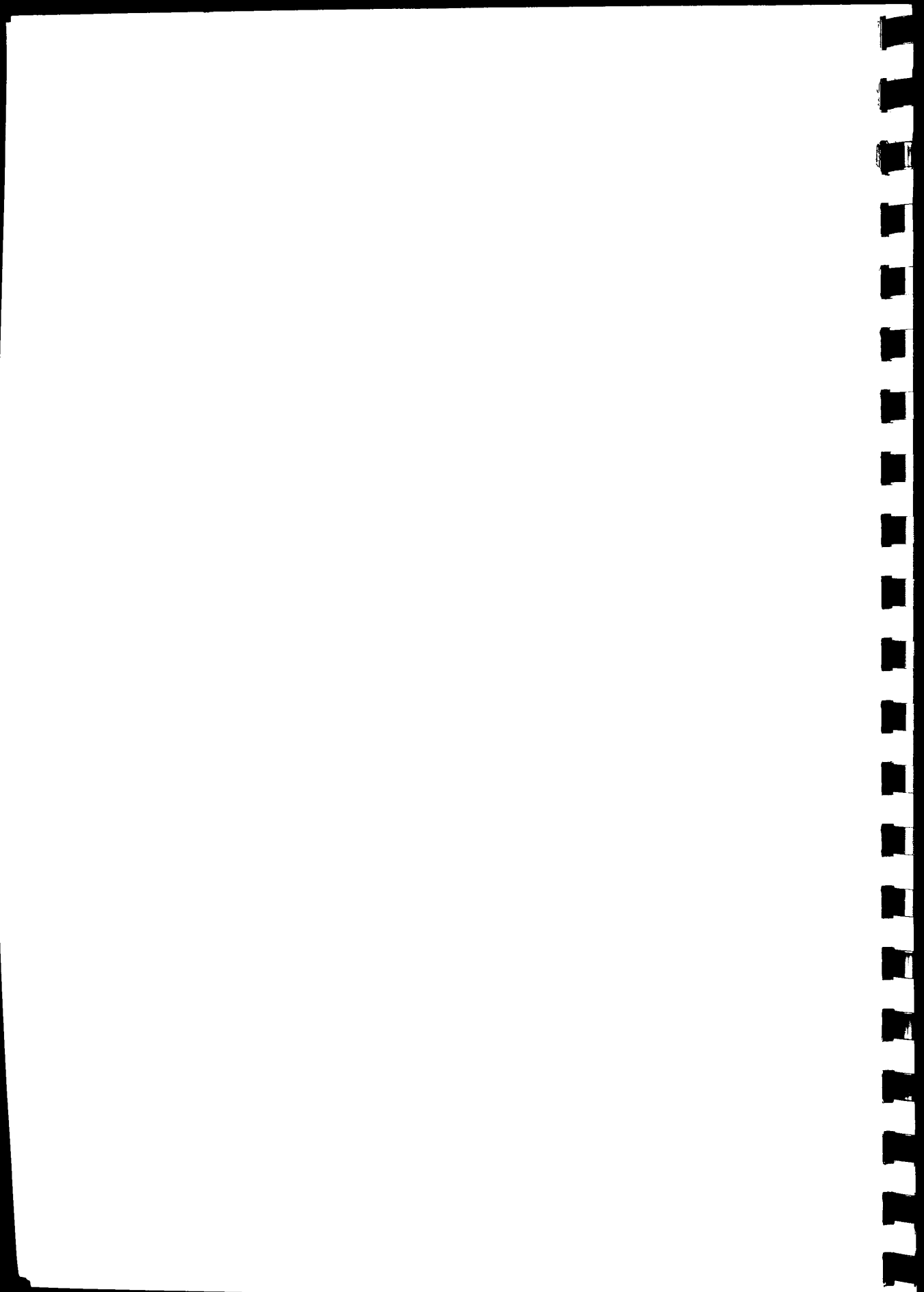




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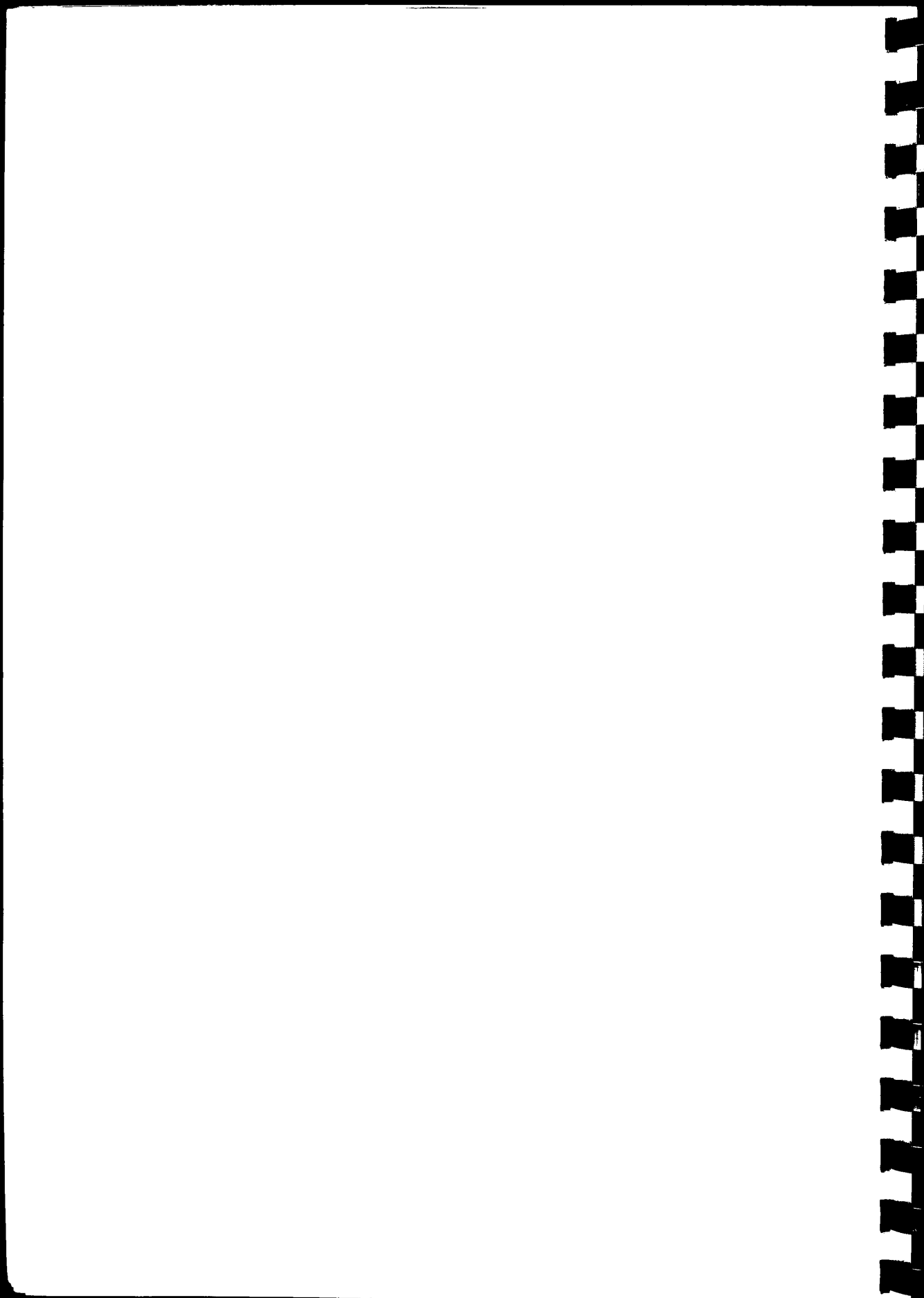
18	Subject pronouns: I, you, he, she, we, they	19
19	Subject pronoun: they	20
20	Possessive determiners: my, your, her, his, X's	20
21	Possessive determiners: your, our, their	22
22	Object pronouns: me, you, him, her, it, them	22

<u>Part Six: A Laundry Process</u>	24
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23	Instructions for a laundry process or job	24
24	Understanding questions and giving short answers	26

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25	A typical day	28
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## INTRODUCTION

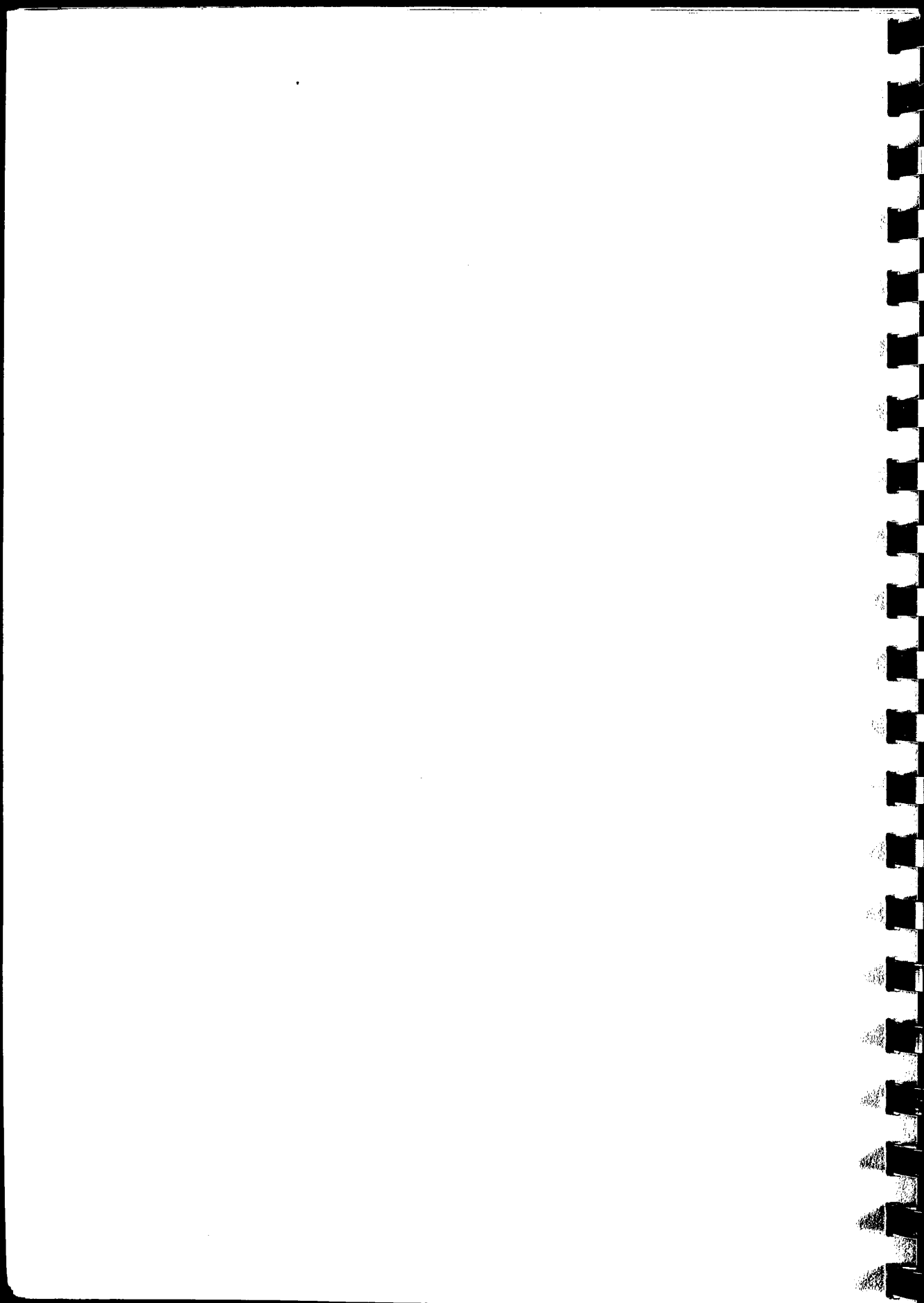
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This section of the course first deals with a number of elementary language items which are likely to be known to almost any immigrant. The later part deals with pronouns and the basic forms of the present simple tense; these are likely to be known only partially by many students and therefore to require remedial teaching of the type given here. The material in this section can be covered in nine to ten hours' work.

The main aim of this section is to build up the confidence of students by making them feel that they already know a lot of useful English, and also to train the class in the methods of teaching and learning which are used throughout the course. These methods, and the overall aims of the course, are outlined in a separate introductory section.

It is not intended that the items in this course, particularly in this first section, should be taught in exactly the order they appear here. Much more various and interesting lessons will result from choosing items from different parts for a single lesson.

By the end of this first section, a class should be working confidently and happily, and be trained in the main methods required for the rest of the course.



## 1 COUNTING

---

### Teaching Points

Spoken and written numerals.

### Aims

- (a) To revise and when necessary teach numerals.
- (b) To develop initial confidence in the language learning process.

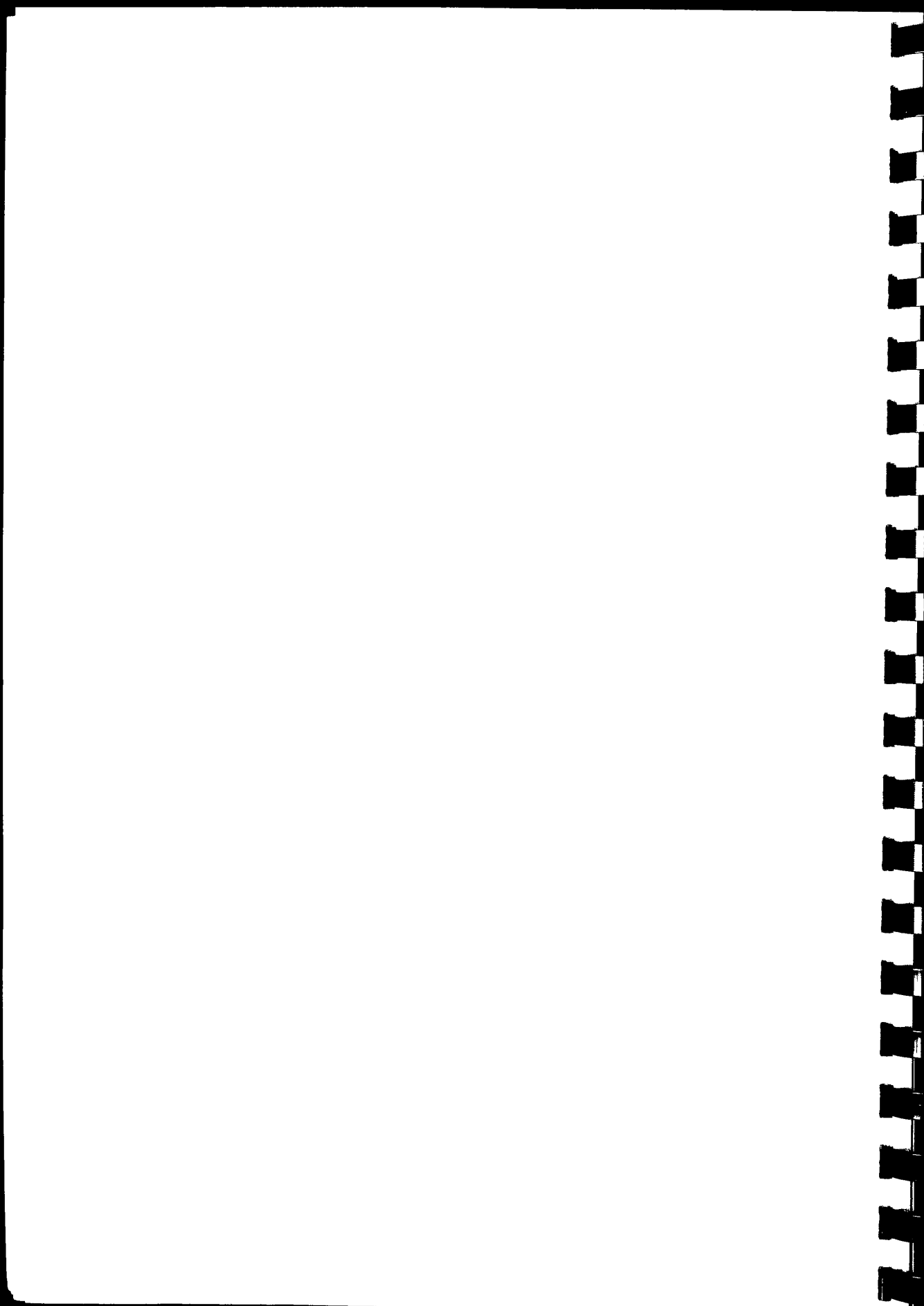
### Teaching Procedure

There are eight small items for teaching counting. Obviously these should not be taught in sequence from the beginning of the course but should be put into a number of different lessons with other parts of this section. This part contains very easy material which can be used for relaxation and building up of confidence.

### Equipment

- (a) Beans, matches, or a tiny set of small objects for counting.
- (b) Cards on which are written: 10's, 100's, 1000's

Single very large numbers.





### 1 Numbers up to 10

Aim These numbers will usually be known. This work is simply to give confidence, get students to speak on their own in front of the others, and to relax the class.

Make sure orally that the numbers 1 to 10 are familiar. Then teach plus (+) and minus (-) by doing simple sums orally. Use fingers, beans, matchsticks, etc.

### 2 Counting in 2's

Aim A quicker way of counting

Once learned, students can do this with one another in groups.

### 3 Game: number lists

Aim Recognition of written numbers when spoken. An early introduction of games will help the class to relax and not to feel self-conscious.

Write two prepared lists of numbers on the blackboard. Each list contains the same numbers but in different orders. Divide the class into two teams. Call out one of the numbers. The first student to strike out that number in his team's list scores a point for his team.

### 4 Game: number calling

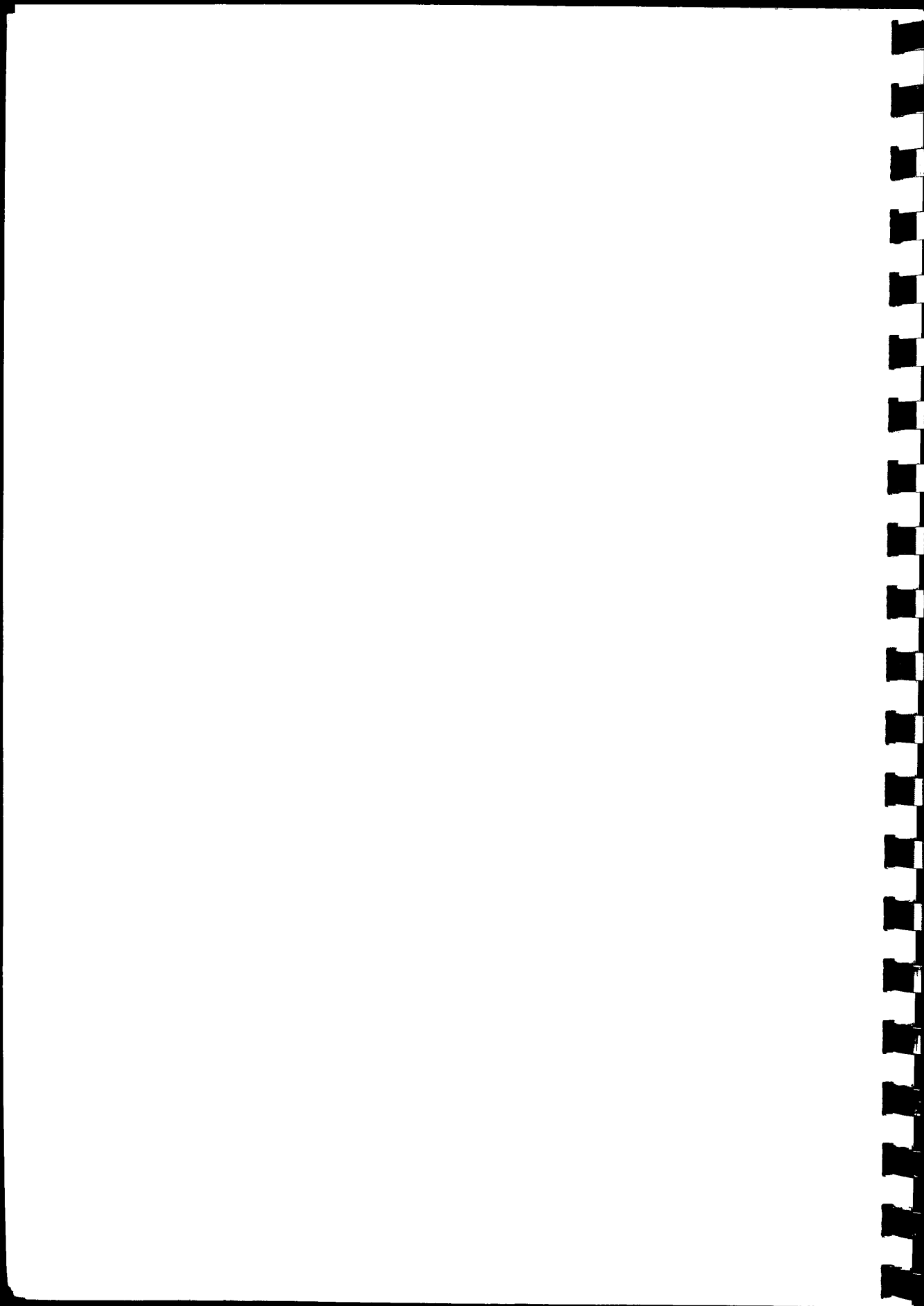
Aim Another game for confidence and amusement.

Students all sit in one line. Each student has a number. One student calls a number, that student responds by calling another number and so on. Failure to respond means the student moves to the end of the line.

### 5 Larger round numbers

Aim To teach hundreds and thousands which students are often uncertain about. Teach 100; 1000; 10000; 100000; 200; etc. Students can count out piles of beans, matchsticks, etc, which can be used to make up piles of 100, 200 and so on. Larger numbers can be made up from piles of small cards with 100; 1000; written on them.

This work can be practised with sets of cards in groups.



## 2 LETTERS AND NUMBERS

---

### Teaching Points

Recognition of letters of the alphabet on their own and in combination with numbers.

Students being able to spell their own names.

### Aims

- (a) Accurate recognition of both letters and numbers in speech and writing particularly as used in the laundry for laundry marks, or ward numbers.
- (b) Introduction of the tape recorder for listening and recording.

### Teaching procedure

Again it would be tedious and unsatisfactory to work straight through this material. So these items should be put into lessons with others items from this section.

And again as part one the items here will be very elementary for many students and can be quickly worked through with some parts omitted.

This course does not teach literacy but recognition should be nearly always possible without too much effort.

### Equipment

- (a) Sets of 52 small blank cards for each student for writing upper and lower case alphabet
- (b) Slips of paper
- (c) Sets of pens or pencils

...of the alphabet on which the word is based

...to spell their own names

...recognition of both letters and words

...as used in the founding of the word

...of the tape recorder for the word

Teaching procedure

...it would be tedious and uninteresting

...to these items should be put

...the item here will be very effective

...worked through with some work

...literacy but recognition of the word

...much effort.

...cards for each student for writing

...

## 6 The Alphabet

Aim Recognition of the small and capital letters of the alphabet.

- (a) Write up and get the students to recognise the lower case alphabet.  
Refer to lower case as 'small letters'.
- (b) Write up and get the students to recognise the upper case alphabet.  
Refer to upper case as 'capital letters'.
- (c) Give each student a set of fifty-two small blank cards so that they can make their own sets of small and large alphabet.

With some classes the alphabet may be quite familiar and very little time will be taken up with this, or it may be omitted altogether. . . With other classes, it may only be possible to teach recognition of the letter without writing them down. Reading and writing as such are not included in the course so it is unwise to spend a long time in getting the letters written correctly. What is required is the ability to recognise and say the names of the letters of the alphabet. With a largely illiterate class it may be better to give already prepared sets of letters.

## 7 Game: letter lists

Aim Recognition of single letters when spoken.

Also another game for relaxation.

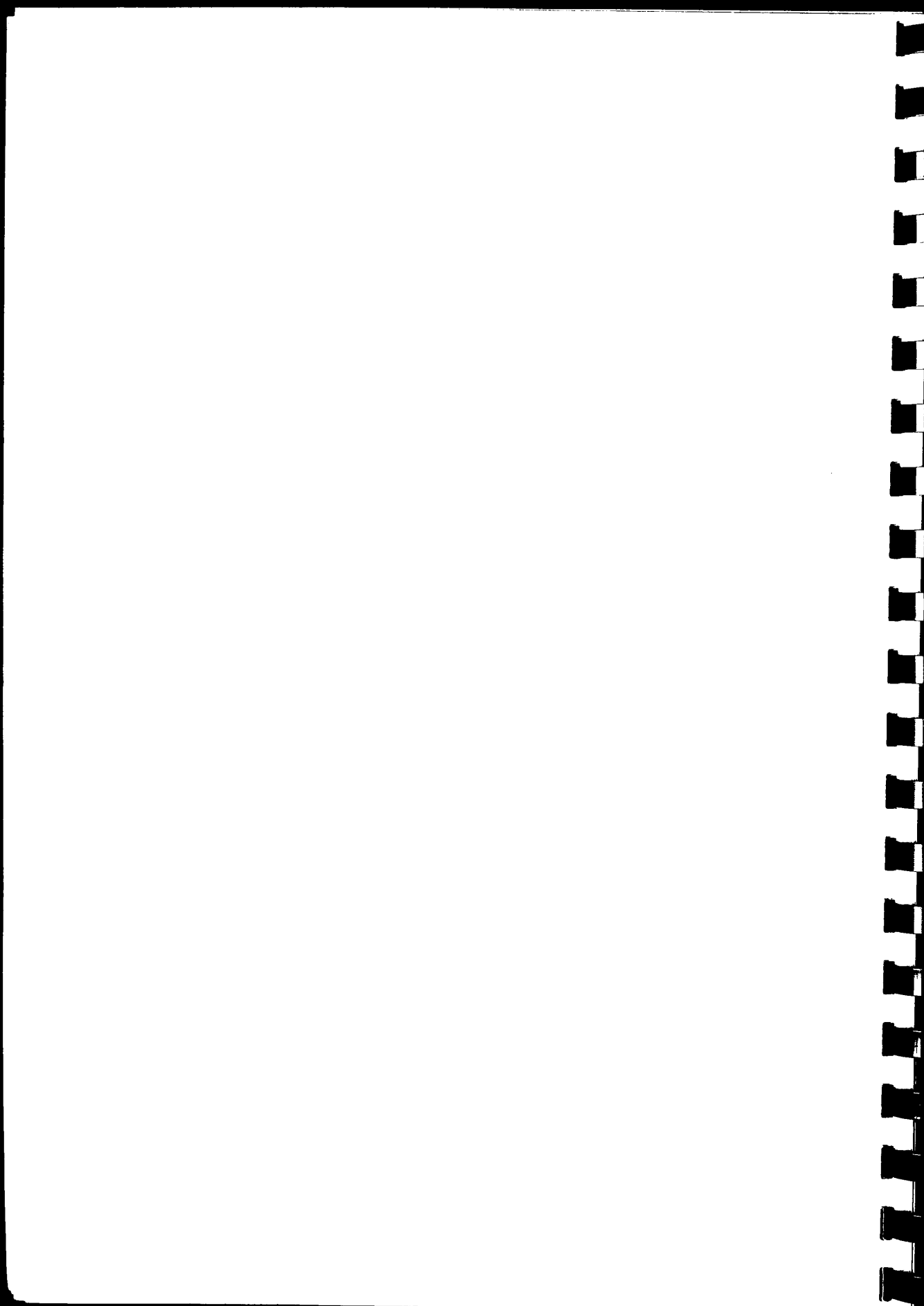
This game is exactly the same as Item 3 Number lists on page 5, except that it is played with letters instead of numbers.

Write two prepared lists of letters on the blackboard each combining the same letters but in different orders.

## 8 Spelling of names

Aim For each student to be able to spell his own name.

Present and practise the following short dialogue:



- A What's your name, please?  
 B Baljit Kaur  
 A How do you spell it?  
 B B-A-L-J-I-T  
 A Thank you.

This can be practised with several students, then students can practise this dialogue in groups of three or four. If this is the first time students have worked alone in groups, get one group to work first in front of the class. See page 11 of the Introduction to the course for detailed suggestions on organising group work.

If students have made sets of letter cards, student A can pick out the letters as student B spells his name.

When students have had some practice, they can be recorded doing this. This will help to familiarise the class with a tape recorder and will also help to overcome any shyness and gaucheness over speaking English.

## 9 Laundry marks and ward numbers

Aim Ability to recognise accurately in speech and writing codes using letters and numerals which may be in common use in the laundry. (Omit this item if no such codes are used in your laundry)

Coding by letters and numbers may be used either for wards or for laundry marks.

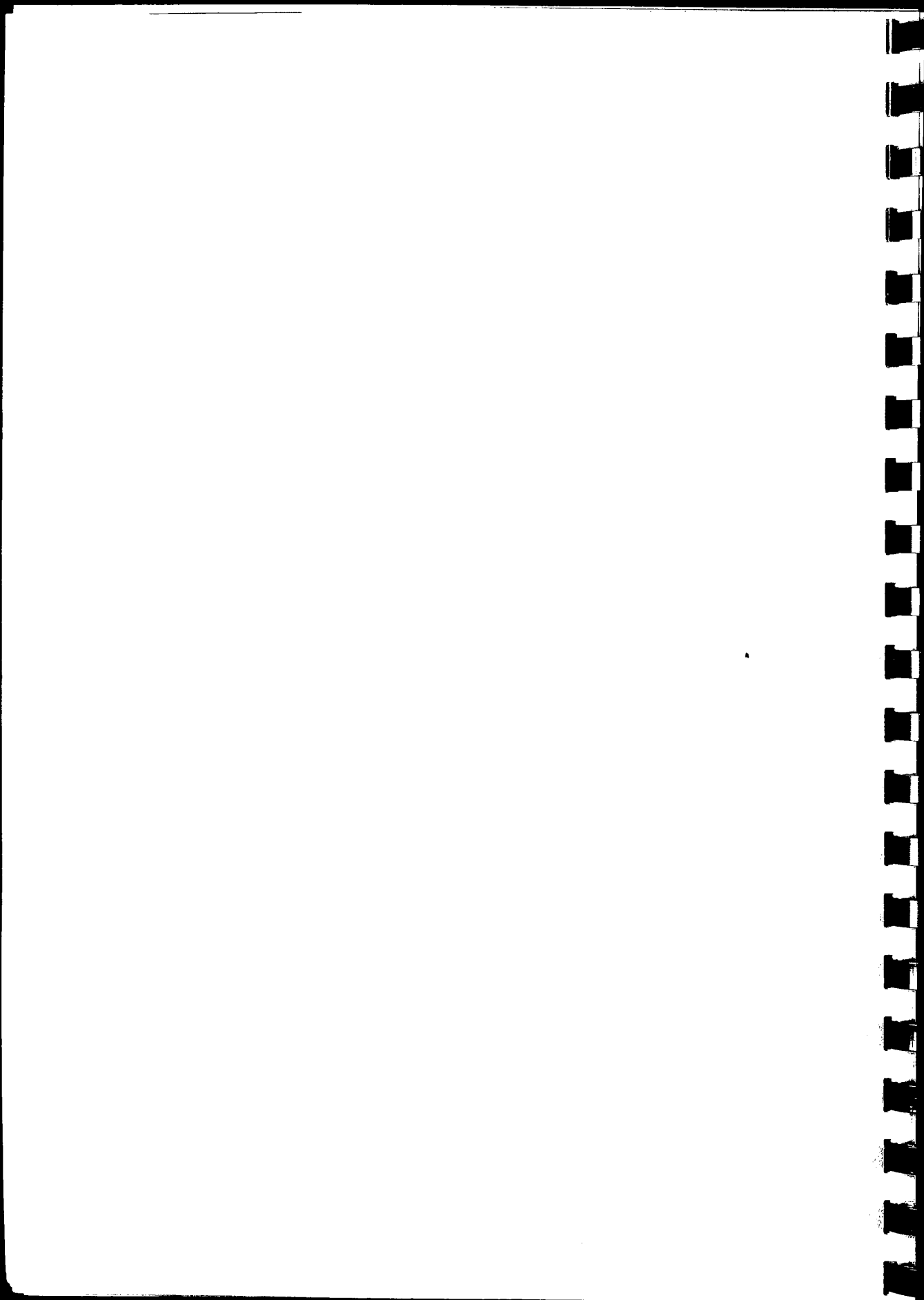
Examples: F11 (Female 11)  
 MS2 (Men's Surgical 2)

(a) Start by reading simple combinations from the blackboard,

Examples: M3  
 F14

Insist that students work fast and accurately with these codes, but do not go on for long on any one occasion or the work is very boring.

Tape Item 1 to be prepared specially,





## (b) Recorded codes

Record a couple of minutes of codes on tape. Students write these down as they are played on the recorder.

If there are non-writers, it is best to work in groups. The one who can write copies down what the others remember.

Really attentive listening must be insisted upon for this work. Don't repeat the code yourself. Insist that students listen to the tape recorder because this is essential training for using the tape throughout the course. Slips of paper and pencils or pens required.

10 Reading the laundry list

Aim To learn to read as much as possible of the laundry list.

General literacy is not one of the aims of this course, but with some students it may be a realistic aim for them to learn to read the laundry list.

If the class have mastered the alphabet, start teaching them the simple words on the laundry list with flash cards. Use capital or lower case letters as they appear on the laundry list in your hospital.

examples: COUNTERPANE

or

counterpane

Some items may easily be grouped together for teaching purposes on the basis of the same letters or phonics (sound value):

examples: bed  
men  
dress  
vest

Spread the teaching of the laundry list throughout all the sections of the course, adding words of greater difficulty as the easier ones are learned. Teaching should start with presentation from flashcards, but as more words are learned, students can pick out the words they know from the laundry list. If you have some good readers in your class, put them in charge of groups, so that they can help the weaker ones.

10. Reading the laundry list

Read a couple of minutes of codes on paper. If you are a non-writer, it is best to work in a group where you can hear the codes being played on the recorder. If there are non-writers, it is best to work in a group where you can hear the codes being played on the recorder. Write down what the others remember. Really attentive listening must be involved in this. Repeat the code yourself. Insist that others repeat the code. Because this is essential training for the code, it is essential that you repeat the code. Strip of paper and pencils or pens and paper.

11. Reading the laundry list

Aim: To learn to read as much as possible of the laundry list. General literacy is not one of the aims of this course. It may be a realistic aim for them to learn to read the laundry list. If the class have mastered the alphabet, they can read the laundry list with flash cards. Use cards with the laundry list in your hand.

examples: COUNTRY

or

country

Some items may easily be grouped together. Some items may easily be grouped together. Some items may easily be grouped together. Some items may easily be grouped together.

examples: bed

men

dress

vest

Start the teaching of the laundry list.

Start the teaching of the laundry list.

Start the teaching of the laundry list.

Start the teaching of the laundry list.

Start the teaching of the laundry list.

Start the teaching of the laundry list.

Start the teaching of the laundry list.

Start the teaching of the laundry list.

Start the teaching of the laundry list.

Start the teaching of the laundry list.

Start the teaching of the laundry list.

### 3 FOLLOWING INSTRUCTIONS

---

#### Teaching Points

- (a) Imperative form with useful verbs:

verb + noun

verb + noun + adverbial particle

- (b) 'Please' and 'thank you'

Other points included are not primary teaching points.

#### Aims

- (a) Accurate listening to, repeating, and carrying out of sequences of simple instructions.
- (b) To associate language learning with practical activities.

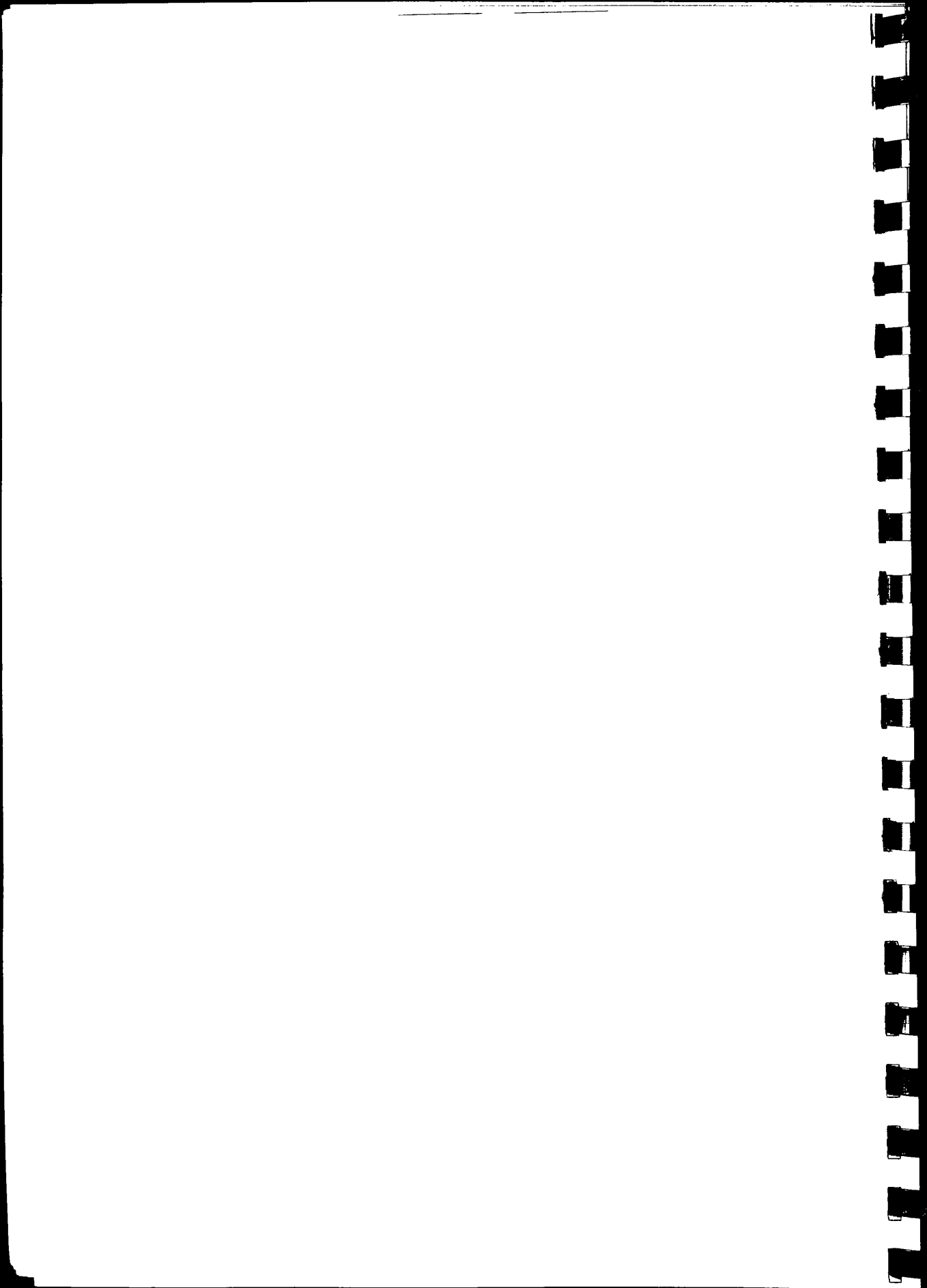
#### Teaching procedure

This material represents the first solid block of language in the course and should be used from the very beginning mixed with the material in parts one and two of this section.

The sequences of simple instructions offer an opportunity to train a class carefully in both group work and choral work. Both group work and choral work are crucial to using this course successfully and time will be well spent at this point establishing these methods.

#### Equipment

Laundry items.



# 11 Important verbs used for instructions

Aim To learn a number of verbs in frequent use for instructions in the laundry.

Present the following verbs to the class in imperative form:

pick up, put down, hold, pass, get back, touch.

Present these verbs with the following nouns:

pencil, pen, paper, table, floor, window.

And with five very common nouns from the laundry or anything else you choose.

Lead up to the class understanding and being able to follow this sequence of instructions.

Tape Item 2 available

Pick you pen up

Hold your pen

Put your pen down

Pick your paper up

Pass your paper

Get your paper back

Put your paper down

Touch the table

Touch the floor

Touch the window

Note 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 never used in this section in order to avoid confusion.

1950

Instruction in the use of the instrument

Instruction in the use of the instrument

Instruction in the use of the instrument

Instruction in the use of the instrument

Instruction in the use of the instrument

Instruction in the use of the instrument

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Instruction in the use of the instrument

Instruction in the use of the instrument

Instruction in the use of the instrument

When this and similar sequences can be carried out by the class, play tape item 2. In the class use 'please' and 'thank you' to a natural extent.

At a later point students can repeat the instruction as they carry it out.

Finally class can divide into groups and students can take turns in instructing the rest of the group in similar sequences. See notes on group in introduction to the course page.

Note The determiners 'your' and 'the' are used, but no special teaching should be done of them.

## 12 A sequence of instructions

Aim To learn to follow accurately a sustained sequence of related instructions.

To learn further verbs frequently used for instructions in the laundry.

Lead up to the class understanding and being able to follow this sequence of instructions:

Tape Item 3 available

Pick a towel up

Fold it in half

Pass the towel to your neighbour

Unfold the towel

Shake it out

Lay it out flat

Pick the towel up

Fold it in half

## ERRATA

Section 1 p 12 Tape Item 3 Line 11  
correct to: Pick another towel up

Fold it in half again

Put it down on the first towel

Pick the two towels up

Pass them to your neighbour

Introduction

This document is intended for use as a reference for the following information:

1. The purpose of the project is to develop a system that will allow the user to interact with the system in a natural and intuitive manner.

2. The system will be designed to be user-friendly and easy to learn.

3. The system will be designed to be flexible and adaptable to changing requirements.

4. The system will be designed to be secure and reliable.

5. The system will be designed to be cost-effective and efficient.

The system will be designed to be user-friendly and easy to learn.

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At a later point students can repeat the instruction as they carry it out.

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Pick a towel up

Fold it in half

Pass the towel to your neighbour

Unfold the towel

Shake it out

Lay it out flat

Pick the towel up

Fold it in half

Fold it in half again

Put it down

Pick up another towel

Fold it in half

Fold it in half again

Put it down on the first towel

Pick the two towels up

Pass them to your neighbour

...play, and ...  
...extent

...to ...

...can take ...

...on ...

...but ...

...sequence of ...

...instruction ...

...to follow ...

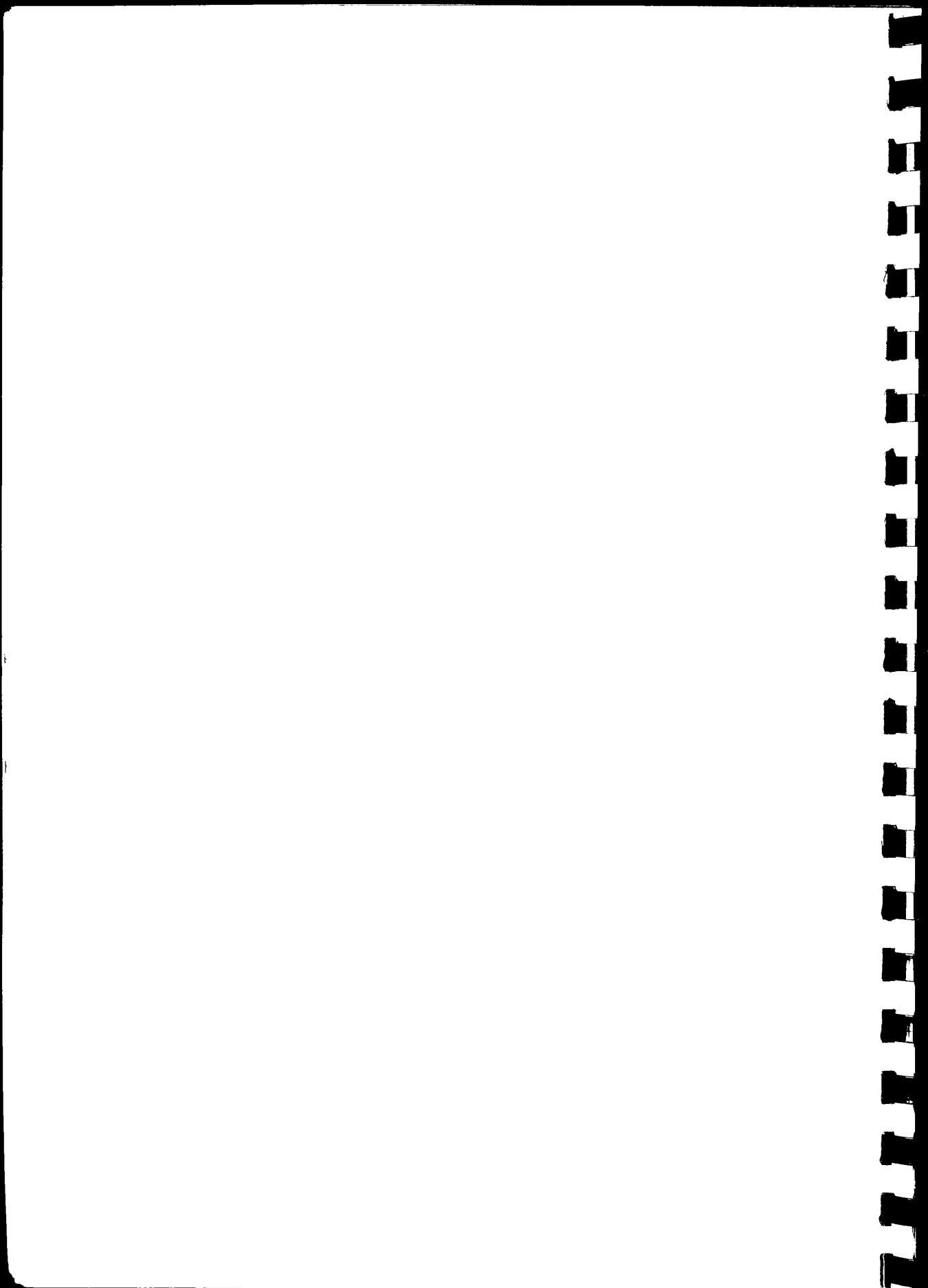
Put the towels down

Unfold the towels

Pass them to your teacher

Note There are a lot of new vocabulary items here; although many may already be familiar. Note also the pronouns 'them' and 'it'. Don't give special attention to these items.

Follow the same teaching procedures as suggested for item 11. However, this being a long sequence with some classes it will need to be broken up and perhaps presented in parts before the full taped version can be used.



Then practise with the teacher saying one, student the other. Get the class to compete with one another to see how many they can remember in total. Practise in groups if necessary.

Generally these formulae will be familiar, which is why we have not suggested presentation in a context. The important point is to make sure students use them in the real situation.

### 15. Dialogues

Aim To present some of the formulae in 14 and others in simple dialogue form.

Tape Item 5 available

- (a) A     Good morning, how are you?  
B     Very well thanks. How are you?  
C     Fine, thanks.

There should be no difficulty in presenting this straight from the tape recorder. Then practise orally, teacher/student, and student/student.

- (b) A     How do you do. I'm A.  
B     How do you do. I'm B.

This dialogue can be extended by mispronouncing the name (see item 13).

Environ Biol Fish (2015) 98:1011–1020

...and, and, they  
...and, and, they

(c) (7)(D)

(c) (7)(D)

(etc)

xox 978 51  
 (519)  
 2006 511 97  
 (519)

1951

19 Subject pronoun: they (with position of objects)

Aim Accurate use of subject pronoun 'they' referring to objects.

Present and practise chorally, individually and in groups:

What are these?

Example:

They are the sheets (Use objects from item 17)  
(etc)

Where are the sheets?  
(etc)

They are on the table  
(etc)

Where are the hand towels and the pillow cases?  
(etc) (etc)

They are in the box  
(etc)

Note Omission of the article with the indefinite plural.

20 Possessive determiners: my, your, her, his, X's

Aim Accurate use of these possessive forms.

Particularly at the beginning of teaching these forms it is essential to use objects which really do belong to a particular person.

Start off:

Your own examples:

This is my watch

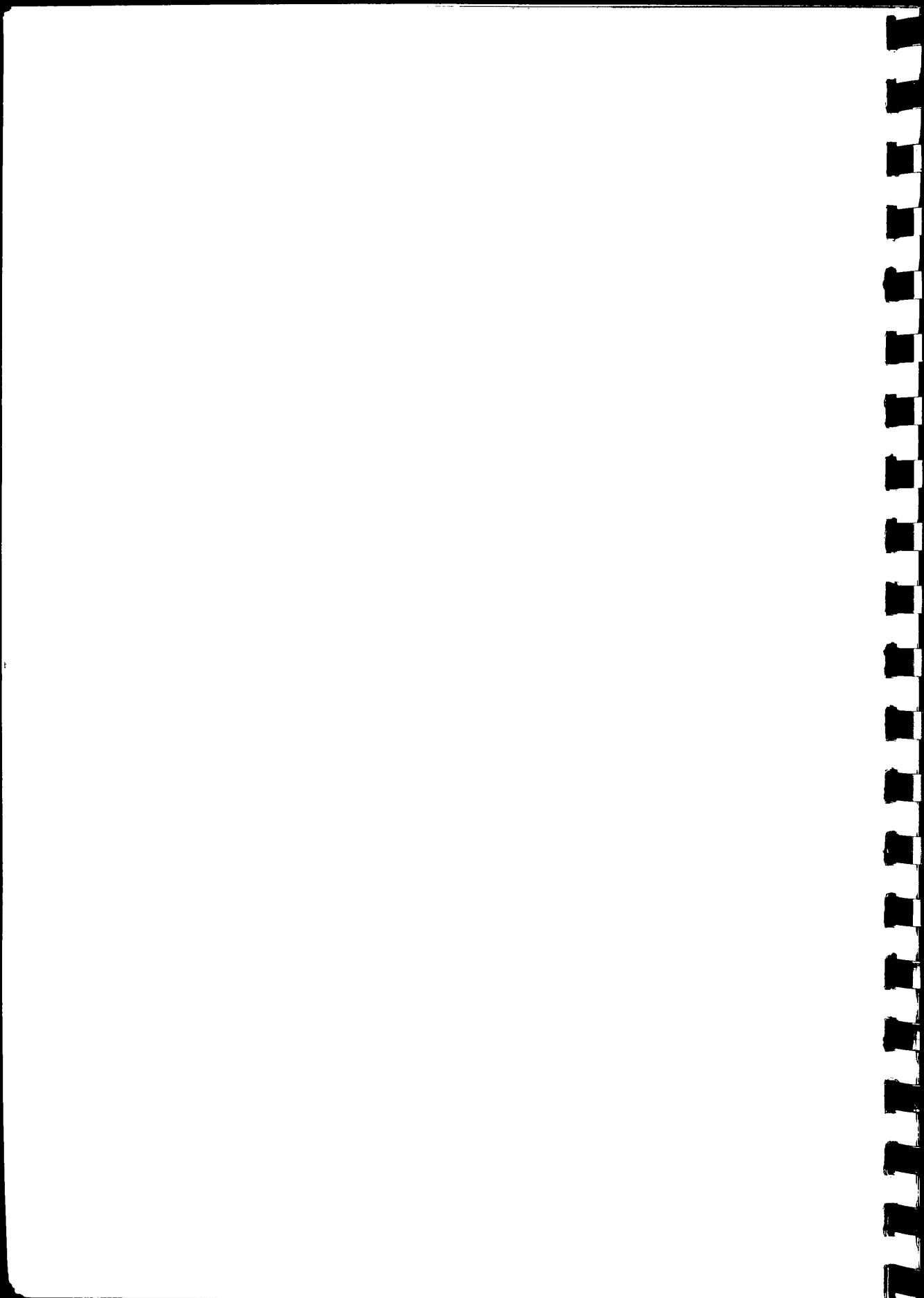
my pen  
(etc)

This is your overall

X's coat

her .....(etc)

his .....





#### 4 MEETING AND GREETING

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##### Teaching Points

Sets of formulae for telling someone your name, for greetings, and for parting.

##### Aims

To get students to use with English speakers the everyday set formulae of English greetings.

##### Teaching procedure

This material will be familiar to most students, so the main thing is to get students into the habit of always using the right formulae when entering and leaving the class. And to make sure they do the same in the hospital.

##### Equipment

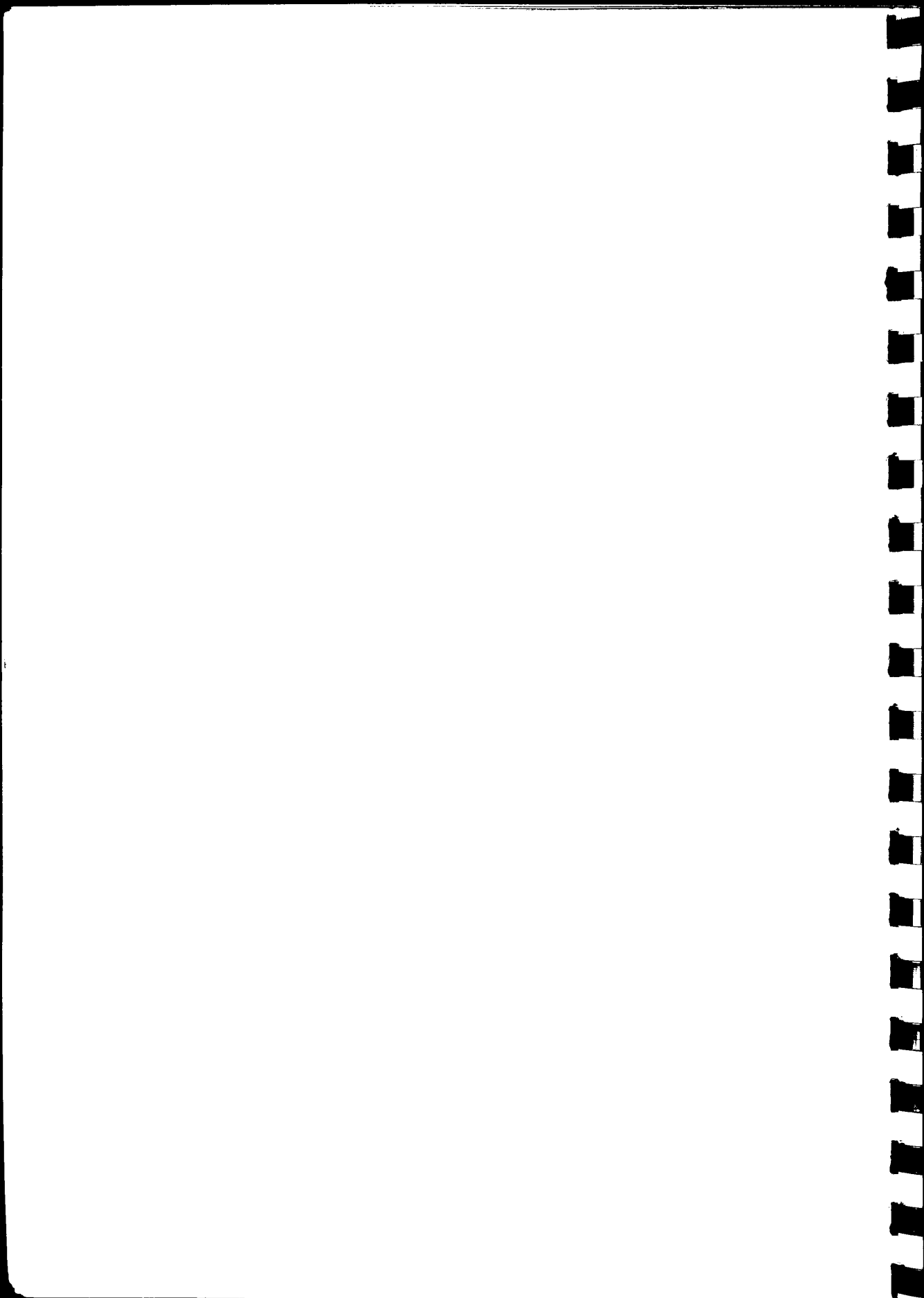
Only standard items.

#### 13 How to tell someone your name

Aim To teach a polite, but clear formula for making sure English - speakers pronounce a student's name properly.

Present the following dialogue with another person if possible, or acting both parts yourself:

- A What's your name?  
B Jock (use your own name here if you prefer)  
A Jack?  
B No, excuse me it's Jock  
A I beg your pardon?  
B Jock J-O-C-K  
A Oh, Jack  
B Yes, that's right.



It is important to get over the idea of mispronunciation to the class. If they are familiar with the teacher's name, this should not be difficult. As soon as they have picked up the main points of the dialogue, you can practise with members of the class making very obvious mistakes with their names. Later the class may practise in groups.

With some classes this dialogue may be too long to grasp at once so early in the course, in which case it can be presented in two halves in consecutive lessons.

#### 14 Meeting and parting

Aim To drill the class in the two-sided nature of all set forms of greeting and parting.

Present and drill the following pairs of items:

Tape Item 4 available

Good morning Mrs X - Good morning Mrs Y

Morning - Morning

Good afternoon Mrs X - Good afternoon Mrs Y

Good evening - Good evening

Hello - Hello

I'm X - I'm Y

Pleased to meet you - Pleased to meet you

'Bye - 'Bye

Goodbye - Goodbye

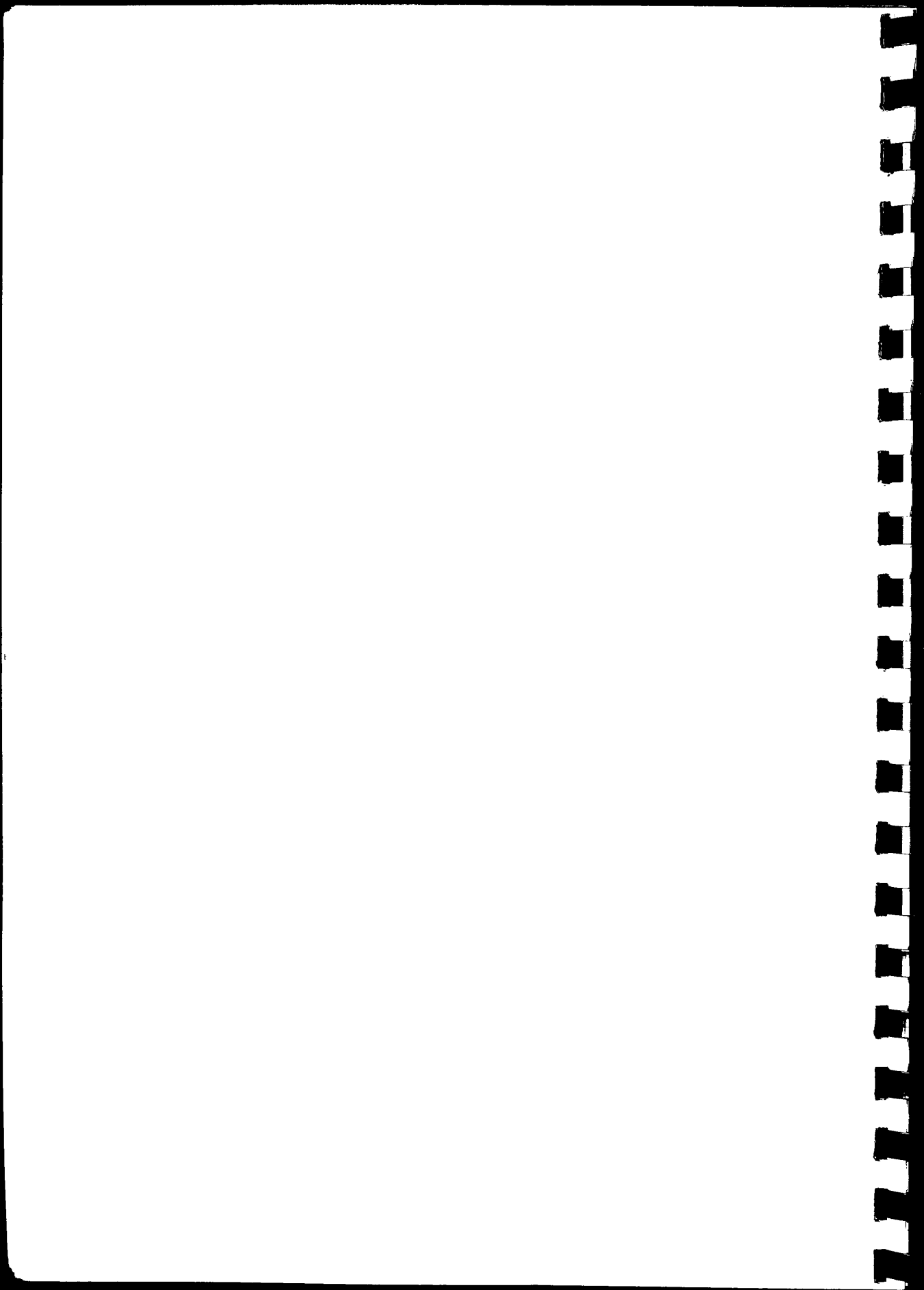
Cheerio - Cheerio

Ta, ta - Ta, ta

See you tomorrow - Yes, see you

See you - 'bye

(include any other set formula in widespread local use)



## 5 PERSONAL PRONOUNS AND POSSESSIVES

---

### Teaching Points

Subject pronouns: I, you, he, she, it, we, they

Possessive determiners: my, your, his, her, X's, our, their

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

Secondary points:

There are a number of other secondary teaching points contained in the material. But special attention should not be paid to these.

verb 'be'; questions with: what, where, whose, who; this and there;

prepositions: by, or, in, next to

### Aims

To make sure personal pronouns and possessive are accurately known and used. Very often these forms cause confusion for immigrants who have picked up a certain amount of English. If these grammatical forms are already accurately known, there is no important behavioural or situational material in this part so the teacher can leave most of it out. The one thing not to be omitted is the new vocabulary.

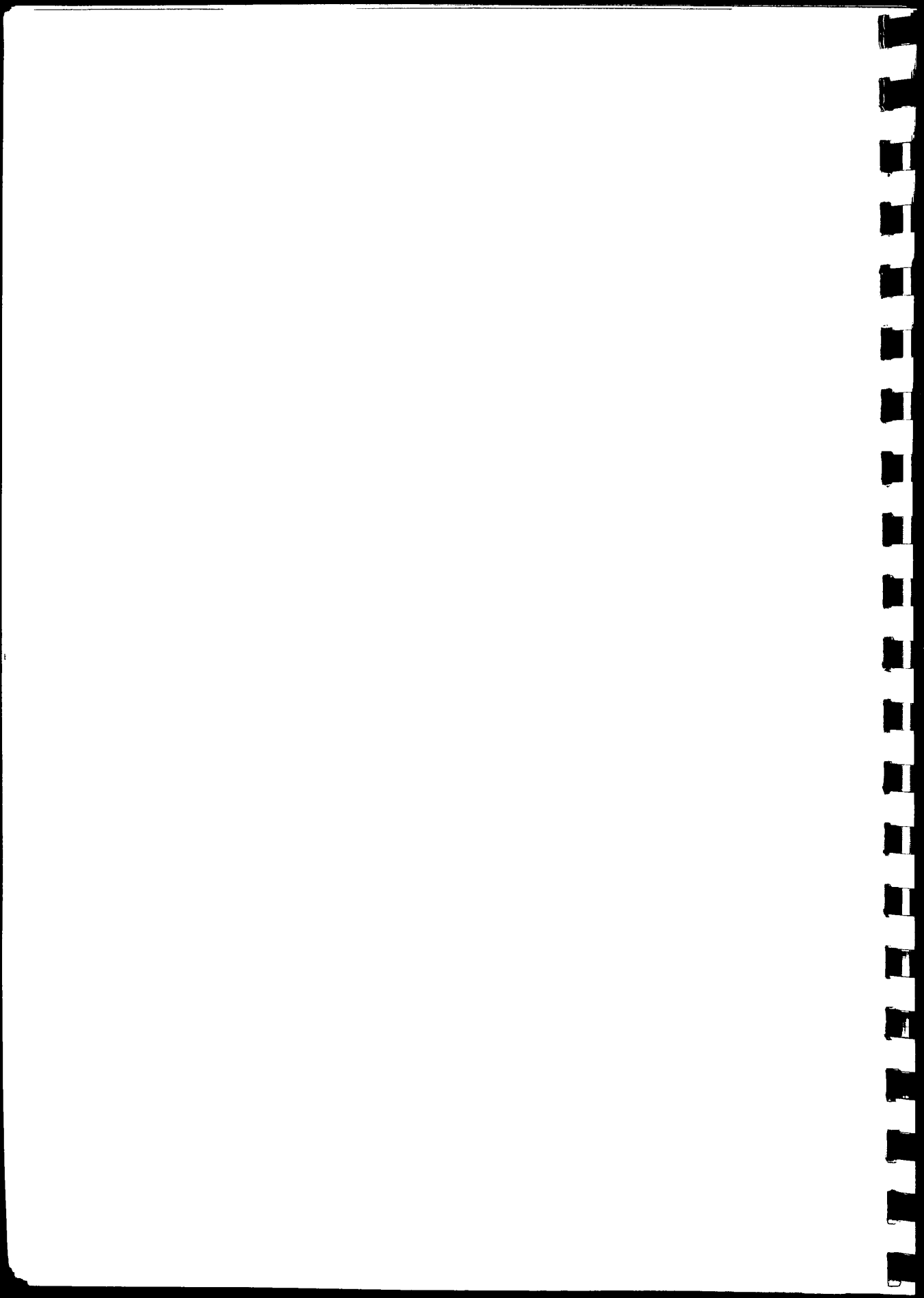
### Teaching Procedure

Concentrate on the pronouns and possessives. Don't attempt to deal fully with the secondary points because this is highly structural and rather dull material which will become extremely boring if over-used.

### Equipment

Laundry flash cards (first six) for item 17.

Personal photographs if additional material taught in item 20.



16 Subject pronouns: I, you, he, she

Aim Accurate use of pronouns, I, you, he, she.

Present and practise

I'm Tom Jupp (known from Item 14)

You're Nurainee Begum

She's Angela Sabah

He's ..... (In a single sex class use a picture)

To establish this pattern accurately it may be easier to use unshortened forms at first:

I am

You are .....

She) is

He )

And afterwards to shorten them.

Every individual in the class should say this sequence accurately. Make sure each student refers to different people or students may only be repeating without understanding the significance of the different pronouns.

17 Subject pronoun: it (with position of objects)

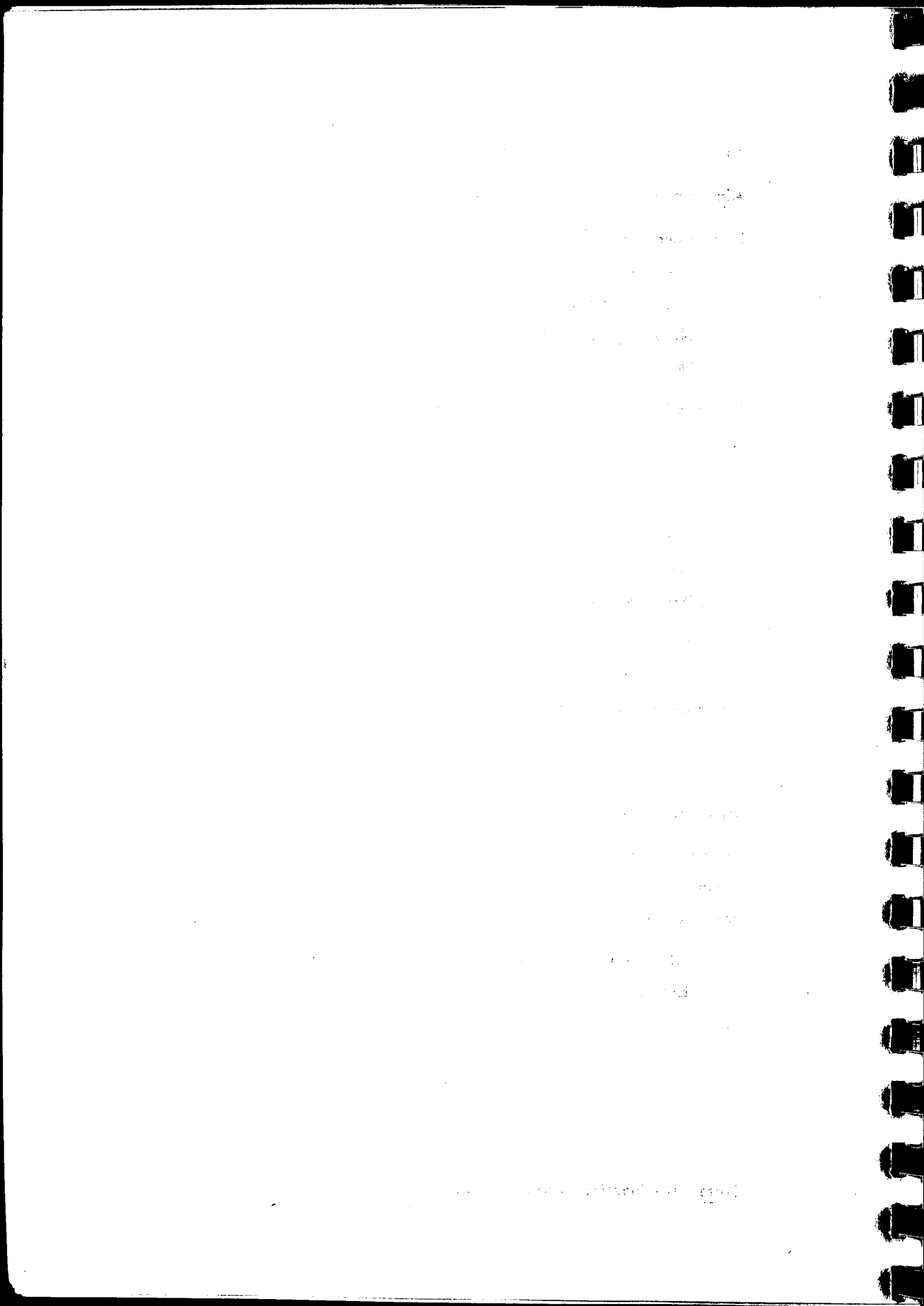
Aim Accurate use of subject pronoun 'it'.

Present and practise chorally, individually and in groups at least six new vocabulary items from the laundry. Use the real objects for presentation, then use the laundry flash cards for practice.

What's this? (What is this?)

Examples: it's a hand towel  
doctor's coat  
pillow case  
nightdress  
nurse's dress  
sheet

Note The indefinite article is used throughout





Then teacher presents:

The hand towel is on the table.  
(etc) (etc)

(use vocab from in the box  
above) (etc)

by the door  
(etc)

under the doctor's coat  
(etc)

Present and practise chorally, individually and in groups, using the flashcards:

Where's the doctor's coat?  
(etc)

It's on the table  
(etc)

Note The definite article is used throughout.

18 Subject pronouns: I, you, he, she, we, they

Aim As for item 16 plus 'we' and 'they'.

Present and practise chorally, individually and in groups:

Where am I?

You are next to Mrs Bains

You are in the canteen  
(etc)

Where are you?

I am .....

Where is Mrs Bains?

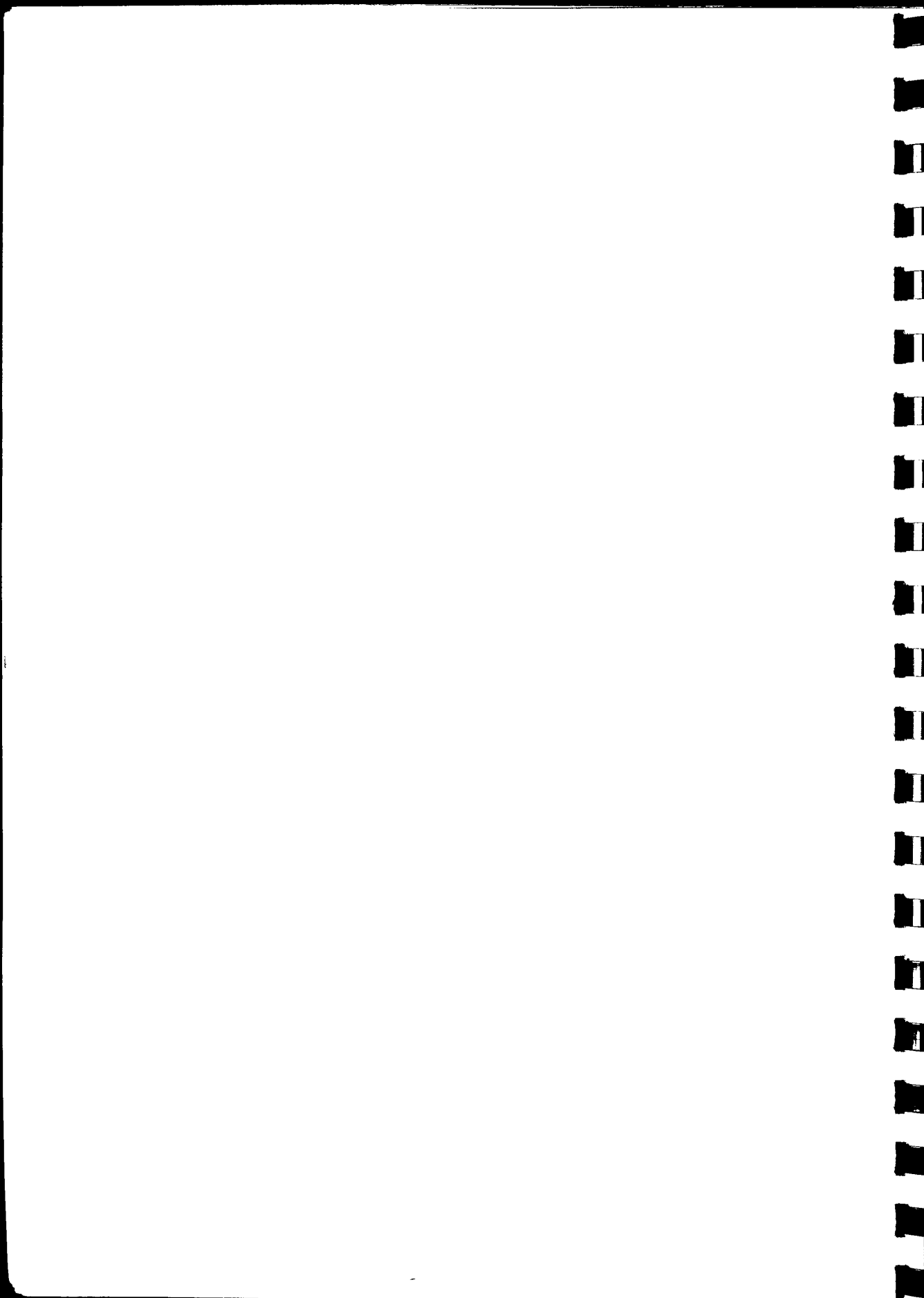
She is .....

He is .....

Where are Mrs Bains and Mrs Luca

They are .....

We are .....



Choral drilling can be only meaningfully done with 'his', 'her' and 'X's'; for 'my' and 'your' individual responses are always needed.

This is a good opportunity to teach and practise the vocabulary for clothes and other items students always have with them.

Then go on to present and practise these forms in a question and answer sequence:

Where is my pen?  
(etc)

It's on the table  
in my pocket  
(etc)

This is suitable for group practice.

Go on to present and practise a new question form:

Whose pen is this?

Your own examples

It's my pen  
your (etc)  
his  
her  
X's

#### Additional material

If these possessive forms are already familiar the above material should be sufficient. But, if they cause difficulty, further practice can be given in the following way.

Bring some photographs of your family, and get the students to do the same for the next lesson.

This is my wife, husband, mother, father, son, (etc)

Who is this? Your wife, husband, (etc)

When the class bring their pictures, 'his', 'her', and 'X's' can be further practised in the same way.

...and carefully done with this 'best' method.

...and responses are always needed.

...and practice the vocabulary.

...and students always have with them.

...and practice these forms in a different way.

...and practice.

(etc.)

...and practice.

(etc.)

(etc.)

...and practice for group practice.

...and practice a new question form.

...and practice.

(etc.)

(etc.)

(etc.)

(etc.)

(etc.)

...and practice.

...and practice are already familiar.

...and practice further practice.

...and practice.

## 21 Possessive determiner: your, our, their

Aim Accurate use of these possessive forms.

If these forms are known and give no difficulty go on to present 'our', 'your' and 'their' using the same procedure. First of all give out some objects making it clear they belong to a group of two or three people. But if there is difficulty with the earlier possessive forms, leave the plural forms altogether and come back to them a week or two later, or the students will become very muddled.

## 22 Object pronouns: me, you, him, her, it, them

Aim Accurate use of object pronouns particularly with instructions.

Present and practise these object pronouns using the instructional material in Part Three of this section. In fact some of the pronouns already occur there. Instead of towels, use some of the other laundry pieces presented in item 17. Also introduce the four other items shown on the flash cards, and 2 or 3 other pieces usually handled in your laundry.

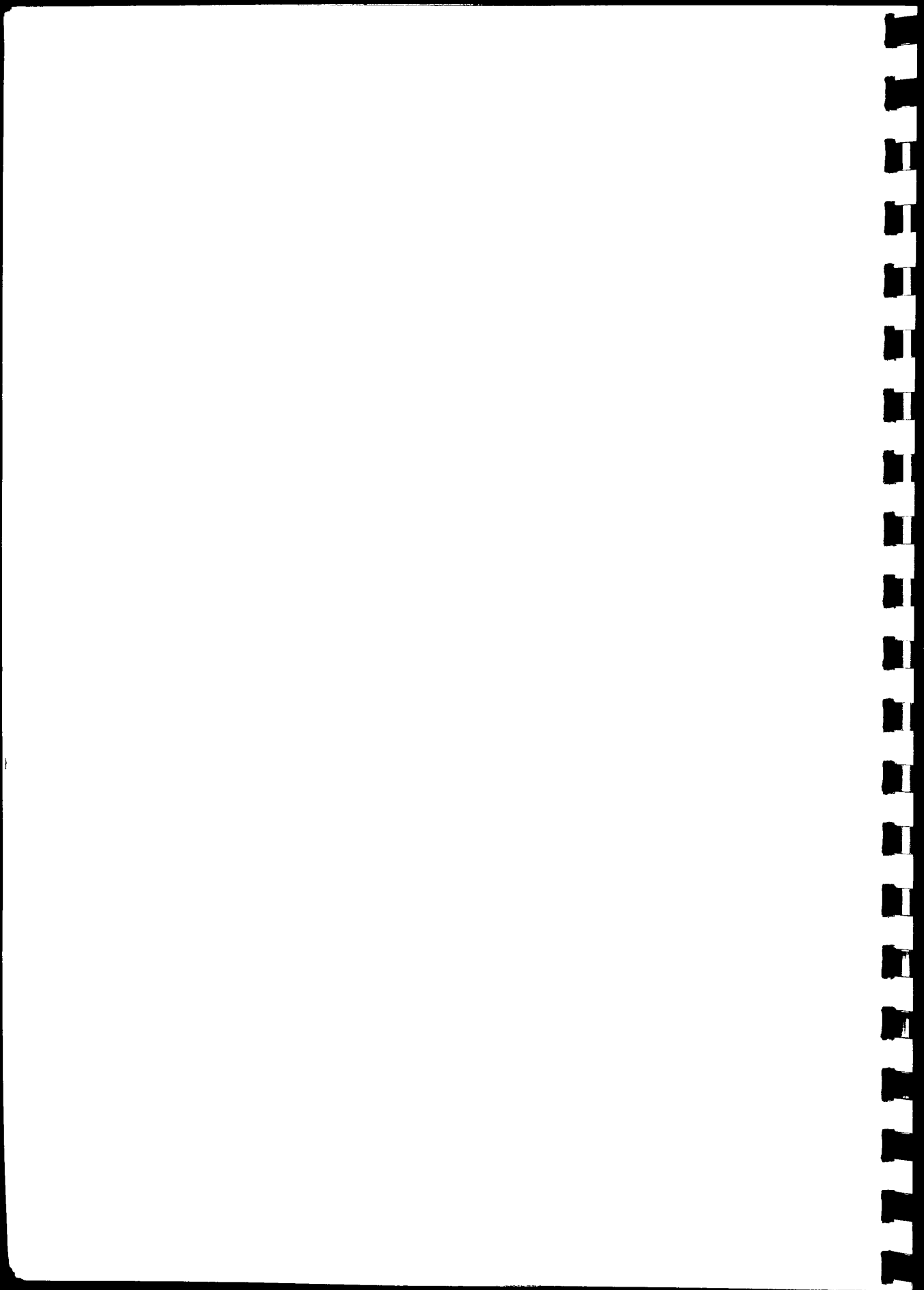
The four remaining flash cards are:

baby gown  
nurse's apron  
pyjama coat  
blanket

Present and practise individually and in groups sequences like this:

Pick a blanket up  
Pass it to him  
          her  
          me

Pick a baby gown up  
Give it to him  
          her  
          me  
Put them down.



The word 'give' should be taught.

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

This is for you

when they give something to someone.

right.

you, by getting students to

pay for you

to someone.



## 6 A LAUNDRY PROCESS OR JOB

---

### Teaching Points

Present simple tense affirmative with impersonal pronoun 'you'. Understanding of question form and responding with short answer 'Yes, I do'.

Vocabulary of a job or process.

### Aims

To get over the idea of a job description and of the way language can be used accurately in relation to a particular job.

### Teaching Procedure

This material is particularly well suited for group work.

### Equipment

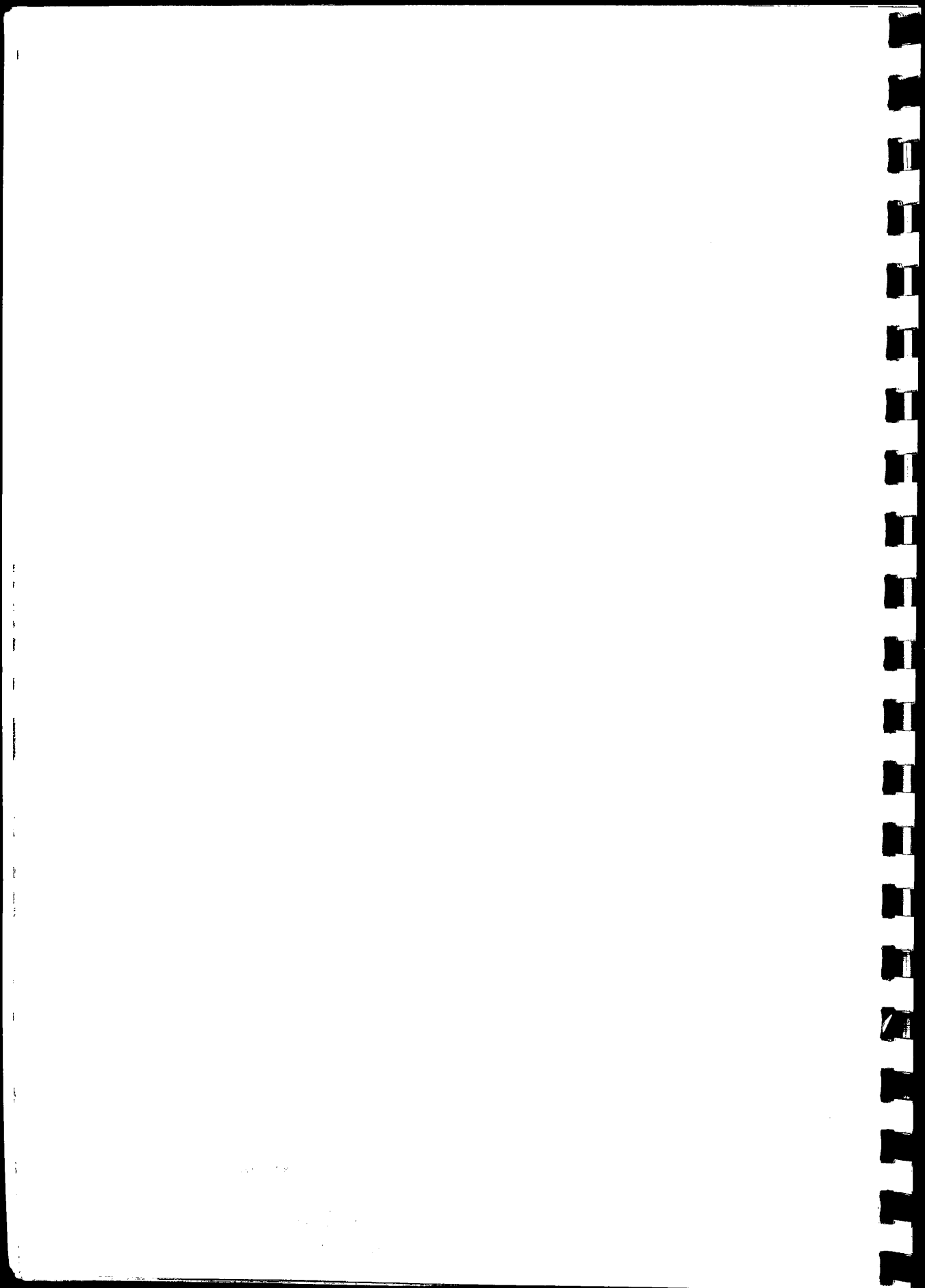
Sets of pieces of coloured paper for each member of the class if possible.

## 23 Instructions for a laundry job

Aim To teach an accurate use of English to describe the main steps of a laundry job which is already familiar to the class.

The teacher has to choose a job or process from one part of the laundry and write this part.

The job chosen should be very familiar and one which can be easily be demonstrated with the actual pieces. If there are no jobs which can be easily demonstrated in the classroom, blackboard drawings or photographs can be used as cues, or the language can be taught in the actual laundry where the job is always done. In any case, if the language is presented with visuals, it will probably be necessary at some point to actually go into the laundry with the whole class or in groups to make sure all the language has really been understood.



The best way to put together a job description is to record a supervisor or trainer describing the job. Then by simplification this recording can be used as a basis for the teaching material. See note on collecting teaching material in the introduction.

Example:

Here is an example of a job description from the calender section of a laundry.

Tape item 6 to be prepared specially or available

Fold the sheet over

Then fold it again

Put it on the pile

Count the pieces

Mark every ten pieces on your work sheet

Put the piles of work on the trolley.

At this stage of the course, this represents a much simplified version of what a supervisor actually said: but, it does represent an accurate account of the essentials.

Your own material



Suggested teaching procedure:

- (a) Teacher demonstrates with the language.
- (b) Teacher speaks description while class do it. Sets of material required for each student.
- (c) Teacher does process again; class chorally repeat each appropriate sentence.
- (d) Best students instruct the other members of their groups to do the job; in this way gradually every individual will master the language of the whole process.

#### 24 Understanding questions and giving short answers

Aim Passive understanding of questions and 'yes'/'no' responses.

When the laundry job description has been fully mastered ask incorrect questions or questions out of sequence. This is only to familiarise students with the question form which should not be difficult to understand.

Students reply "Yes, you do" or "No, you don't".

#### Examples

Do you fold your sheet?

Response: Yes, you do.

Then do you shake it out?

Response: No, you don't. (Explains: do not)

You may have to accept simply 'Yes' and 'No' as answers.

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## 7 DAILY ROUTINE - Present simple tense

---

### Teaching Points

Present simple in positive, negative and question forms.

### Aims

To master the verb forms of this tense accurately. Immigrants who have picked up quite a bit of English often remain unable to use the interrogative and negative verb form. There is very little strictly structurally based material in the course as a whole, but this part was included because of the difficulty in the verb forms. There is no important situational or behavioural material in this part.

### Teaching Procedure

The use of the auxiliary with negative and interrogative verb forms is the essential point to get over. This may involve rather repetitive work, which the class will resent. However, it is important in the first section of this course to be insistent on and achieve accuracy in listening and production.

### Equipment

Slides, projector, screen.

Personal photographs of the student's families.

General Notes

Present single in positive, negative and single

Notes

To make the verb form of this form, it is placed up due to a bit of delay after the first negative verb form. There is a delay in the course of a word and the difficulty in the verb form. The behavioral material in this case.

Testing Procedure

The use of the auxiliary will be used. The essential point to get over. If it is not the case will be tested. However, it is not to be tested on one and a half.

Equipment

Other, projector, screen. General description of the study and the



25 A typical day

Aim To present the English for a typical daily routine with third person and present simple tense.

Slides available

The main emphasis is on the start of the day. A series of slides are shown showing a woman travelling to and starting work at her laundry.

Present the slides with the following sort of language commentary. Later choral and individual practice can be given with the suggested questions. Naturally, the teacher will vary place names and other factual points as appropriate.

Slide 1

This is Mary. (or any name you choose)

She lives in Hounslow. (substitute appropriate place names)

Everyday she leaves home at half-past seven.

Where does she live?

When does she leave home?

Slide 2

She works in Isleworth.

She goes to work by bus.

She catches the 207 bus to Isleworth.

Where does she work?

Does she go to work by car/van/bicycle/bus?

Slide 3

Here she is on the bus.

The bus takes twenty minutes.

Slide 4

Mary works at St John's Hospital laundry.

Every morning she arrives at work at eight o'clock.

Where does she work?

When does she arrive?

## 22 A typical day

Aim To present the English form of the verb 'to be' and present simple tense.

Slides available

The main emphasis is on the form of the verb 'to be' showing a person's state of being. Present the slides with the verb 'to be' in the first column and the subject in the second column. The verb 'to be' is used in the first column and the subject in the second column. The verb 'to be' is used in the first column and the subject in the second column.

### Slide 1

This is Mary. She is a teacher. She lives in London. Every day she goes to work. Where does she live? When does she go to work?

### Slide 2

She works in London. She goes to work by bus. She catches the 207 bus. Where does she work? Does she go to work by bus?

### Slide 3

Here she is on the bus. The bus takes twenty minutes.

### Slide 4

Mary works at St John's Hospital. Every morning she arrives at work at eight o'clock. Where does she work? When does she arrive?

Slide 5

She goes into the laundry.

She clocks on.

Slide 6

Then she goes to her locker.

She takes off her coat.

She puts on her overall.

Then she starts work.

Where does she go?

What does she take off?

What does she put on?

Slide 7

Mary has dinner at half-past twelve.

She goes to the canteen.

When does she have dinner?

Where does she go?

Slide 8

She arrives home at half-past five.

When does she arrive home?

If further practice is needed, this can be given by putting the slides up one at a time and allowing students to practise the language in groups together.

26 Your family

Aim Talking personally about what members of a student's family do.

Active use of question forms and introduction of negative form.

A similar sequence of language can be used to talk about students' families. Students can bring photographs of their families which can form the basis of initial questions.

of initial questions.

Students can bring photographs of their families to class.

A similar sequence of language can be used.

Active use of question forms and structures.

Aim: Talking personally about what is important.

So Your family

together.

one of a time and allowed to go

if further practice is needed.

When does the relative live?

She arrives home at 10.15.

Slide 6

Where does she go?

When does she have a meal?

She goes to the cinema.

Why has dinner at 1.15?

Slide 7

What does she buy?

What does she wear?

Where does she live?

Then she starts work.

She puts on her coat.

She takes off her coat.

Then she goes to her job.

Slide 8

She clocks on.

She goes into the laundry.

Slide 9

Where does your husband work?

wife

son

daughter

father

mother

He works at .....

He doesn't work, he .....

Where does your <sup>son</sup>  
daughter go to school?

Does he go to school by bus/van/bicycle?  
to work

What time does he arrive at work?

When does he leave work?

When does he arrive home?

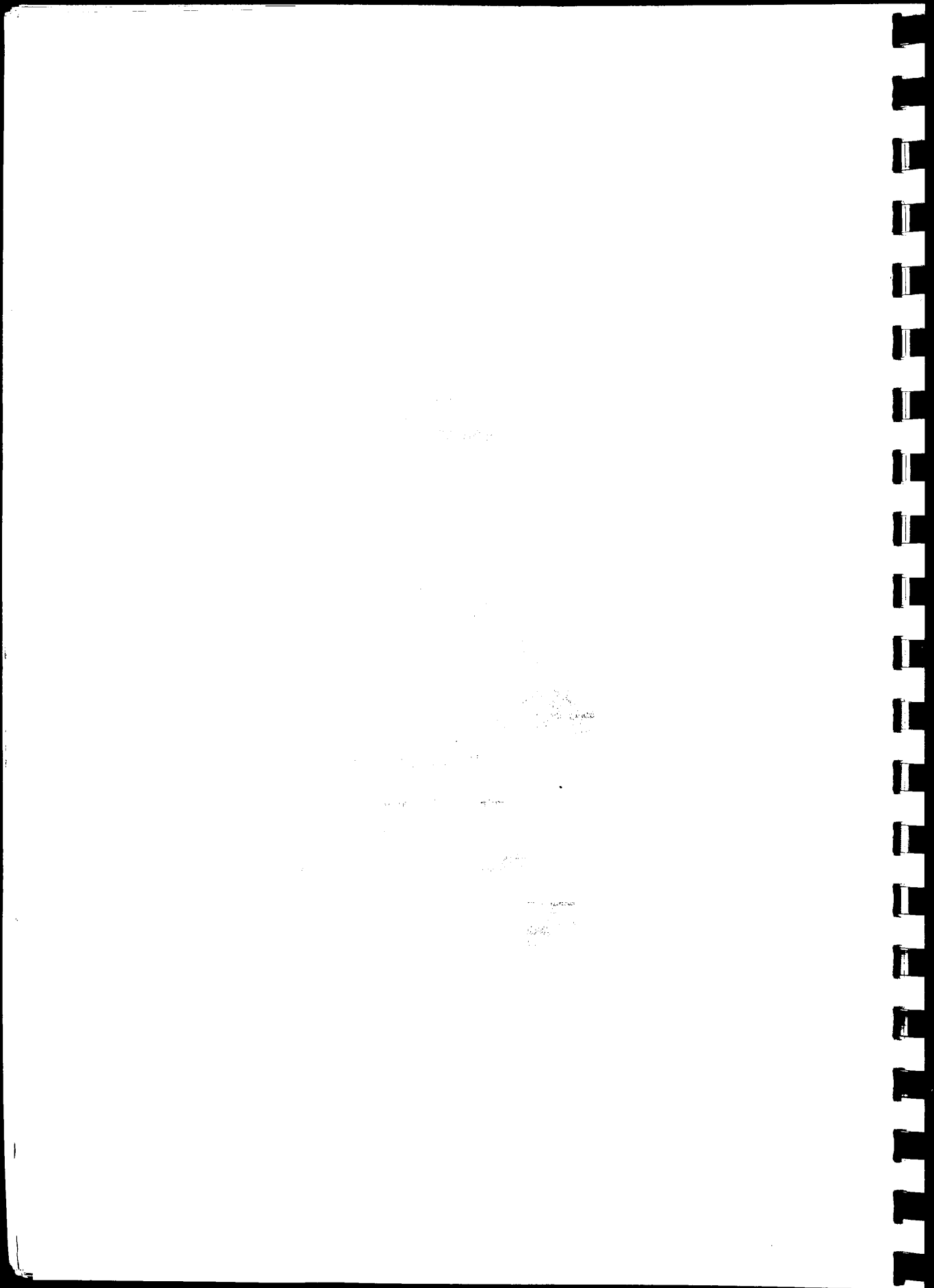
Where does your <sup>mother</sup>  
father live?

## 27 Starting the day

Aim Asking and answering truthfully about how you start your day.

This item introduces and practises present simple forms with 'I' for the first time. These are not different from the verb forms in Item 25 and 26, but the question form with 'do' is practised for the first time.

Present the following type of sequence of questions and answers and then use them for individual and group practice.



Do you live in Y?

Where do you live?

Do you get up at six o'clock?

When do you get up in the morning?

When do you leave home?

Do you travel by bus/train/van/etc.?

What bus do you catch? (New type of question)

When do you arrive at work?

Do you clock on?

Where do you clock on?

Then where do you go?

(and any other appropriate questions)

Notice you should practise both types of question (with question words or with 'do'). By asking questions with 'do' you can get negative responses. You can take any positive or negative response of an individual student; make it third person and practise it chorally.

Teacher: Do you live in Greenford?

Student: No/No, I don't/No, I don't live in Greenford.

Teacher: She doesn't live in Greenford.

Class: (chorally) She doesn't live in Greenford.

## 28 Recorded drills

Aim Practice with present simple forms.

Tape Item 7 available

This is the first set of recorded drills in the course. By this time students should be reasonably familiar with responding to a tape recorder; however, they will need some introduction to the conventions of a drill. The teacher can make up some examples of his own first presenting to a class perhaps having a picture of the person being talked of.

Do you live in Y?

Where do you live?

Do you get up at six o'clock?

When do you get up in the morning?

When do you leave home?

Do you travel by bus/train/airplane?

What bus do you catch?

When do you arrive at work?

Do you clock on?

Where do you clock on?

Then where do you go?

(and any other appropriate questions)

Notice you should go on to the next question

with 'do'. By asking the question

You can take any positive or negative answer

make it third person and past tense if you wish

Teacher: Do you live in Oxford?

Student: No, I don't. I live in London.

Teacher: She doesn't live in Oxford.

Class: (chorally) She lives in London.

## 38. Recorded drills

Aim: Practice with present simple forms

Tape item 7 available

This is the first set of recorded drills in the book.

They should be read aloud by the teacher or a student.

They will need some introduction to the conversation.

can make up some examples of his own that present the same

having a picture of the person being talked of.



Students listen to the information on the tape and then answer the questions.

(Note: These items would be better re-recorded with local names of places).

Mr Ramos

Lives in Southall

Works in Hounslow

Where does he live?

Does he live in Brentford?

Where does he work?

Does he work in Ealing?

Mrs Rodriguez

Lives in West Ealing

Works in Greenford

Where does she live?

Does she live in Hounslow?

Where does she work?

Does she work in Perivale?

Mr Ramos

Leaves home at six o'clock

Starts work at seven o'clock

When does he leave home?

Does he leave home at five o'clock?

When does he start work?

Does he start work at eight o'clock?

Mrs Rodriguez

Leaves work at five o'clock

Arrives home at five-thirty

When does she leave work?

Does she leave work at three o'clock?

When does she arrive home?

Does she arrive home at seven o'clock?

As many examples of this type of drill can be provided as are needed by the class. Students can practise the 'I' and 'you' present simple form in the classroom with a similar type of drill technique.

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information would be better

Mr. Jones

Lives in Scotland

Lives in Houston

Where does he live?

Does he live in Brentford?

Where does he work?

Does he work in Belling?

Mrs. Rodriguez

Lives in West Ealing

Where in Brentford

Where does she live?

Does she live in Hounslow?

Where does she work?

Does she work in Brentford?

Mr. Brown

Lives home at six o'clock

Starts work at seven o'clock

When does he leave home?

Does he leave home at five o'clock?

When does he start work?

Does he start work at eight o'clock?

Mrs. Rodriguez

Lives home at five o'clock

Lives home at five-thirty

When does she leave work?

Does she leave work at three o'clock?

When does she leave home?

Does she leave home at seven o'clock?

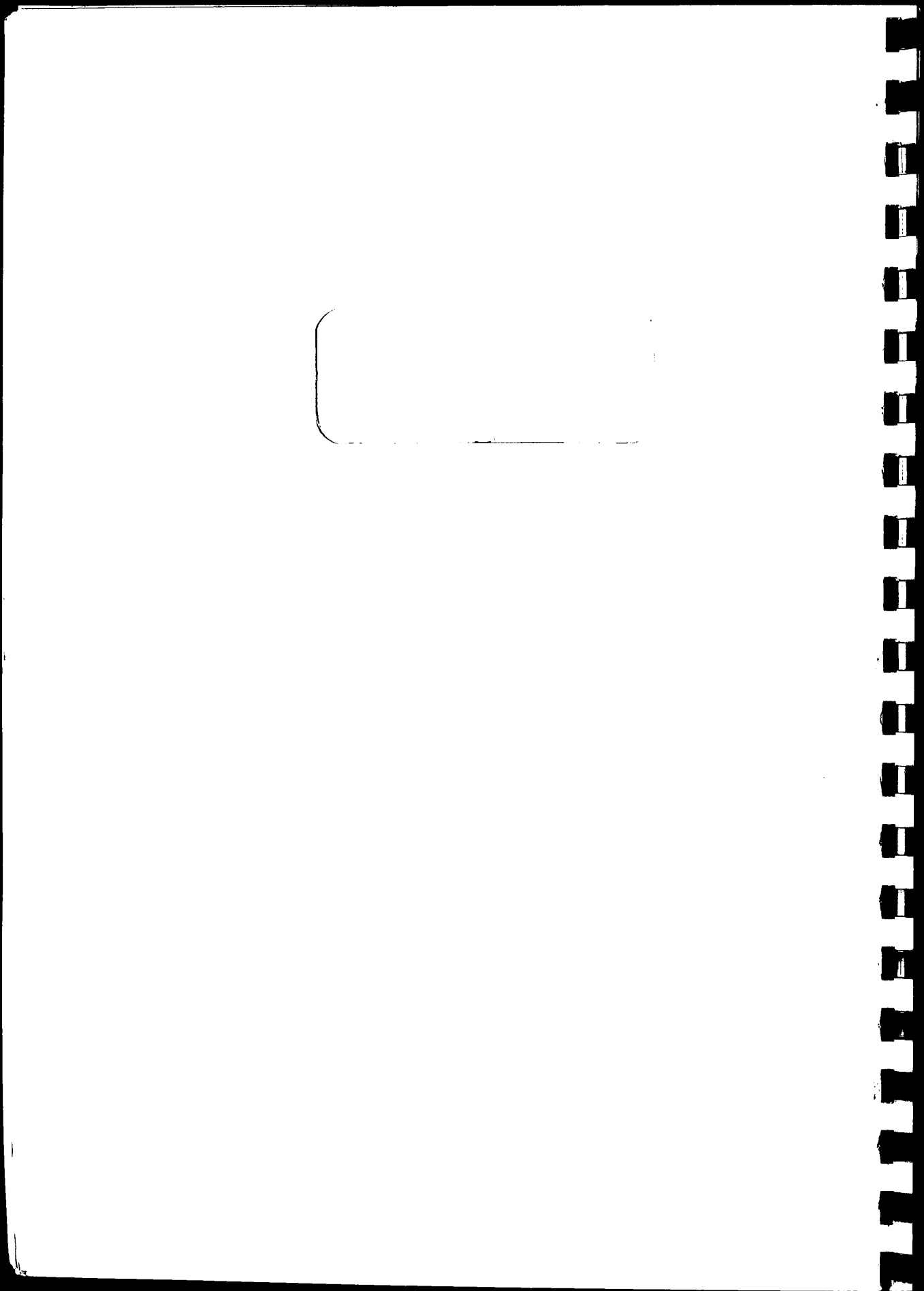
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English in the Laundry

SECTION TWO

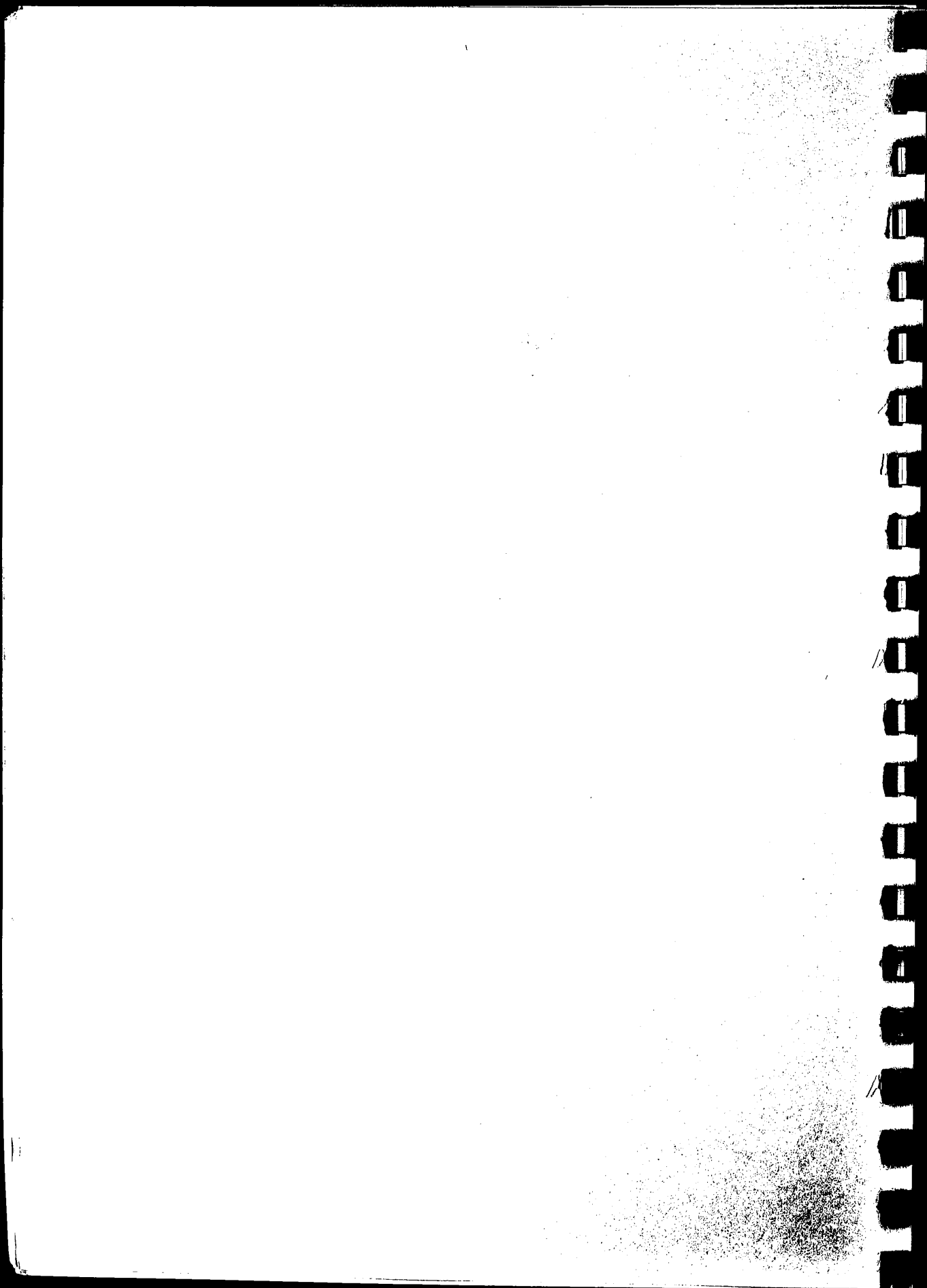


English in the Laundry

SECTION TWO

An English language training course  
for  
overseas staff in hospital laundries

SIMPLE SOCIAL CONVERSATION  
SET FORMS FOR USE AT WORK



## CONTENTS

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Starting a conversation

- 1. Greeting
- 2. Compliments
- 3. Asking for things in the context

Reciprocal questions

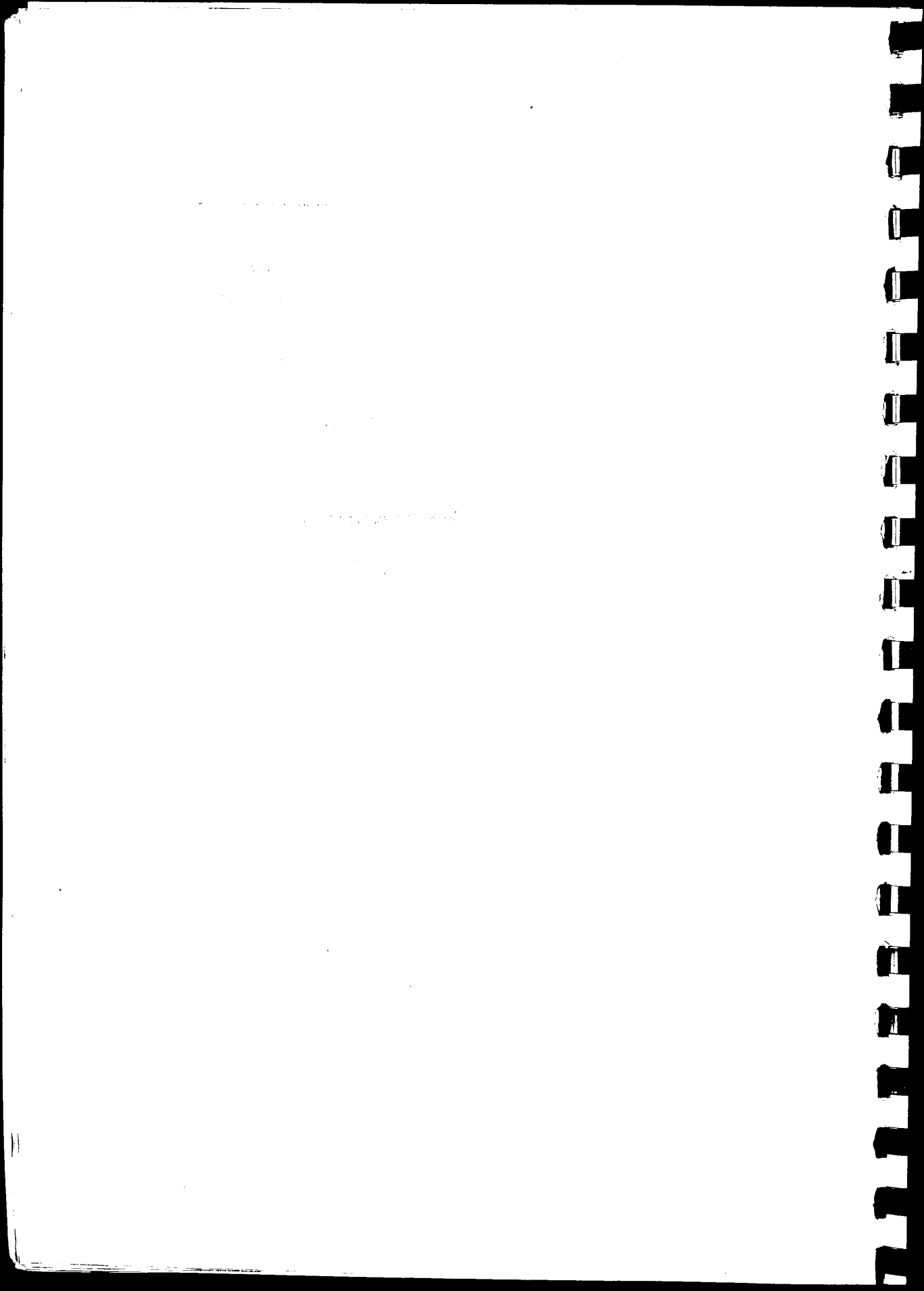
- 4. Dialogue: using questions in conversation
- 5. Reciprocal questions
- 6. Reciprocal drill of reciprocal questions
- 7. Reciprocal questions with a partner

## INTRODUCTION

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This section mainly deals with set language forms such as those used when arriving at work, leaving, asking for something, meeting people, etc. In addition there is a certain amount of basic language for the work situation (colours, prepositions, etc) and starting simple social conversation. There is not a great deal of new language material compared with Section One, and the contents of this section can be covered in seven to eight hours on an intensive course.

Again there is no need to stick exactly to the order of items as given here.



## 1 DATES AND TIMES

---

### Teaching Points

- (a) Vocabulary of days and dates
- (b) Expressions of time

### Aims

Confidence and fair accuracy with times and dates

### Teaching Procedure

These items are best taught in short sections and then frequently revised and practised.

### Equipment

- (a) Calendar
- (b) Set of clockfaces

and dates

the same of the year 1810

the same of the year 1810

## 29 Days of the week

Aim Accurate recognition of days and dates; also the use of terms 'weekdays' and 'weekends'.

Teach days of the week on the page of a large calendar or draw in advance on a sheet of cartridge paper.

Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday

Also teach along with the days and dates:

The weekend. Did you have a nice weekend?

Today is .....

Yesterday was .....

Tomorrow will be .....

Everyday I come to work.

## 30 Telling the time

Aim The ability to tell the time quickly and with reasonable accuracy.

This is more important than precise identification of the exact number of minutes.

Use a clock face to present and practise:

What's the time?

Five, six, seven, etc o'clock

quarter to .....

quarter past .....

half past .....

it's nearly .....

it's just after .....

Call out times and get students to set the clock face to the correct time.

Day of the week

**Aim** Accurate recognition of days and 'weekends'.

Teach days of the week on the page of a type-written sheet of cartridge paper.

Monday, Tuesday, Wednesday, Thursday,

Also teach along with the days of the week.

The weekend. On all days of the week.

Today, Tomorrow, Yesterday.

Yesterday, Tomorrow, Today.

Yesterday, Today, Tomorrow.

Today, Tomorrow, Yesterday.

Telling the time

**Aim**

The ability to tell the time to the nearest minute. This is more important than the ability to tell the time to the nearest hour.

Use a clock face to present the time.

What's the time?

Five, six, seven, etc. a clock.

quarter to .....

quarter past .....

half past .....

It's nearly .....

It's just after .....

Get out times and get students to set the clock face.



Then get students to set clock face to the following times and afterwards to answer these questions:

- What time do you catch the bus every day?
- What time do you arrive at work?
- What time do you begin your job?
- What time do you come to the English class?
- What time do you leave work?

(and other suitable questions).

Go on to present and practise with sets of clock faces:

five, ten, fifteen, twenty, etc past/to .....

If the class want to, and have found this item easy, go on to (at a later date):

two minutes past ..... etc

But there is no need at all to teach this with a class who have difficulty in grasping the basic forms.

Turn the clock face to the following times:

Answer these questions:

What time do you catch the bus every day?

What time do you arrive at work?

What time do you begin your job?

What time do you come to the English class?

What time do you leave work?

(and other suitable questions).

Go on to present and practice with sets of 100 words.

five, ten, fifteen, twenty, etc.

If the class wants to, and have found this useful,

two minutes past . . . . . etc.

But there is no need at all to teach this if it is not

gaining the basic forms.

## 2 ARRIVING AT WORK

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### Teaching Points

Set formulae for use when arriving at work in the morning.

### Aims

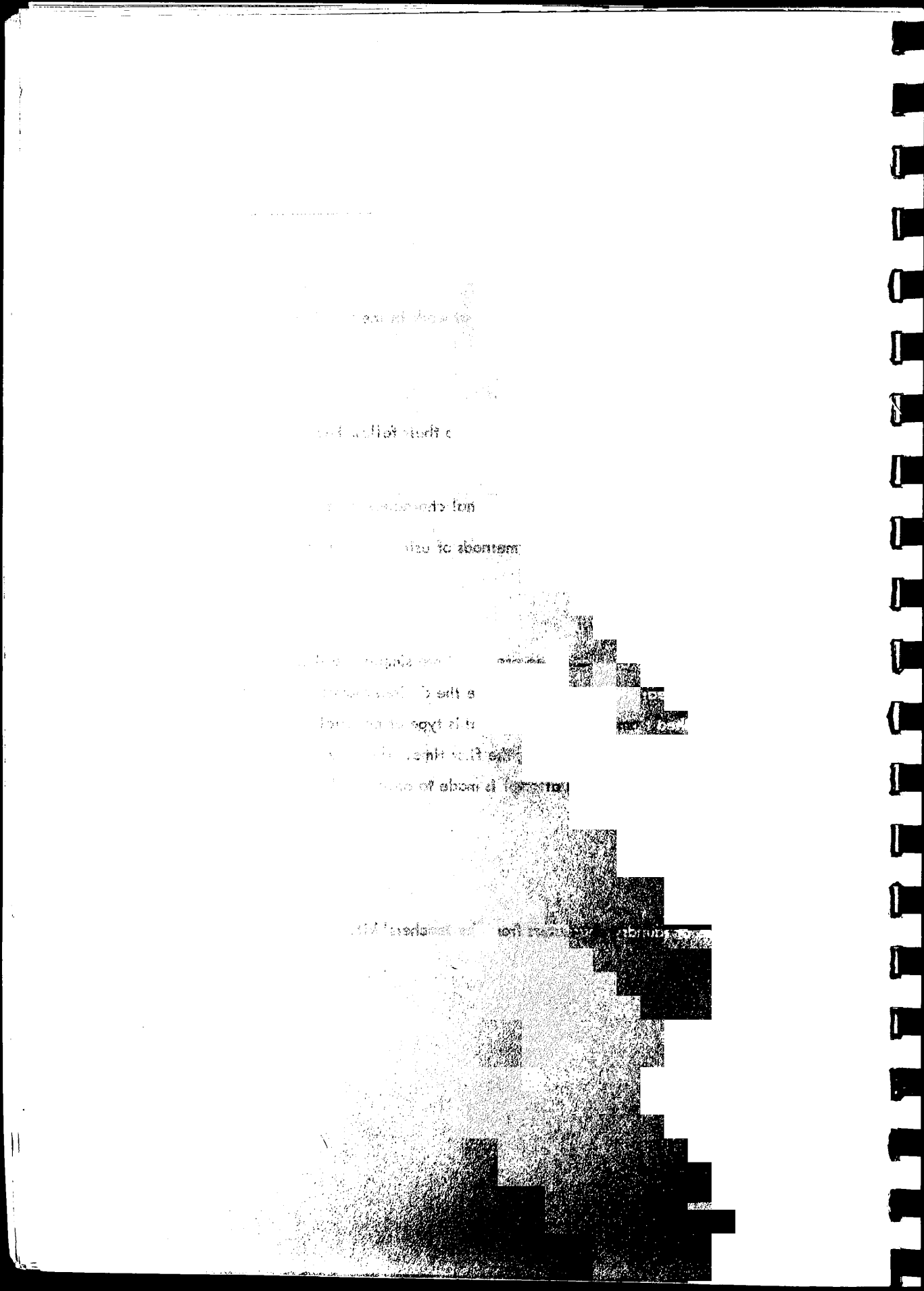
- (a) To get students always to talk to their fellow English workers when arriving in the morning.
- (b) To present the idea of fictional characters in recorded dialogues.
- (c) To establish classroom methods of using recorded dialogues.

### Teaching Procedure

The dialogues and language presented are simple and short so they should not give real difficulty. Make sure the desired classroom methods are established from the start in using this type of material. Some past simple verb forms are introduced for the first time. These should simply be learned as set expressions. No attempt is made to present this tense as a whole until Section Three.

### Equipment

Slides of laundry characters from the teachers' kit.



### 31 Characters in the dialogues

Aim To present as convincingly as possible the first three characters who appear in the dialogues.

Throughout Sections Two, Three, Five and Six a series of fictional characters appear in many of the recorded dialogues. This traditional device has been used for two reasons: to allow personality to be established and for it to be shown as an element in language behaviour; to make the characters in the dialogues identifiably similar to the people the students work with. (See Introduction to the course).

Use the series of slides in the teachers' kit

Slide 1 St John's hospital

Slide 2 Mrs James: The manageress

Slide 3 Mary: Early middle age, kindly - has been working in the laundry for some time

Slide 4 Jaswinder: Young Indian girl - speaks good English

Slide 5 Annie: Young English girl, new to the job, friendly and willing - but accident prone  
(Introduced later)

Present the first four slides to the class, using the following sentences. This material is not intended for active language learning, but is for understanding only.

#### ERRATA

Section 2 p 8-9 Slides 1-5 correct to: Slides B1-B5

Slide 2 This is Mrs James  
She is the manageress of the laundry

Slide 3 This is Mary  
She works in the laundry  
She's middle aged  
She's married

### 31 Character in the dialogue

Aim To present as convincingly as possible the characters who appear in the dialogue.

Throughout Section Two, Three, Five and Six, the characters appear in many of the recorded dialogues. The aim is to use for two reasons: to allow personal identification of the characters shown as an element in language learning; and to show dialogues identified in the same way as the characters in the introduction to the course.

Use the series of slides in the following order:

- |         |                    |
|---------|--------------------|
| Slide 1 | St John's Hospital |
| Slide 2 | Mrs James          |
| Slide 3 | Mary               |
| Slide 4 | James              |
| Slide 5 | Annie              |

Present the first four slides in the order given. The material is not intended for use in the first lesson only.

Slide 1 This is a picture of a part of St John's Hospital. The hospital is "St John's".

Slide 2 This is Mrs James. She is the manager of the laundry.

Slide 3 This is Mary. She works in the laundry.

She's middle-aged.

She's married.

**Aim** To practise standard greetings for the morning and after the weekend.  
To establish procedure for using recorded dialogues.

Using times and clock face, establish the meaning and use of these items:

A: At .....

Teacher: You were early/late/on time.

Present the following dialogue with pictures of the characters. Prepare and revise any vocabulary items you think necessary. Note the use of the past simple tense. Get these usages correct without going into details of the tense.

**Tape Item 8**

Narrator: (man's voice) Mary arrived at work first today. Then Jaswinder came in.

Mary: Morning. How are you?

Jaswinder: Very well thanks. And you?

Mary: I'm fine

Jaswinder: Did you have a nice weekend?

Mary: Yes thanks: We went to the cinema

Jaswinder: That's nice

## Listen

**Listen and repeat**

the first of the series of  
the second of the series of

the third of the series of

the fourth of the series of

the fifth of the series of

the sixth of the series of

the seventh of the series of  
the eighth of the series of  
the ninth of the series of

the tenth of the series of

the eleventh of the series of

the twelfth of the series of

the thirteenth of the series of

the fourteenth of the series of



### Procedure for classroom exploitation of recorded dialogues

Each dialogue is recorded three times to be used as follows:

1 Listen

Keep playing an item initially until it is fully understood

2 Listen and repeat

3 Listen and fill in

The particular part which has to be filled in is blanked out on the third version. Students fill in the lines for this character against the other parts which come over the tape recorder. This is a procedure that a class need a good deal of practice with.

Whenever using recorded dialogues avoid mere parroting without understanding, and insist upon accuracy with structure and pronunciation. The use of recorded dialogues is explained more fully in the introduction to the course.

### 33 A bad morning

Aim Simple formula dealing with someone in a bad mood. Another short and easy dialogue. Present with slide B7.

Tape Item 9

Narrator: Mary was late this morning. Jaswinder saw her in the cloakroom

Jaswinder: Hello Mary. How are you?

Mary: I feel terrible

Jaswinder: What's the matter?

Mary: I've got a cold, and I'm late

Jaswinder: Oh dear, never mind.

Listen

Listen and repeat

Listen and fill in Mary

of recorded dialogue

times to be read as follows

initially until it is fully understood

in the morning

in the afternoon

which has to be filled in

in the first 10 minutes

over the tape record

of practice with

recorded dialogue

with students and

more fully in the morning

in the morning

should be dealing with

Present with this 87

in the morning

was late this morning

How are you?

How are you?

What's the matter?

I'm late and I'm late

never mind

in the morning

in the morning

### 34 Classroom practice

Aim For students to make up and practise in groups dialogues similar to items 32 and 33.

How are you?

Give practice with the following responses.

I'm fine

Very well

I feel terrible

Not so good

What's the matter?

Teacher acts so he looks tired, ill, unhappy, etc.

Students asks the questions. Teacher responds.

I'm tired/ill/etc

Build up simple dialogues such as the following. Students can made up their own variations and practise them in groups.

(a) Morning. How are you?

Fine thanks. And you?

Very well.

(b) Morning. How are you?

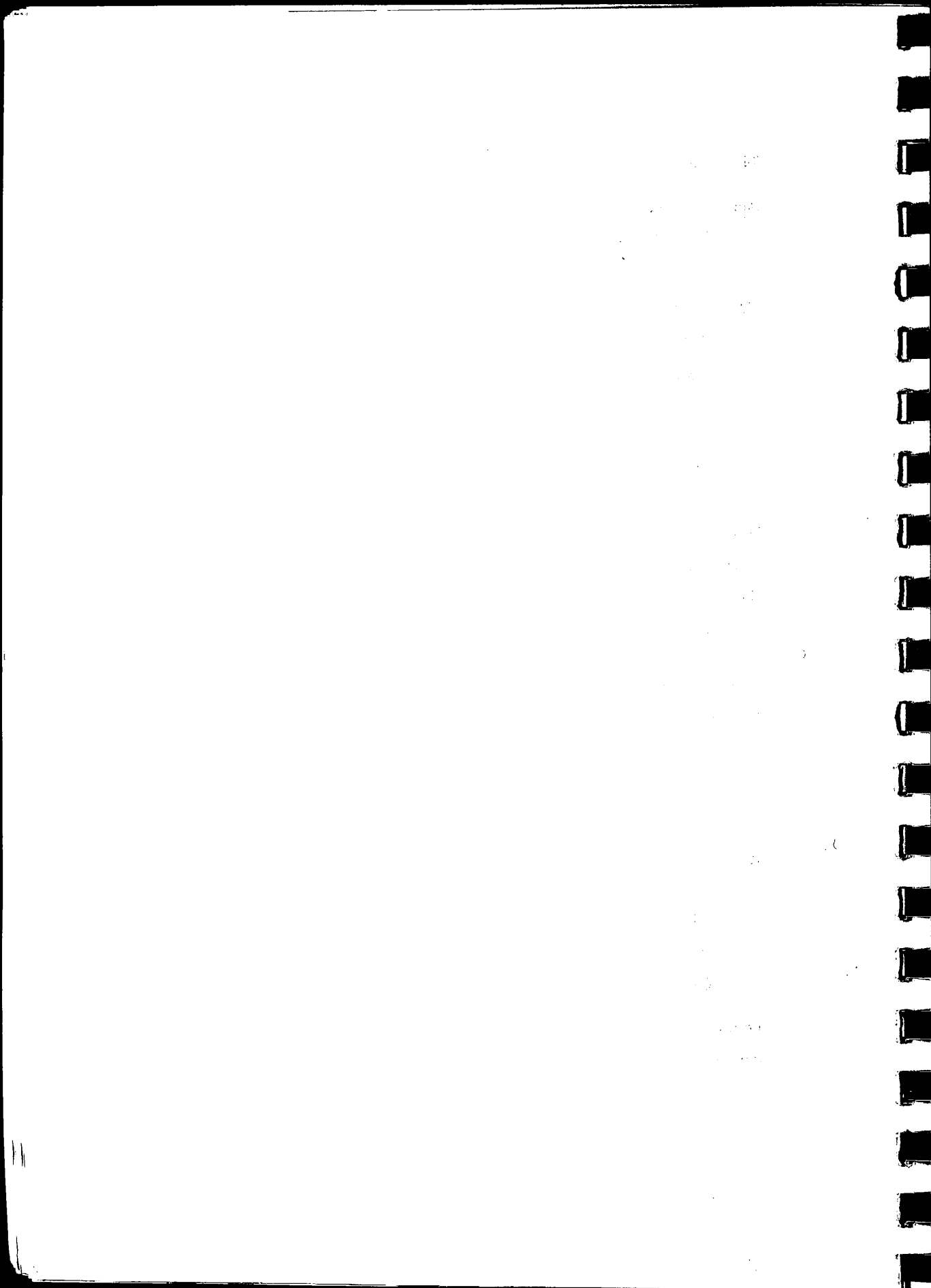
I feel terrible

What's the matter?

I'm tired

Oh dear. Never mind.

Reinforce these the next morning when students are arriving. Better students may act in front of the class.



### 3 COLOURS

---

#### 35 Colours

Aim To check that principle colours are clearly known. This item can also be used for vocabulary building.

Note If this course is used for a group laundry where hospital linen is colour coded, use the laundry items, if possible, for identifying colours.

Use sets of crayons for initial identification.

Prepare duplicated pictures of any objects from the laundry, canteen, etc, and use these for giving colouring instructions to the class.

Examples:

(picture of the canteen)

Make the walls red

Make the doors blue

Make the tables black (etc)

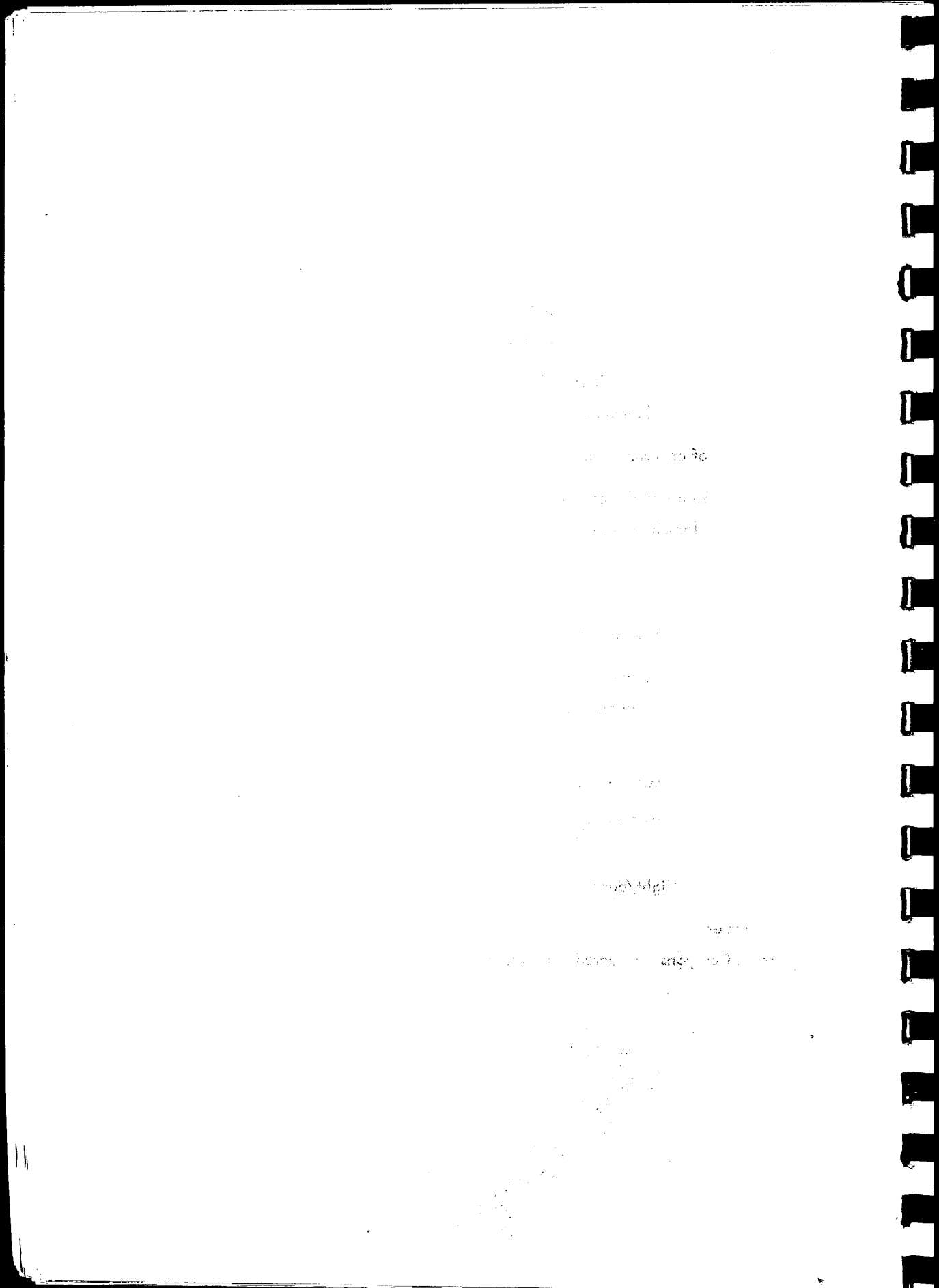
Use 'make' rather than 'colour' to discourage use of 'red colour'.

Most classes will find this very easy so go on to present and practise shades of colour with:

pale/light/dark

Equipment:

Sets of crayons. Prepared duplicated drawings.



#### 4 A LAUNDRY PROCESS OR JOB INCLUDING LOOKING OUT FOR DEFECTIVE LINEN

---

##### Teaching Points

- (a) Presentation of a new set of instructions for another area of the laundry
- (b) Vocabulary and set phrases for defective linen.

##### Aims

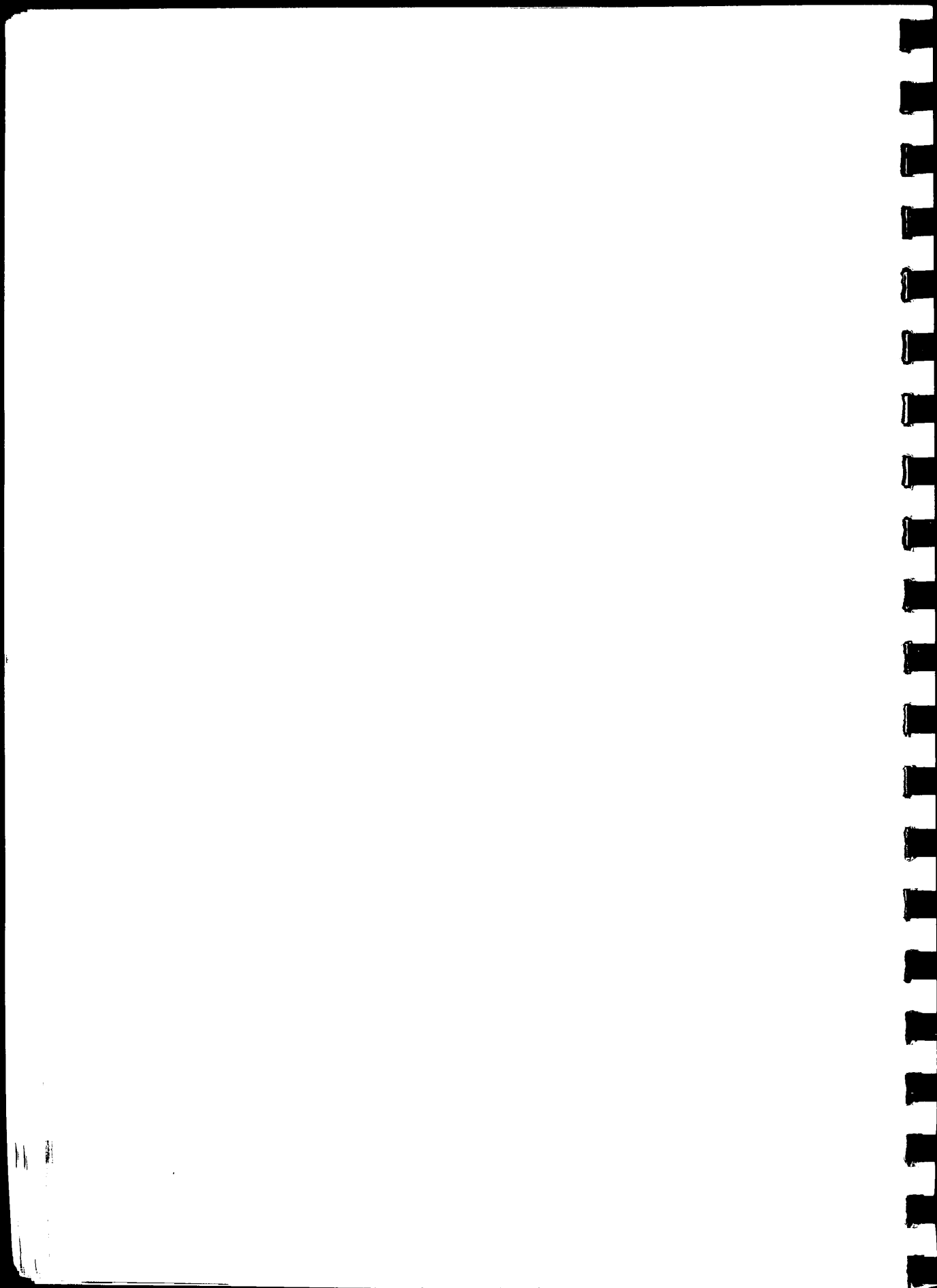
Accurate verbal identification of defects.

##### Teaching Procedure

The material is again particularly well suited to group work. The final set of instructions will probably be quite long and will have to be led up to gradually - a chunk at a time.

##### Equipment

Collections of defective linen.





36     Revision of a laundry job

Go back to Item 23 in Section One of the course and revise it completely with the class.

37     Identification of defective linen

Aim     Accurate verbal recognition of defective linen which has to be set aside for mending.

Teach the vocabulary for the damaged linen which should be set aside for mending.

Teach the terms commonly used in your laundry.

Examples: torn, frayed, split, worn.

Also teach the word 'missing' in these phrases:

    The button is missing

    The strap is missing

    The tape is missing

    The lining is missing.

Teach these with examples of damaged linen.

Give out pieces of linen, some of which are damaged and some of which are perfect.

Make sure 'not' is taught with multiple examples

    It is not torn

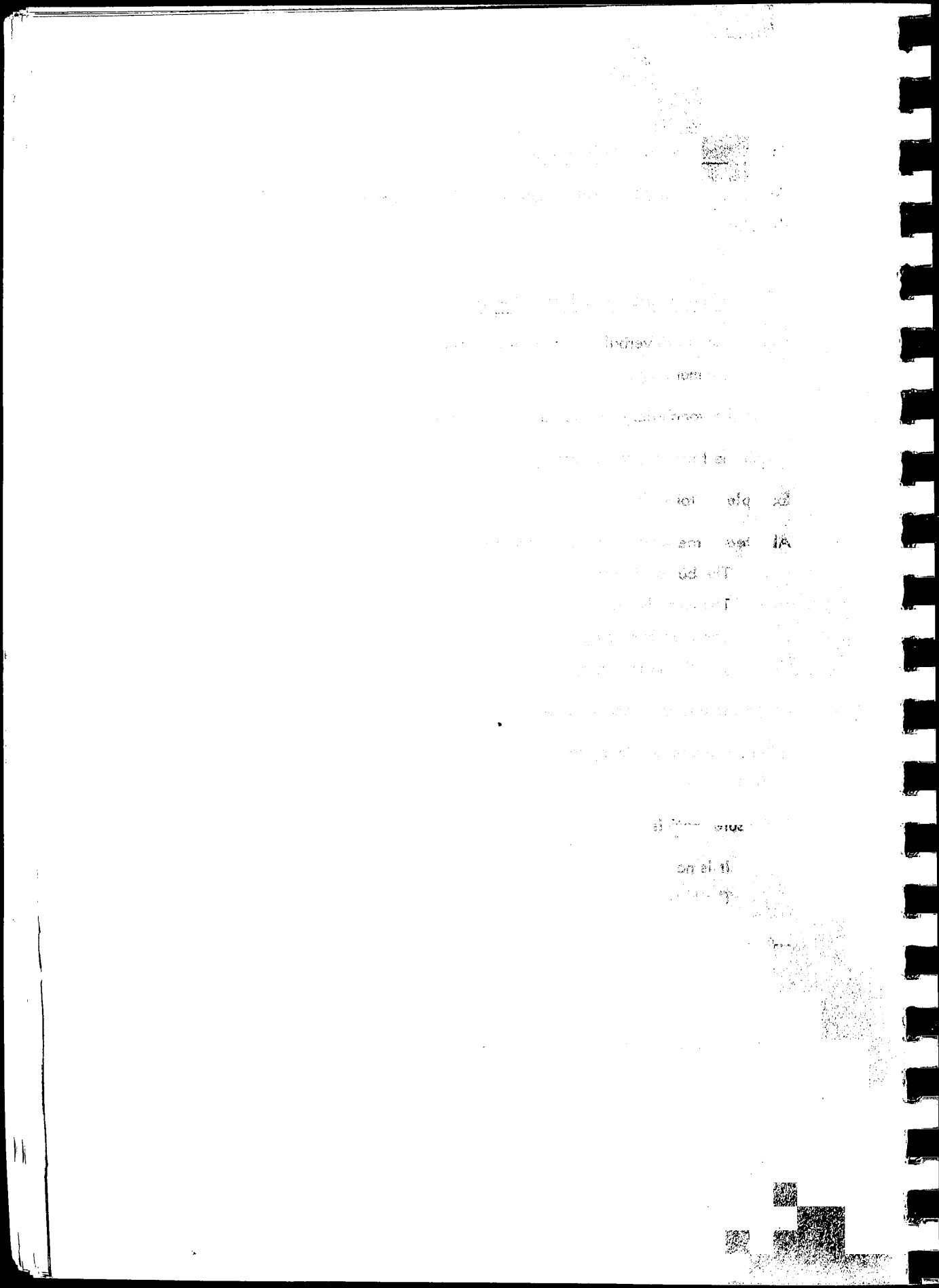
    The button is not missing, etc.

Then go on to teach the phrases:

    Make sure it is not torn

    Make sure the strap is not missing.

All this vocabulary and expression can be taught in groups.



38     Instructions including looking out for damaged linen in a laundry job

Aim     Accurate use of English to describe a job including looking out for damaged linen.

Now combine the instructions for a job with the identification of damaged linen taught in the previous item. Make your own tape items if these are not suitable.

Tape Item 10

Example 1

Shaking out

- Shake out the teacloths
- Make sure they are not torn or frayed
- Put them wrong side up
- Lay them out flat
- Shake out the baby gowns
- Make sure the tapes are not missing
- Lay them out flat
- Carry them over to the calender
- Put them down the calender
- Make sure they are in the right place

Tape Item 11 available

Example 2

The twin presses

- Lay out the aprons
- Make sure they are not worn or torn
- Press the treadle
- It swings round
- Do one side first, then the other
- Fold the aprons
- Mark every ten pieces on your work sheet
- Put them on the trolley

38

Instructions including taking the

Aim

Accurate use of digital scale

damaged item

Now combine the instructions found in the  
taught in the previous lesson.

Take item 10.

Example 1

Shaking out

Shake out the contents

Make sure they are all out

Put them away in the box

Put them away in the box

Shake out the contents

Make sure they are all out

Put them away in the box

Copy them over to the box

Put them down the box

Make sure they are all out

Take item 11 available

Example 2

The twin process

Lay out the object

Make sure they are all out

Press the needle

It swings round

Do one side first, then the other

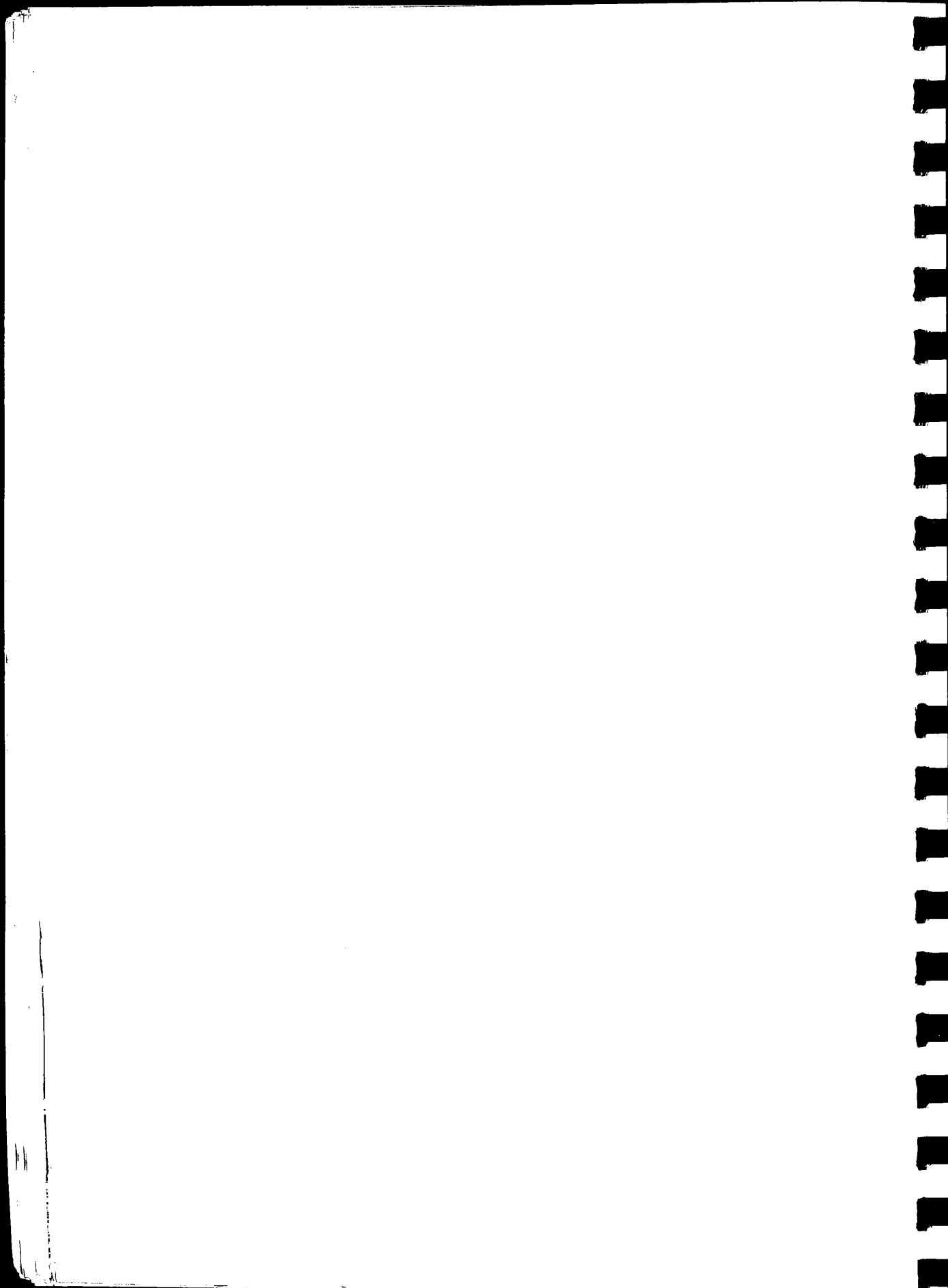
Fold the object

Mark every ten pieces on your scale

Put them on the table

Suggested teaching procedure:

- (a) Teacher demonstrates with the language
- (b) Teacher speaks description while class do it
- (c) Teacher does process again; class chorally repeat appropriate sentences.
- (d) Best students instruct the other members of their groups - in this way every individual will gradually master the language of the whole process.



## 5 INTRODUCTIONS AND LEAVING WORK

---

### Teaching Points

- (a) Set formulae for use when meeting people for the first time.
- (b) Set formulae for saying goodbye.
- (c) Prepositional phrases of place.
- (d) Further colours.

### Aims

- (a) For students to understand and use the English formula for meeting people at work.
- (b) To get students to always say goodbye when leaving work.
- (c) To get students to address other employees by their names.
- (d) To introduce another fictional character in the recorded dialogues.

### Teaching Procedure

Again simple and short dialogues (as in Part Two) which should not present real difficulties, and should not be overtaught. Make sure students are now all familiar with listening, repeating and filling in methods when recorded dialogues are being used.

### Equipment

- (a) Slides of fictional characters.
- (b) Pictures of useful vocabulary items.
- (c) Sets of uniform objects of different colours (eg. bricks).

## TEACHING TECHNIQUES AND LEARNING WORK

### Teaching Techniques

- (a) The teacher for use when teaching the
- (b) The teacher for using dialogue
- (c) The teacher for using phrases of place
- (d) The teacher for using

### Learning Work

- (a) The students to understand and
- (b) The students to understand and
- (c) The students to understand and
- (d) The students to understand and

### Teaching Techniques

- (a) The teacher and short dialogue for in fact
- (b) The teacher and short dialogue for in fact
- (c) The teacher and short dialogue for in fact
- (d) The teacher and short dialogue for in fact

### Learning Work

- (a) The teacher and short dialogue for in fact
- (b) The teacher and short dialogue for in fact
- (c) The teacher and short dialogue for in fact
- (d) The teacher and short dialogue for in fact



### 39 Another character in the dialogues

Aim To present as convincingly as possible one more character.

Use the fifth slide in the teachers' kit. Go over the old characters again before you go on to the new one. Remember, the language suggested is for understanding only, not for active teaching.

Slide B2 Who's this?  
It's Mrs James  
She's the manageress

Slide B3 Who's this?  
It's Mary  
She's worked in the laundry for five years

Slide B4 Who's this?  
It's Jaswinder  
She's worked in the laundry for one year

Slide B6 This is Annie  
She's a new girl  
She came to the laundry today

Note: The introduction of a new girl gives the opportunity to present a number of unfamiliar and different situations at work which are similar to those often encountered by immigrants with language difficulties.

### 40 Meeting new people

Aim Behaviour and language for meeting people for the first time. Present the following dialogue with slide B8.

Tape Item 12 available

Narrator: Today a new girl came to the laundry.

Annie: Excuse me. I'm new.

Jaswinder: Come in dear. Don't be shy.

Annie: Where do I put my coat?

Jaswinder: Put it over there.

...the dialogue

...as convincingly as possible

...the teacher in the room

...the new one, based on the

...for active teaching

Who's this?

It's Mrs Jones

She's the manager

Who's this?

It's Mary

She's worked in the factory

Who's this?

It's David

She's worked in the factory

This is Anne

She's a new girl

She came to the factory

The introduction of a new girl

in a different situation

introduced by immigrants with

...new people

...and things for

...slide 88

...people

...new girl came to the factory

...new

...Don't be shy

...girls

...

Annie: Thanks.

Jaswinder: I'm Jaswinder. And that's Mary.

Annie: Hello. I'm Annie.

Listen

Listen and repeat

Listen and take Annie's part.

Introducing yourself

Now go round the class, everyone saying:

I'm .....

Then divide into groups with one new girl:

A: I'm ..... That's ..... and that's .....

B: Hello. I'm .....

The dialogue can be practised with substitutions for the word 'coat'.

#### 41 Vocabulary game

Aim To increase vocabulary. Useful for pronunciation too.

Make a series of picture cards of anything you consider useful. The best way is to ask the class to cut out pictures of objects that interest them and bring them to class. They are named in class and shown on card.

Divide the class into teams. Teacher holds up a card. The first person to identify it wins a point for her team.

#### 42 Position

Aim To teach some useful prepositional phrases, and more practice with language for meeting people for the first time.

and the other side of the

the other side of the

the other side of the

the other side of the

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- (a) Present the following phrases, referring to positions of students in the class.

Who's in the middle?

Who's on the right?

Who's on the left?

Who's over there?

- (b) Repeat this with a variety of objects including uniform objects of different colours (eg bricks). These can then be identified as:

The red/blue/yellow/green/black one, etc.

Introduce here any useful colours not covered so far.

Teach "next to".

The red one is next to the blue one

Who is next to Mary?

#### 43 Leaving work

Aim To practise standard ways of saying "goodbye" in the evening.

- (a) Set formulae

Go back and quickly revise the ways of saying goodbye practised in Section One, Item 14.

- (b) Dialogue practise

Present the following dialogue with slide B9

Tape Item 13 available

Narrator: At four o'clock, everyone hurries home.

Mary: Quick, quick. I'll miss my bus.

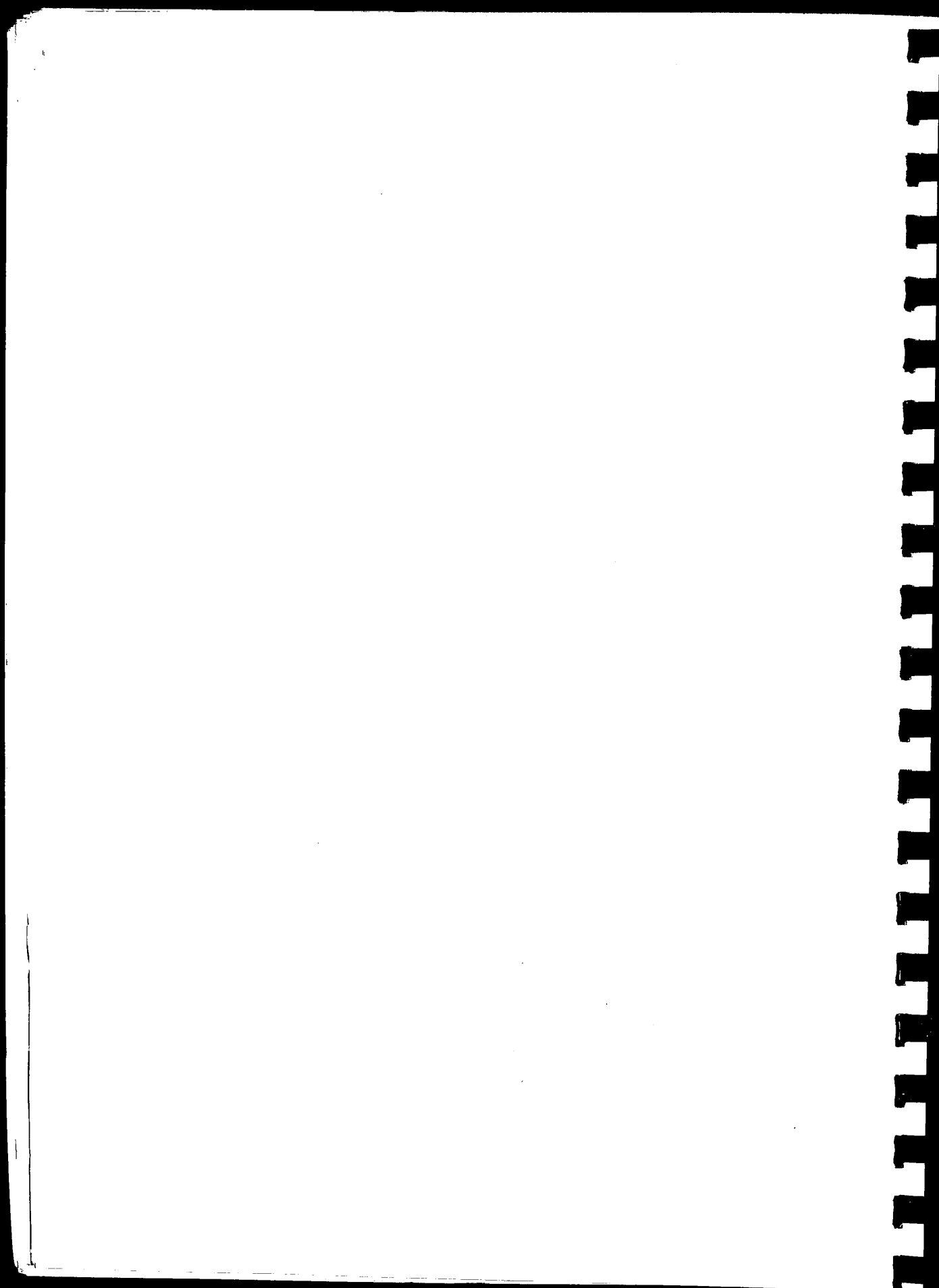
Annie: Excuse me. Where's my coat?

Mary: I don't know.

Annie: Oh, it's all right, here it is.

Mary: Cheerio dear, see you tomorrow.

Annie: Yes, bye. Goodbye, everyone.



Listen

Listen and repeat

Listen and take Annie's part.

At the end of the lesson get everyone to leave in turn and to say to the class:

A: 'Bye (or any alternative) See you tomorrow

B: 'Bye (or any alternative) See you tomorrow

(c) Game: Where is it?

If extra practice is needed, this game can be used to reinforce the material in the dialogue.

Someone in the class hides something belonging to someone else. The person who it belongs to can go out of the room.

Student A: Excuse me. Where's my handbag?

Responses: I don't know.

Here it is

It's over there/next to ..... / etc.

44 Correct names to use with English employees

Aim Discussion of what students call other workers and supervisors.

Practice varies in work places as to whether people like to be called by their first names or their surnames. Immigrants are often uncertain as to correct forms of address and to the names themselves. English workers and even supervisory staff sometimes resent the fact that immigrants do not call them by any name at all.

Find out what is the practice in the laundry where you are teaching and then use this dialogue or prepare a more suitable one of an incident which might occur there.

Present the following dialogue with slide B10.

Tape Item 14 available

turn and to look at the

tomorrow

you tomorrow

(1)

(2)

that, this does can be used to refer to it

to refer to it

to refer to it

nothing belonging to someone else

nothing belonging to someone else

belongs to someone else

Excuse me, Where's my handbag?

Excuse me

I don't know.

Here it is

It's over there/next to ... etc.

English names to use with English employees

Attention of what students call other workers and supervisors

English names to use with English employees

English names to use with English employees

English names to use with English employees

English names to use with English employees

English names to use with English employees

English names to use with English employees

English names to use with English employees

English names to use with English employees



Narrator: Mrs James is the Manageress. Her first name is Beryl.

Mrs James: Off you go, ladies.

Mary: Bye Beryl. See you tomorrow.

Mrs James: Go on. Bye

Annie: Goodbye - er, Beryl.

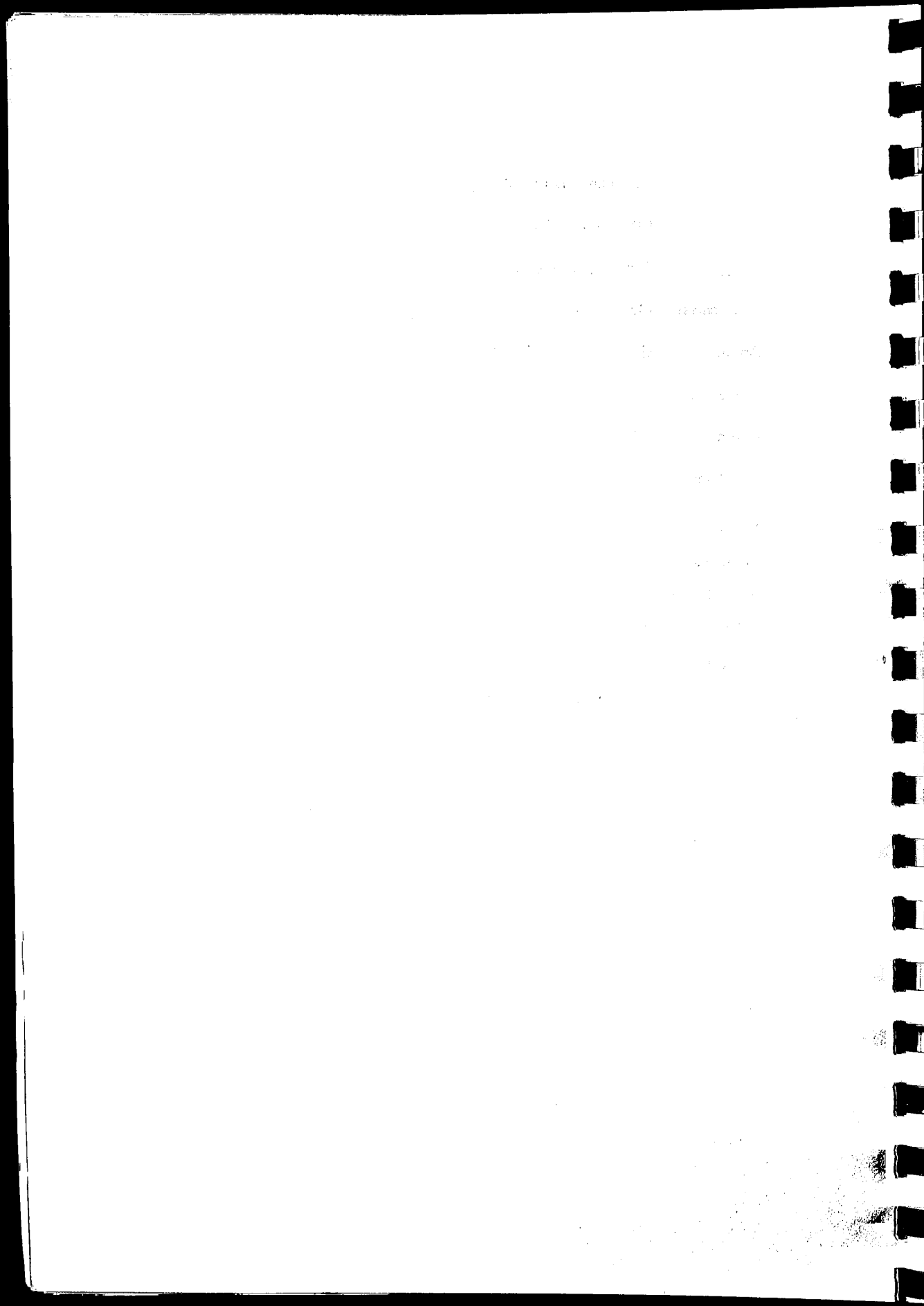
Mrs James: Mrs James, dear.

Annie: Oh, goodbye Mrs James. See you tomorrow.

Mrs James: That's right dear. Goodbye.

This is for listening only. Follow the dialogue with a simple discussion of the names of English employees in the laundry and of supervisors. Make sure students are clear as to the correct name to use. If they do not know the names of people they work with, tell them to find out for the next lesson.

It would be useful in a later lesson to discuss with students the names by which they like English people to call them.



## 6 ASKING POLITELY

---

### Teaching Points

- (a) Set formulae for polite requests.
- (b) Intensive practice with 'please' and 'thank you'.
- (c) Vocabulary for food.
- (d) Vocabulary for money.

### Aims

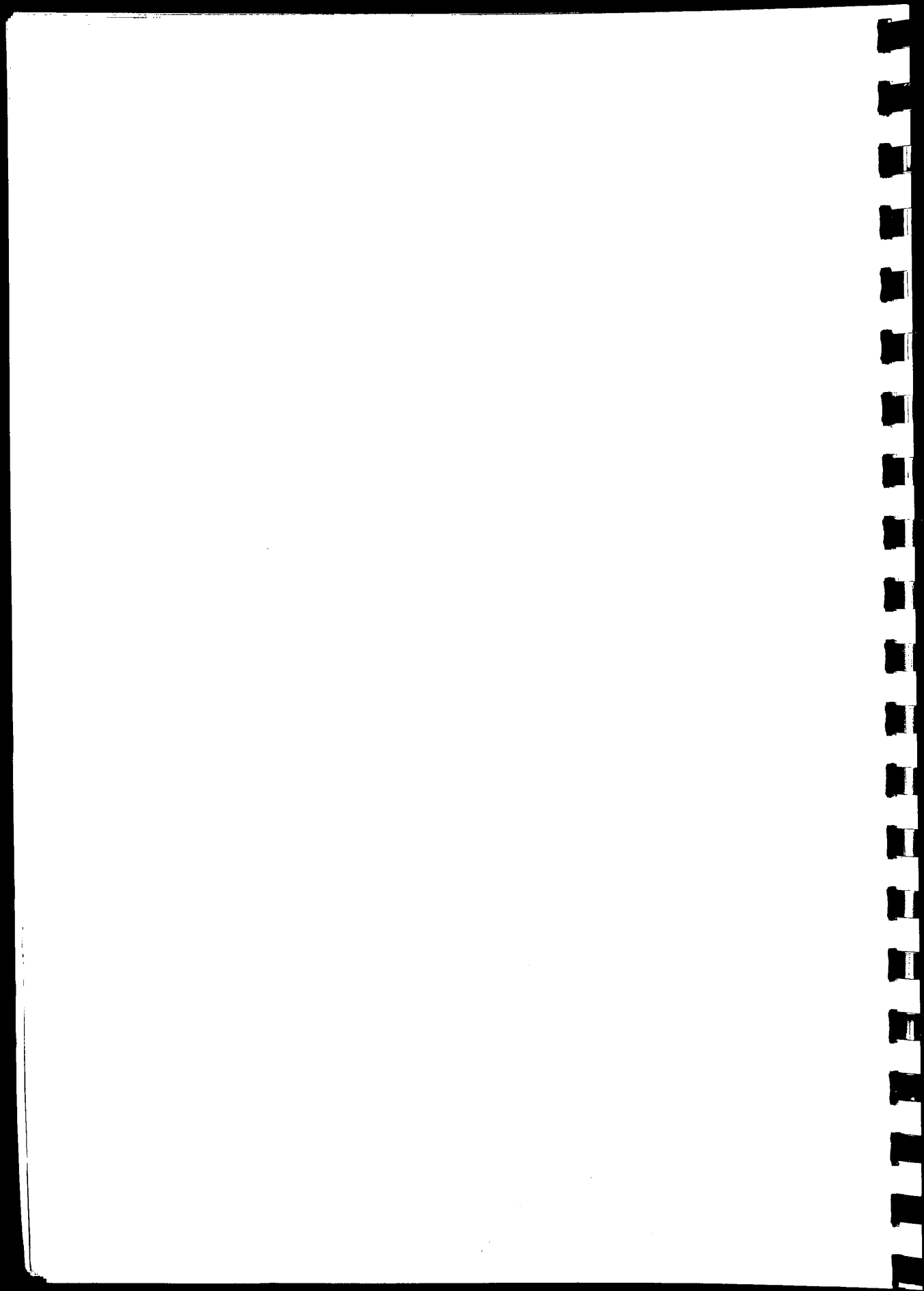
To get students to use polite forms when asking for things; and perhaps to encourage them to feel able to use the hospital canteen.

### Teaching Procedure

The language material in this part is very simple but needs hammering home until it becomes completely automatic. It may be found best to return to this part again after doing some later work in the section.

### Equipment

- (a) Laundry item flash cards.
- (b) Sets of pictures of food mounted on card.
- (c) If required, cards with amount of money written on them.



#### 45 Polite requests

Aim Train students in a polite formulae for asking for things.

Use the laundry flash cards to present and practise.

Can I have a sheet please. Thanks.

Practise with students individually and in groups. Nothing to be handed over unless 'please' is said. And cards to be taken back if 'thanks' not used.

At some point when teaching the material in Part Six point out that the following expressions are considered very rude by many English people:

I want .....

I must have .....

Use of these expressions by immigrants sometimes leads to misunderstandings and hard feelings. Equally just pointing and naming the object can also be considered rude.

#### 46 Game: 'please'

Aim To establish the use of the word 'please' as quite mechanical.

Give simple instructions to the class, such as:

Touch the desk, please.

Pass your pen to your neighbour.

Class should do things when 'please' is used and not do them when it is not.

Anyone doing something when 'please' is not used is out.

Students can take it in turn to instruct the class or the game can be played in groups.

The game can be played very briefly on a number of occasions so that the point is really got home to students.

100-1000000

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47 Asking for things in the canteen

Aim Clear and precise use of English in the hospital canteen.

(a) Vocabulary items:

Prepare pictures of food mounted on cards - particularly dishes regularly served in the canteen. Present and practise these items, then give out the cards for group practice in this way:

A: Can I have some eggs and bacon, please

B: There you are. (hand over the card)

A: Thanks.

(b) Dialogue:

Present dialogue with slide B11 and pictures of the different dishes.

Tape Item 15 available

Narrator: At lunch time Annie went to the canteen.

Annie: Can I have fish and chips please?

Canteen woman: There you are.

Annie: Thanks. And pudding please.

Canteen woman: There you are.

Annie: Thanks. How much?

Canteen woman: 10p plus 4, that's 14p please.

Annie: 14p. Here you are.

Canteen woman: Thank you.

Jaswinder: Hello Annie.

Annie: Hello Jawinder. Oh dear, I'm tired!

Jaswinder: You'll get used to the work.

112 Dialogue: talking a foreign language

Aim A language formula to use when using another language to talk to English-speaking people.

This dialogue has been recorded in Punjabi and English. If the majority of your students speak another language, it will have to be re-recorded.

Present and practise the following dialogue:

Tape Item 38 available or to be prepared specially

- Narrator: When she sees English people near her, Jaswinder is careful to say something in English when she is talking to her Indian friends.
- Jaswinder: 'Bye, Mrs James. Have a nice weekend.
- Mrs James: Yes, 'bye Jaswinder. And you.
- Annie: Come on Jaswinder.
- Mrs Kaur: (in Punjabi) Jaswinder, can you help me over the weekend?
- Jaswinder: Excuse me speaking in my language, Annie.
- Annie: That's all right.
- Jaswinder: (in Punjabi) Yes, what's the matter?
- Mrs Kaur: (in Punjabi) Can I leave my son with your mother on Sunday morning?
- Jaswinder: (in Punjabi) Yes, I'm sure you can.  
(in English) Mrs Kaur wants my mother to look after her baby on Sunday.
- Annie: Oh, yes. Well, 'bye, 'bye. Have a nice weekend.
- Jaswinder: And you! 'Bye.
- Mrs Kaur: Goodbye.

- 1 Listen
- 2 Listen and repeat
- 3 Listen and take Jaswinder's part.



Listen

Listen and repeat

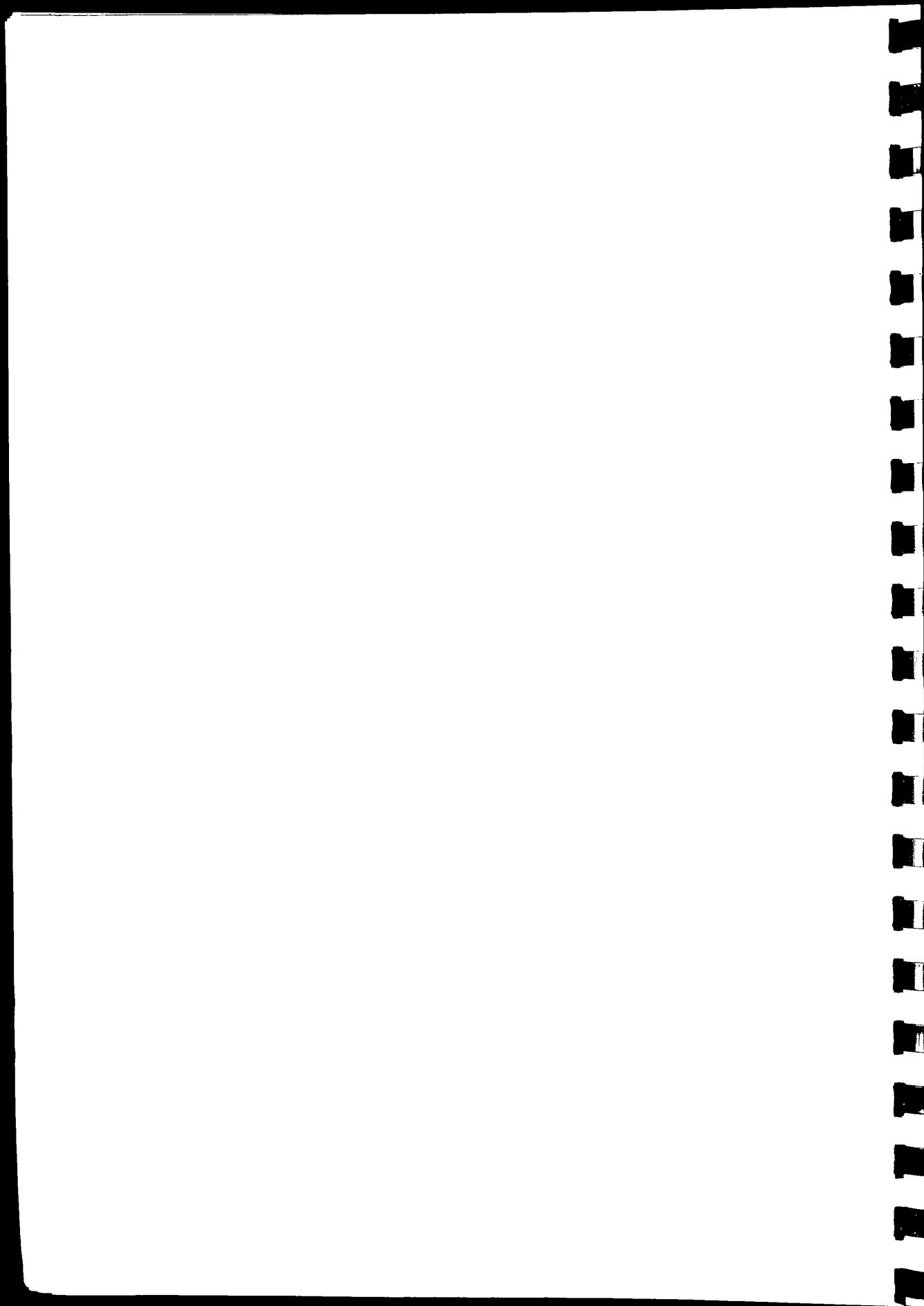
Listen and fill in.

Afterwards students can make up similar dialogues in groups.

(c) Money:

If coins, expressions of money, and adding is not familiar to students this is a good time to teach it.

Either take along a selection of coins or cards with amounts of money written on them.



## 7 STARTING A CONVERSATION

---

### Teaching Points

- (a) Questions with 'Are you'
- (b) Question form of present simple tense
- (c) Questions with present simple tense introduced by 'Where', 'What', 'Who', 'When'.
- (d) Stress pattern in a reciprocal question

### Aim

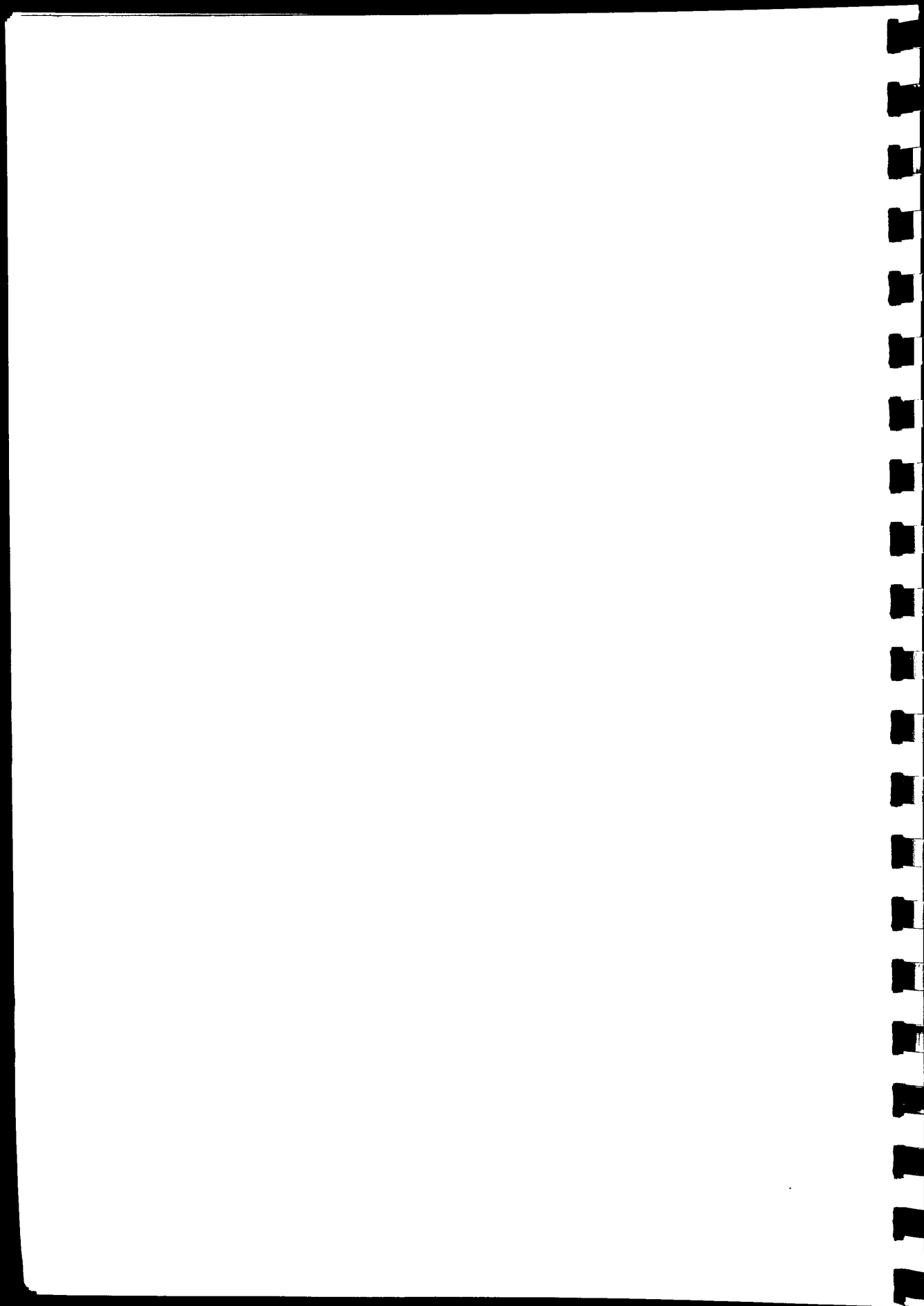
To equip students with a simple formula for starting a conversation with a stranger.

### Teaching Procedure

If these forms give the class real difficulty, make up further material of the same type. Don't be limited here or it will quickly become boring.

### Equipment

Only standard items.



#### 48 Dialogue: using questions in conversation

Aim To make student aware of how they can start a conversation with someone by asking questions. In this case about another person.

Present the following dialogue with slide B12.

Tape Item 16 available.

Narrator: Annie and Mary had a chat today.  
Mary: How are you getting on dear? All right?  
Annie: Fine. Mary, where does Jaswinder work?  
Mary: In the packing room.  
Annie: Where does she live?  
Mary: In Hounslow.  
Annie: How old is she?  
Mary: I don't know dear.  
Jaswinder: Who's talking about me?  
Mary: Don't worry, dear.

Listen

Listen and repeat

Listen and take Annie's part

Point out to students that Annie asks questions all the time. Ask them to try to ask an English-speaking person some questions that day.

#### 49 Reciprocal questions

Aim Practice in reciprocal questions as a way of carrying on a very simple conversation.

Get over to the class the idea that "I ask you a question; you ask me a question". Then go on to practise these and similar questions individually and in groups:

●

...noted in the report that the ...

Q: & shall this support

1990

...and they had a chat today.

Page 11A. Check no getting pay and work

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...entirely in the hands of the people of the United States.

very fast and efficient and some more people are doing it.

100-443887-100

It is not a privilege to have an audience that is not interested in what you are saying.

1997, 1998, 1999, 2000, 2001, 2002, 2003, 2004, 2005, 2006, 2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017, 2018, 2019, 2020, 2021, 2022, 2023, 2024, 2025, 2026, 2027, 2028, 2029, 2030, 2031, 2032, 2033, 2034, 2035, 2036, 2037, 2038, 2039, 2040, 2041, 2042, 2043, 2044, 2045, 2046, 2047, 2048, 2049, 2050, 2051, 2052, 2053, 2054, 2055, 2056, 2057, 2058, 2059, 2060, 2061, 2062, 2063, 2064, 2065, 2066, 2067, 2068, 2069, 2070, 2071, 2072, 2073, 2074, 2075, 2076, 2077, 2078, 2079, 2080, 2081, 2082, 2083, 2084, 2085, 2086, 2087, 2088, 2089, 2090, 2091, 2092, 2093, 2094, 2095, 2096, 2097, 2098, 2099, 2100, 2101, 2102, 2103, 2104, 2105, 2106, 2107, 2108, 2109, 2110, 2111, 2112, 2113, 2114, 2115, 2116, 2117, 2118, 2119, 2120, 2121, 2122, 2123, 2124, 2125, 2126, 2127, 2128, 2129, 2130, 2131, 2132, 2133, 2134, 2135, 2136, 2137, 2138, 2139, 2140, 2141, 2142, 2143, 2144, 2145, 2146, 2147, 2148, 2149, 2150, 2151, 2152, 2153, 2154, 2155, 2156, 2157, 2158, 2159, 2160, 2161, 2162, 2163, 2164, 2165, 2166, 2167, 2168, 2169, 2170, 2171, 2172, 2173, 2174, 2175, 2176, 2177, 2178, 2179, 2180, 2181, 2182, 2183, 2184, 2185, 2186, 2187, 2188, 2189, 2190, 2191, 2192, 2193, 2194, 2195, 2196, 2197, 2198, 2199, 2200, 2201, 2202, 2203, 2204, 2205, 2206, 2207, 2208, 2209, 2210, 2211, 2212, 2213, 2214, 2215, 2216, 2217, 2218, 2219, 2220, 2221, 2222, 2223, 2224, 2225, 2226, 2227, 2228, 2229, 2230, 2231, 2232, 2233, 2234, 2235, 2236, 2237, 2238, 2239, 2240, 2241, 2242, 2243, 2244, 2245, 2246, 2247, 2248, 2249, 2250, 2251, 2252, 2253, 2254, 2255, 2256, 2257, 2258, 2259, 2260, 2261, 2262, 2263, 2264, 2265, 2266, 2267, 2268, 2269, 2270, 2271, 2272, 2273, 2274, 2275, 2276, 2277, 2278, 2279, 2280, 2281, 2282, 2283, 2284, 2285, 2286, 2287, 2288, 2289, 2290, 2291, 2292, 2293, 2294, 2295, 2296, 2297, 2298, 2299, 2300, 2301, 2302, 2303, 2304, 2305, 2306, 2307, 2308, 2309, 2310, 2311, 2312, 2313, 2314, 2315, 2316, 2317, 2318, 2319, 2320, 2321, 2322, 2323, 2324, 2325, 2326, 2327, 2328, 2329, 2330, 2331, 2332, 2333, 2334, 2335, 2336, 2337, 2338, 2339, 2340, 2341, 2342, 2343, 2344, 2345, 2346, 2347, 2348, 2349, 2350, 2351, 2352, 2353, 2354, 2355, 2356, 2357, 2358, 2359, 2360, 2361, 2362, 2363, 2364, 2365, 2366, 2367, 2368, 2369, 2370, 2371, 2372, 2373, 2374, 2375, 2376, 2377, 2378, 2379, 2380, 2381, 2382, 2383, 2384, 2385, 2386, 2387, 2388, 2389, 2390, 2391, 2392, 2393, 2394, 2395, 2396, 2397, 2398, 2399, 2400, 2401, 2402, 2403, 2404, 2405, 2406, 2407, 2408, 2409, 2410, 2411, 2412, 2413, 2414, 2415, 2416, 2417, 2418, 2419, 2420, 2421, 2422, 2423, 2424, 2425, 2426, 2427, 2428, 2429, 2430, 2431, 2432, 2433, 2434, 2435, 2436, 2437, 2438, 2439, 2440, 2441, 2442, 2443, 2444, 2445, 2446, 2447, 2448, 2449, 2450, 2451, 2452, 2453, 2454, 2455, 2456, 2457, 2458, 2459, 2460, 2461, 2462, 2463, 2464, 2465, 2466, 2467, 2468, 2469, 2470, 2471, 2472, 2473, 2474, 2475, 2476, 2477, 2478, 2479, 2480, 2481, 2482, 2483, 2484, 2485, 2486, 2487, 2488, 2489, 2490, 2491, 2492, 2493, 2494, 2495, 2496, 2497, 2498, 2499, 2500, 2501, 2502, 2503, 2504, 2505, 2506, 2507, 2508, 2509, 2510, 2511, 2512, 2513, 2514, 2515, 2516, 2517, 2518, 2519, 2520, 2521, 2522, 2523, 2524, 2525, 2526, 2527, 2528, 2529, 2530, 2531, 2532, 2533, 2534, 2535, 2536, 2537, 2538, 2539, 2540, 2541, 2542, 2543, 2544, 2545, 2546, 2547, 2548, 2549, 2550, 2551, 2552, 2553, 2554, 2555, 2556, 2557, 2558, 2559, 2560, 2561, 2562, 2563, 2564, 2565, 2566, 2567, 2568, 2569, 2570, 2571, 2572, 2573, 2574, 2575, 2576, 2577, 2578, 2579, 2580, 2581, 2582, 2583, 2584, 2585, 2586, 2587, 2588, 2589, 2590, 2591, 2592, 2593, 2594, 2595, 2596, 2597, 2598, 2599, 2600, 2601, 2602, 2603, 2604, 2605, 2606, 2607, 2608, 2609, 2610, 2611, 2612, 2613, 2614, 2615, 2616, 2617, 2618, 2619, 2620, 2621, 2622, 2623, 2624, 2625, 2626, 2627, 2628, 2629, 2630, 2631, 2632, 2633, 2634, 2635, 2636, 2637, 2638, 2639, 2640, 2641, 2642, 2643, 2644, 2645, 2646, 2647, 2648, 2649, 2650, 2651, 2652, 2653, 2654, 2655, 2656, 2657, 2658, 2659, 2660, 2661, 2662, 2663, 2664, 2665, 2666, 2667, 2668, 2669, 2670, 2671, 2672, 2673, 2674, 2675, 2676, 2677, 2678, 26

...om dap uoy yalliduo d uoy ...

... ..

Are you hungry?

Yes, are you?

Are you all right?

Yes, are you?

Are you tired?

No, are you?

Do you work in the calender room?

Yes, do you?

Do you have any children?

No, do you?

Do you like fish and chips?

Yes, do you?

Does your daughter go to school?

No, does yours?

Does your husband work in Southall?

Yes, does yours?

Does your mother live with you?

Yes, does yours?

Make sure students get the correct stress on 'you' in the reciprocal question.

#### 50 Recorded drill of reciprocal questions

Aim Further mechanical practice, if required, of material in item 49.

Questions only are asked with pauses for class to reply chorally. Some questions as in item 49.

Tape Item 17 available

...to the recipient of the  
...  
...of material in the  
...to reply orally. Some of the



51 Reciprocal questions with wh- questions

Aim Practice in reciprocal questions of another form as a way of carrying on a very simple conversation.

Demonstrate the following type of questions, then go on to practise the following and other similar questions individually and in groups. Again make sure students stress the reciprocal question correctly. These three items are a good opportunity for doing some special work on stress.

Where do you work?

At St John's. Where do you work?

Where do you live?

Hounslow. Where do you live?

Where does your husband work?

In a factory. Where does your husband work?

What's your job?

Packing. What's your job?

What's your name?

Sue. What's your name?

Who do you work next to?

Mary. Who do you work next to?

Who is your supervisor?

Mrs James. Who is your supervisor?

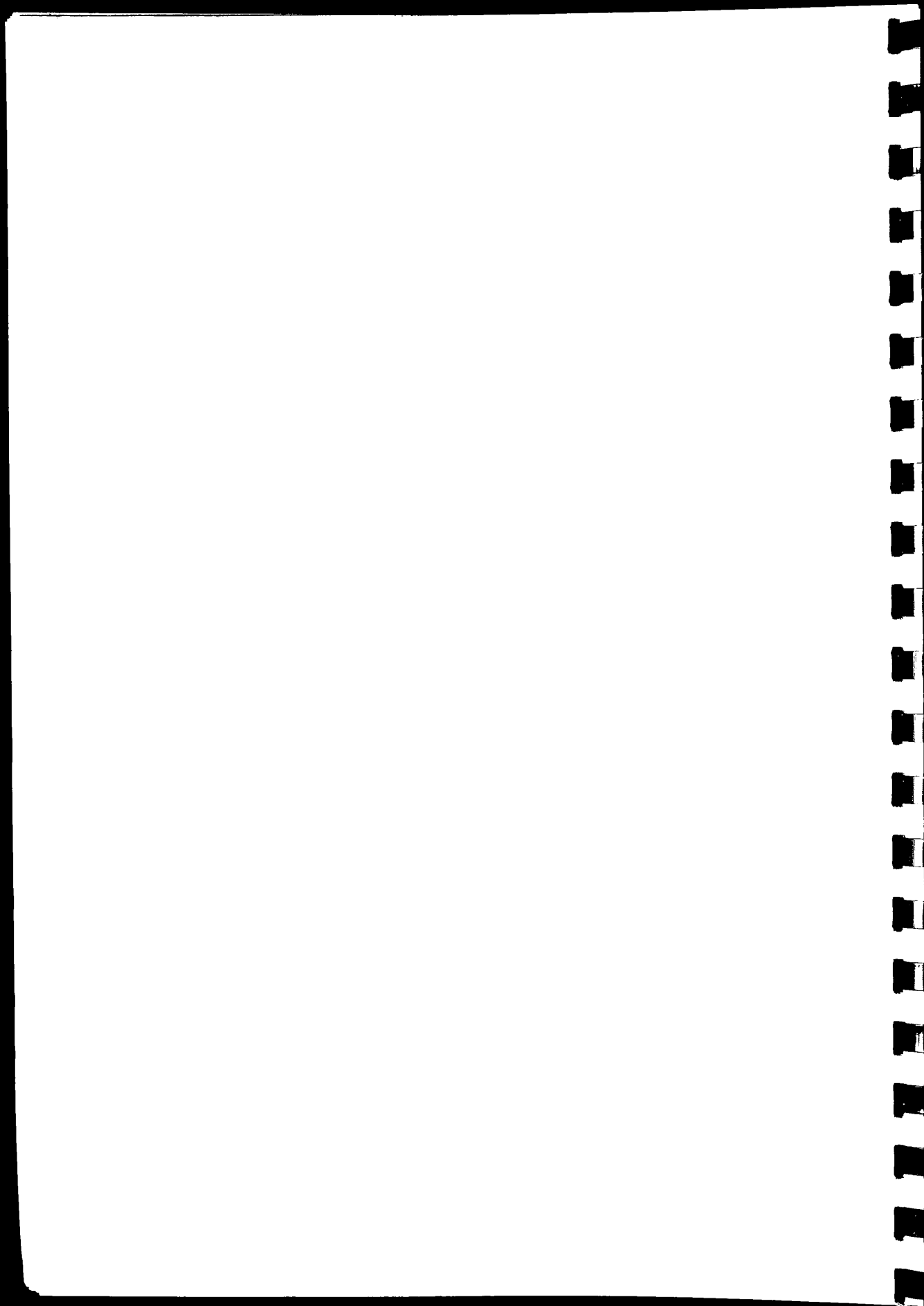
When do you arrive at work?

8 o'clock. When do you arrive at work?

When do you have lunch?

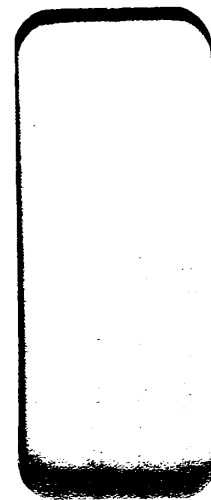
12.30. When do you have lunch?

Drills are then repeated with questions only. Students answer.



English in the Laundry

SECTION THREE



English in the Laundry

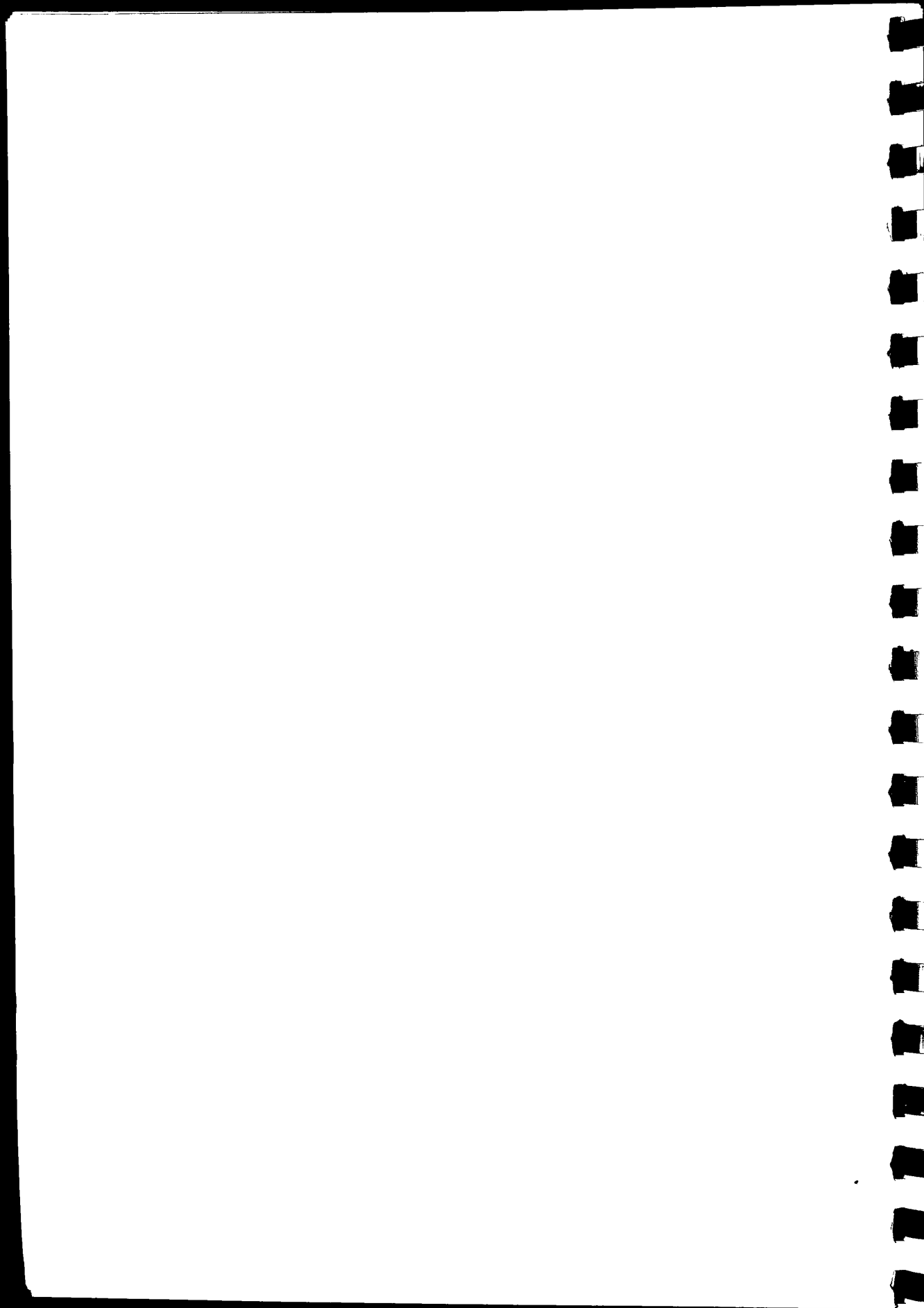
SECTION THREE

An English language training course

for

overseas staff in hospital laundries

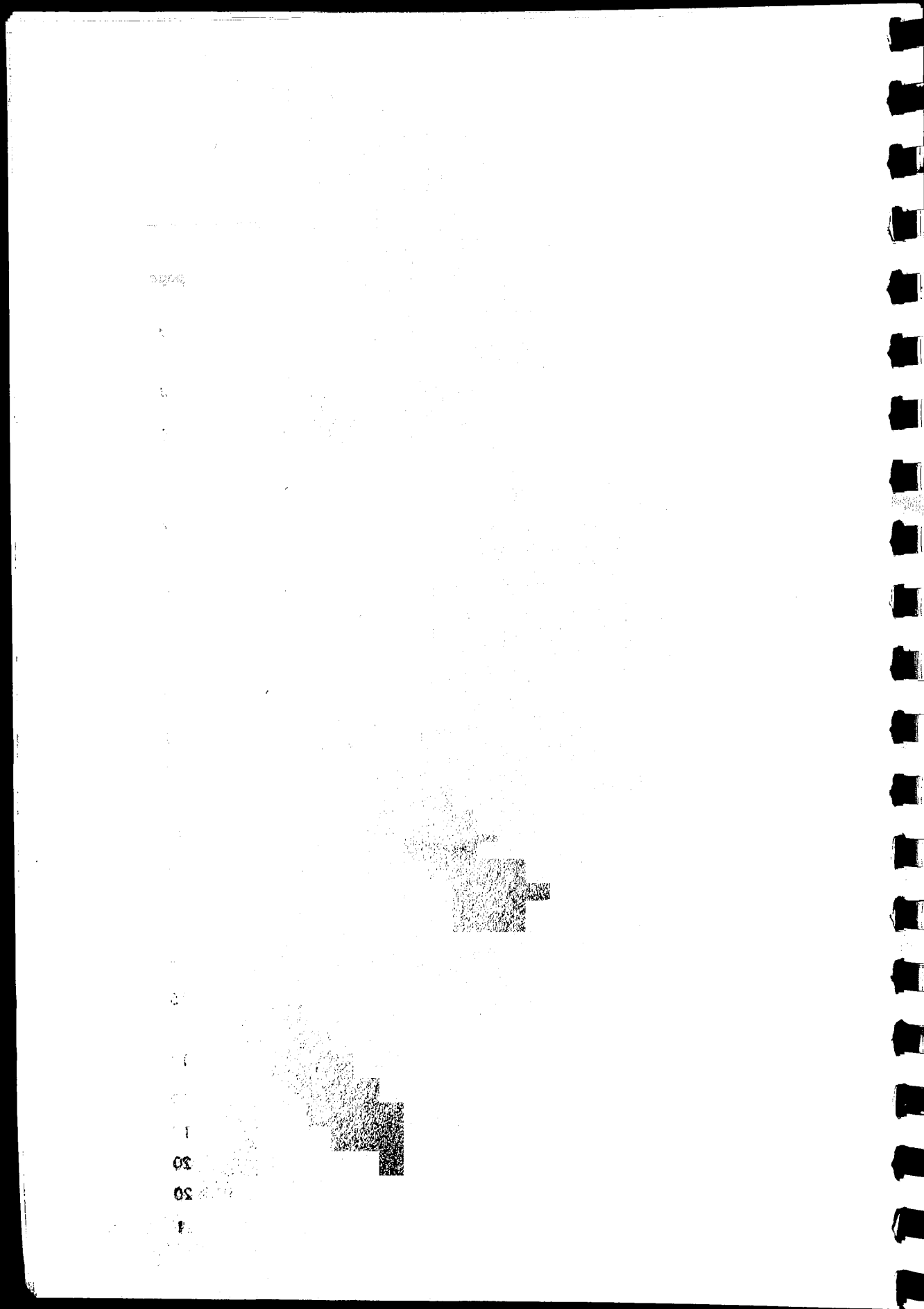
RESPONDING IN MORE COMPLICATED SITUATIONS



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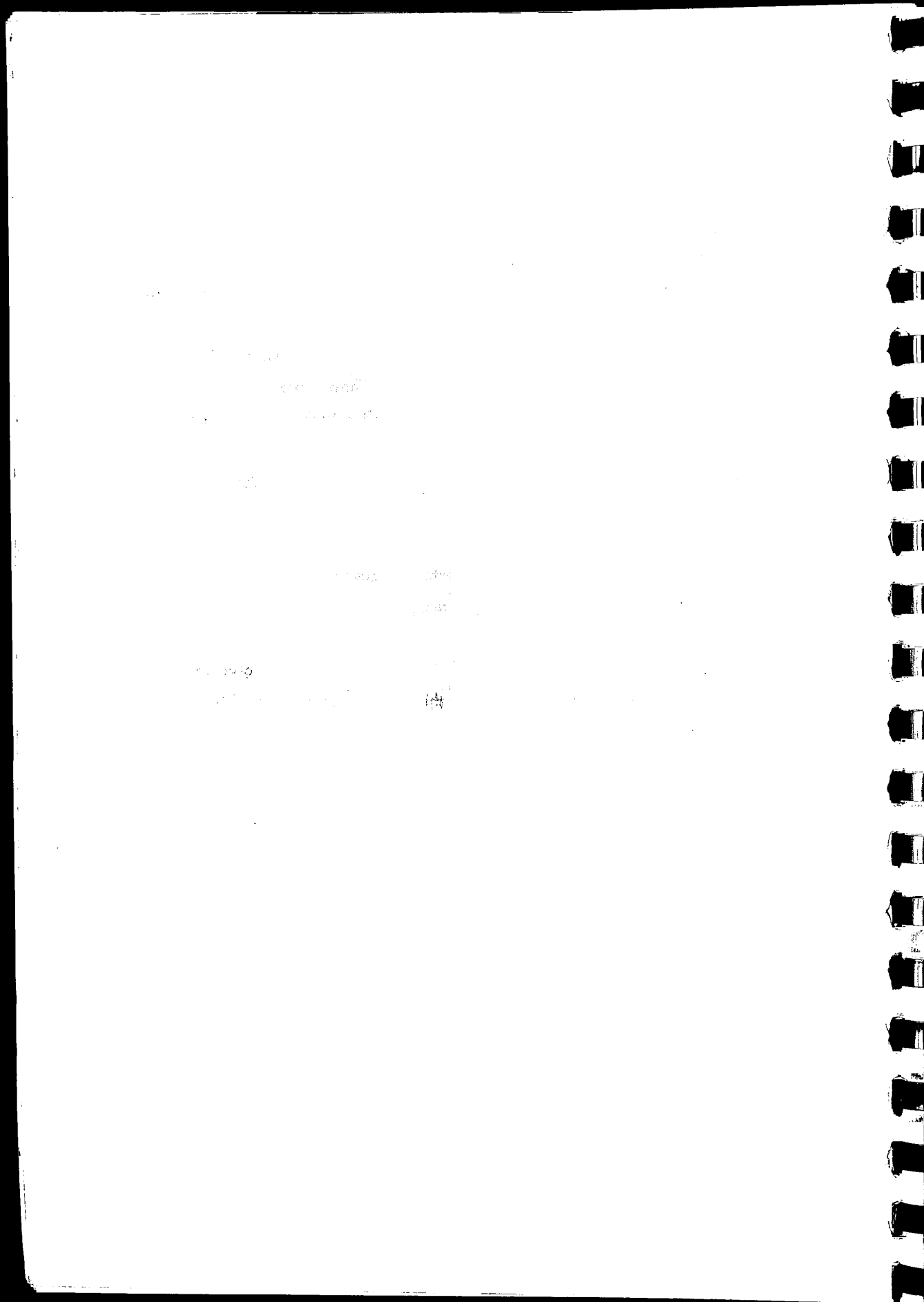
## INTRODUCTION

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There are two main aspects to the work of this section. Firstly the student is involved in responding in quite complicated work and language situations. The language and situations involved are far more complicated and less set than in Sections One and Two. The work includes such things as following unfamiliar instructions, asking for help and taking messages. These represent genuine communication situations in which the immigrant often finds himself under pressure. It is worth spending a good deal of time on making sure these items are really learned because success with them will greatly increase the confidence and motivation of students.

Secondly, the section contains more important language for the job and a fairly grammatical treatment of the past simple tense.

The different types of item in this section need mixing together to give an interesting teaching order. It is unlikely this section can be covered in less than ten to twelve hours.



## 1 FOLLOWING INSTRUCTIONS

---

### Teaching points

- (a) Further essential vocabulary for directions and instructions.
- (b) Language used for controls.

### Aims

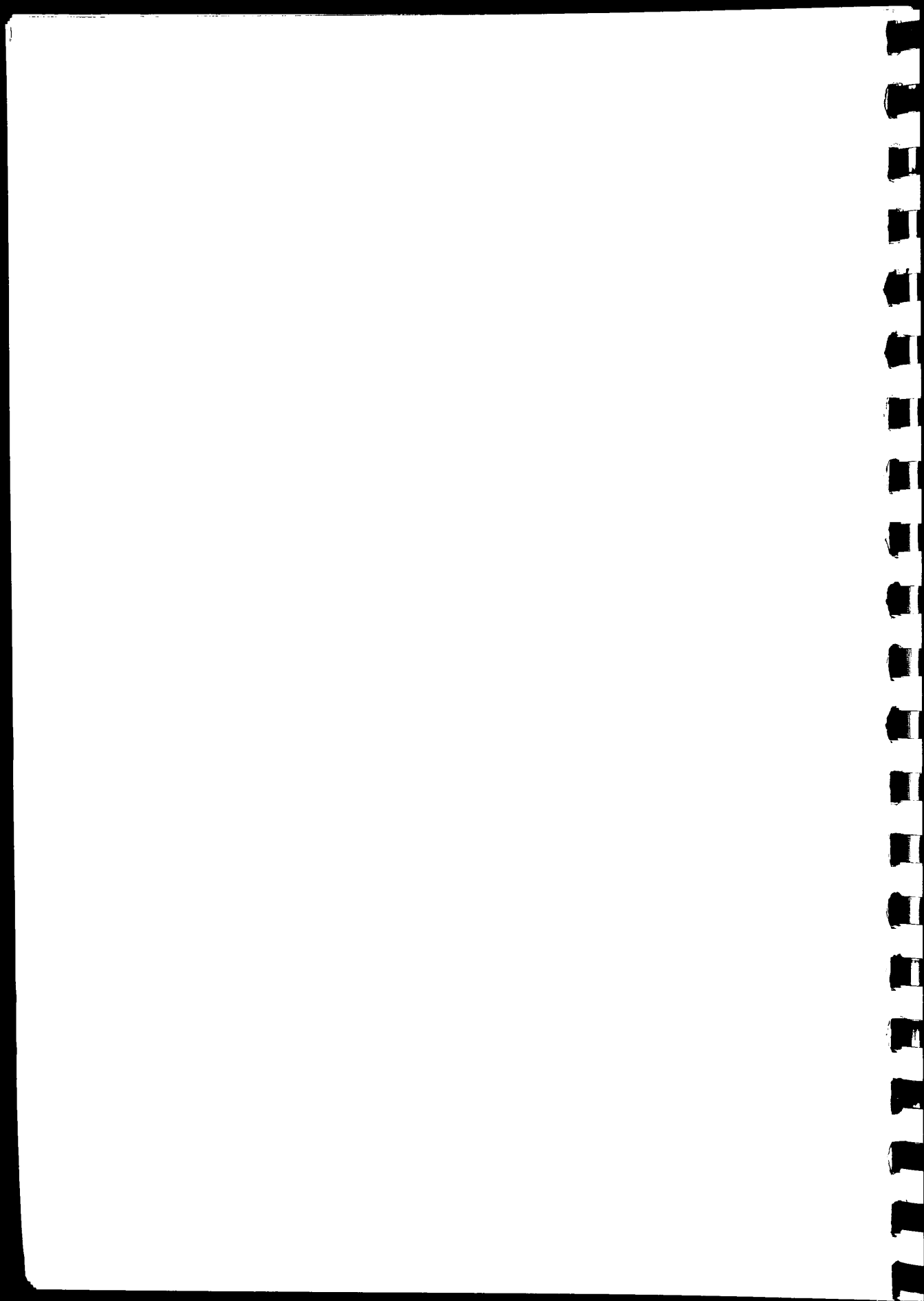
- (a) To understand and follow unfamiliar sequences of instructions. And for better students to be able to give such instructions.
- (b) Language for familiar controls.

### Teaching procedure

As with all instruction work, this material is well suited for use with groups. This part should be an opportunity for students to develop and improvise from all the job instruction language so far presented in the course.

### Equipment

- (a) Large supply of squares of tissue paper.
- (b) Visuals may be required for item 55.



## 52 Revision of laundry instructions

If you feel some of the class are not entirely certain of the basic sequence and essential language for job instructions, go back and revise item 38 in Section Two. Alternatively revise the language giving instructions for a different job but one which is very similar to the jobs in item 38.

For example: operating the coat press

With a class which has fully grasped the work in Section Two there is no need for revision.

## 53 Game: where is it?

Aim To establish further essential vocabulary for directions and instructions.

Present briefly the following vocabulary:

left, right

top, bottom, middle

a square

same again

top left corner

top right corner

bottom left corner

bottom right corner

Draw various items on the blackboard, or use prepared visuals. You can use this item to increase vocabulary - for example: the names of tools.

Each student has a number.

Teacher: Number six, where's the screwdriver?

Student 6: It's in the top left corner.

Number two, where's the hammer?

Student 2: It's in the middle.

Number seven, where's the knife?

etc.

# Introduction

The purpose of this document is to provide a brief overview of the project and its objectives. The project is a research study on the effects of a new drug on the treatment of a specific condition. The objectives of the study are to determine the safety, efficacy, and side effects of the drug.

The study is being conducted in a clinical setting and involves a group of patients who are being treated with the drug.

The results of the study will be presented in a report that will be made available to the public. The report will include a summary of the findings, a discussion of the implications of the results, and a conclusion.

## Objectives

The objectives of the study are to determine the safety, efficacy, and side effects of the drug.

The following are the objectives of the study:

- 1. To determine the safety of the drug.
- 2. To determine the efficacy of the drug.
- 3. To determine the side effects of the drug.
- 4. To determine the tolerability of the drug.
- 5. To determine the quality of life of the patients.
- 6. To determine the cost-effectiveness of the drug.
- 7. To determine the impact of the drug on the healthcare system.
- 8. To determine the impact of the drug on the community.
- 9. To determine the impact of the drug on the environment.
- 10. To determine the impact of the drug on the economy.

The study is being conducted in a clinical setting and involves a group of patients who are being treated with the drug.

The results of the study will be presented in a report that will be made available to the public.

The report will include a summary of the findings, a discussion of the implications of the results, and a conclusion.

It is the top left corner.

It is the top right corner.

It is the bottom left corner.

It is the bottom right corner.



#### 54 Following unfamiliar instructions

Aim To train students to be able to follow and carry out a set of instructions for a job they have not done before.

Students are instructed how to make a paper flower. The vocabulary involves common and useful words which often occur in the laundry. This item demonstrates how any job may be broken down into simple stages and language.

Each student needs a square of tissue paper (about eight inches square).

The following words should be taught or revised:

flap

fold

turn over

pull out

underneath

#### Making a paper flower

Put the square on the table

Fold the top left corner to the middle

Fold the top right corner to the middle

Fold the bottom right corner to the middle

Fold the bottom left corner to the middle

Do the same again

Turn it over

Do the same again

Look underneath

Pull out each flap from underneath

Suggested teaching procedure:

- (a) Teacher demonstrates with the instructions.
- (b) Teacher gives instructions while the class do the job.
- (c) Teacher gives instructions while class repeat and do them.
- (d) Teacher does the job; class repeats instructions only chorally.
- (e) One student demonstrates while the class or group follow; then better students instruct others in groups.

## 22. Revision of basic instruction

If you feel some of the above are too easy or too difficult, you may wish to revise the basic instruction. This is especially true if you are a beginner. The basic instruction is very similar to the basic instruction for people who are not beginners.

With a clear understanding of the basic instruction, you can now proceed to the revision of the basic instruction.

## 23. General instruction

To achieve the best results, you should follow the following instructions. These instructions are given in the form of a list of questions and answers. The questions are given in the form of a list of questions and answers. The answers are given in the form of a list of questions and answers. The questions are given in the form of a list of questions and answers. The answers are given in the form of a list of questions and answers.

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Fold the bottom left corner to the middle

Do the same again

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Look underneath

Pull out each flap from underneath

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enforced to the

...the ...  
...the ...  
...the ...

...the ...

...the ...

...the ...

...the ...

...the ...

...the ...

...the ...

Having taught this sequence, go on to use other paper folding sequences. These can be done spontaneously and experimentally. Students as well as the teacher can come forward with ideas, but they must instruct someone else to do the actual folding. When done successfully this will represent real communication and will greatly boost the confidence of students. You may like to ask each student to prepare a sequence of instructions for the next lesson.

## 55 Controls

Aim To teach vocabulary and simple instructions for controls that students use at their jobs.

Some jobs may involve the use of foot controls or simple control panels. When you have considered the controls used by your students, demonstrate the essential language required in addition to the language in item 54. This language can be demonstrated on a machine in the place you teach (for example: a vending machine) or with recognisable diagrams of controls:

Examples of vocabulary:

switch on/off, press, pedal, start button, stop button, power switch

Add or substitute your own examples.

Visuals to be prepared specially if required

Then go on to teach the actual instructions for jobs either using visual (for complicated control panels) or going into the laundry to look at simple controls.

Examples: switch on the power

press the button in the top-left-hand corner

...other paper folding...  
...students as well as...  
...but they must instruct someone else...  
...which will represent real...  
...of students. You may like to ask...  
...instructions for the next lesson.

...and simple instructions for control...  
...the use of foot controls or simple control...  
...the controls used by your students...  
...in addition to the language in item...  
...in the place you teach (see...  
...diagrams of controls:  
Examples of vocabulary:  
press, pedal, start button, stop button, power switch,  
your own examples.  
...it is required  
...each the actual instructions for jobs either using...  
...into the family to look at simple controls.  
...of the power  
...the top-left-hand corner

## 2 COMPARISONS

---

### 56 Comparisons

Aim To teach simple language for comparison

Demonstrate the following comparative forms:

longer/shorter, higher/lower, taller/shorter

Example: show two pieces of material of different length

This (piece) is longer than that (piece)

This (ribbon) is shorter than that (ribbon)

Compare the heights of students:

Mr X is taller than Mr Y

Mr Y is shorter than Mr X

Prepare a variety of objects which can be compared for length.

Then ask:

Is this shorter than that?

No, this is larger than that (etc)

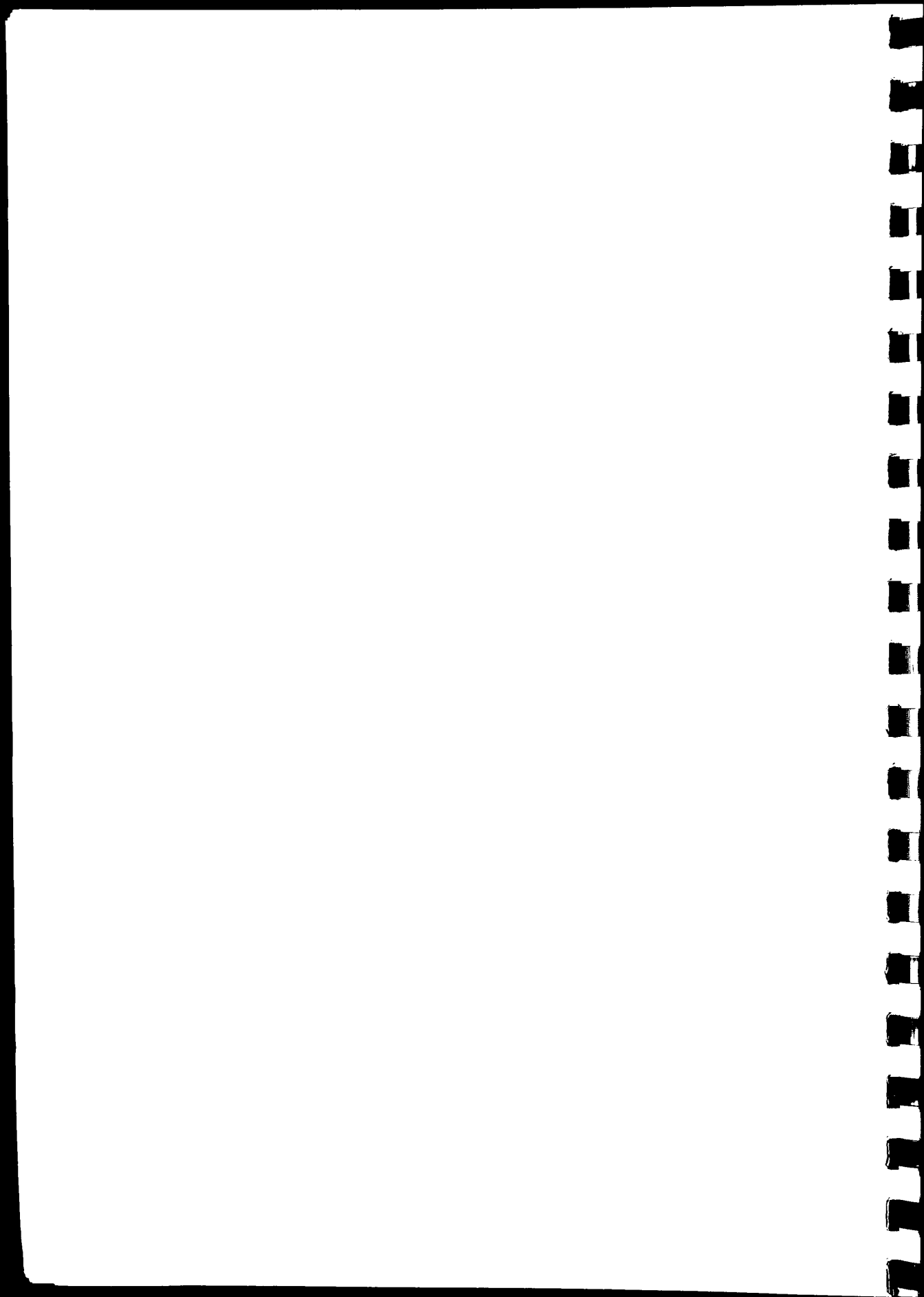
Prepare a pile of bricks of different heights:

These are higher than those

These are lower than those

All this material can be practised and reinforced with group work.

Note that the pronouns: 'this', 'that', 'these', 'those' are introduced for the first time in the course.





### 3 UNDERSTANDING PEOPLE

---

#### 57 How to behave if you're not understood

Aim To provide a formula for responding when not understood.

Tape Item 18 available

Narrator: Annie met Jaswinder in the cloakroom this morning.

Annie: Good morning.

Jaswinder: Morning.

Annie: (not clearly) Can I have that overall, please?

Jaswinder: I beg your pardon?

Annie: (clearly and slowly)  
Can-I-have-that-overall-please?

Jaswinder: Oh yes. Here you are.

- 1 Listen
- 2 Listen and repeat
- 3 Listen and take Jaswinder's part

Go round the class, students taking the parts of the characters. Have a variety of objects which the student can ask for, such as laundry objects, pens, books, keys, money.

The really essential point to get over to students is that they should repeat slowly and clearly what they said, and not change it or become silent. This may be an opportunity to get a class to understand that what they say may be correct, but the way they say it (the pronunciation) is the problem. Many immigrants assume that if they are not understood it is because the whole of what they said was incorrect English.

This could be a suitable occasion to do some minimal pair exercises on the recognition of phonemes and intonation patterns, but it may not be worthwhile troubling to get a class to understand the concept of such exercises. Suggested exercises of this sort for pronunciation work are included in the introduction to the course.

Understanding the Problem

...to be responding when not understood.

...in the classroom this year.

Can I have that over?

(slowly)

...that over--please?

Here you are.

...over's part

...taking the parts of the ...  
...can ask for, such as taking ...

...to get over to students is that they ...  
...and not change it or become ...  
...understand that what they say ...  
...the problem. Many ...  
...the whole of what they said was ...

...their exercise on the ...  
...of worthwhile ...  
...of this ...  
...to the course.

58 How to behave if you don't understand

Aim To provide a formula for responding when you cannot understand.

It should not confuse students to present these items consecutively. Students can then practise in pairs and groups.

Demonstrate with the student.

Student: Good morning.

Teacher: Good morning.

Student: Where do you work?

Teacher: (not clearly) I work in Southall.

Student: I beg your pardon?

Teacher: (slowly and clearly) I-work-in-Southall.

Teacher demonstrates by asking each student 'What's your job?' or 'Where do you live?' and students replying. The teacher uses one of the following:

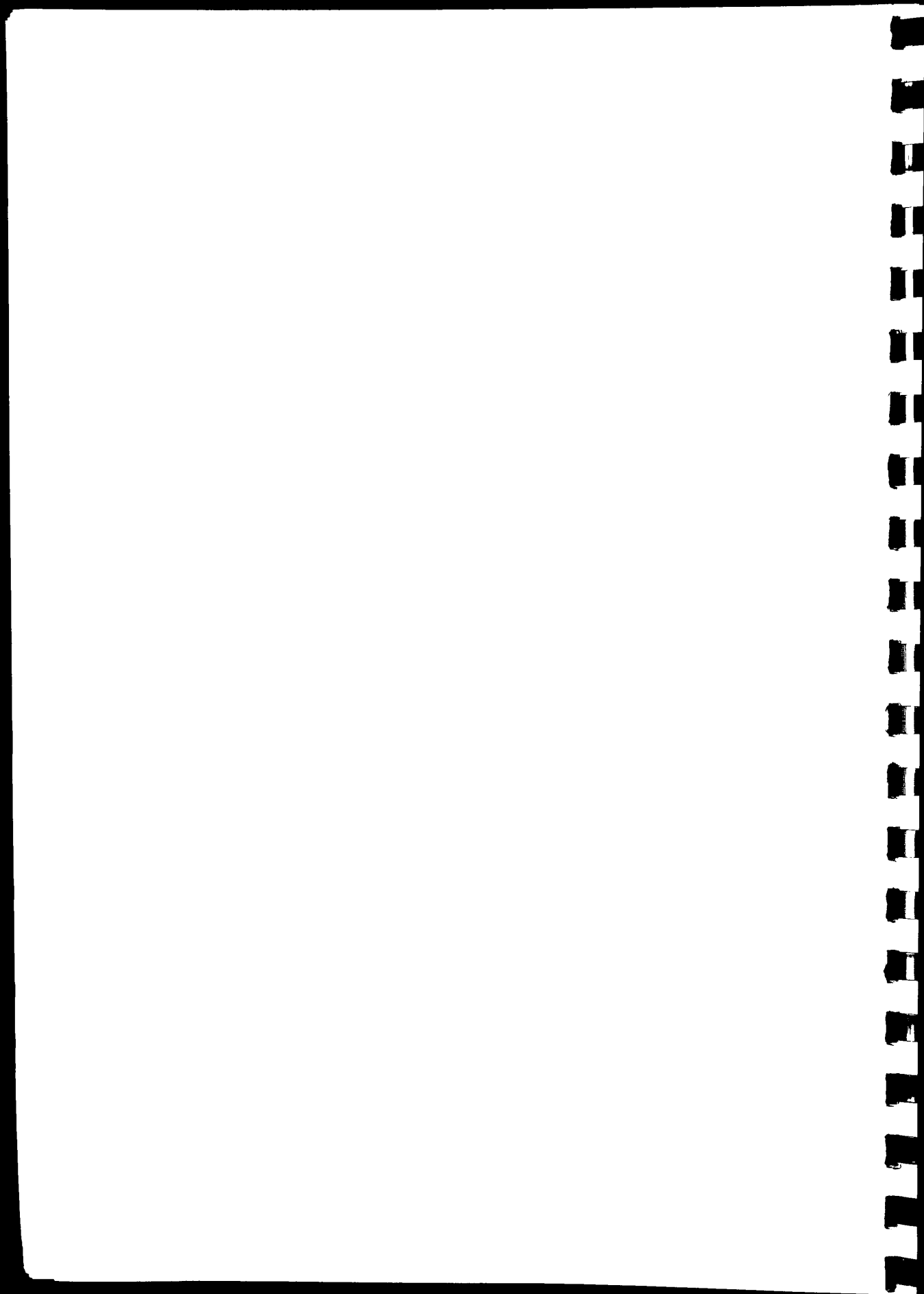
I beg your pardon?

What did you say?

Please say it again?

Having established a formula, then students can practise items 57 and 58 in groups.

Each group will need objects they can ask for, or prompt them to use questions practised in earlier sections.



#### 4 PAST SIMPLE TENSE

---

##### Teaching points

The past simple tense in statements, questions and negative statements.  
Certain adverbial phrases referring to past time.

##### Aims

- (a) Establishing the basic forms of the past simple tense.
- (b) Talking about past events.

There is little material in this part which a student can immediately use, but it was felt to be important to introduce the past simple tense by this point in the course. The past simple tense is used and exploited in Sections Five and Six although there are a number of incidental uses of it in earlier sections.

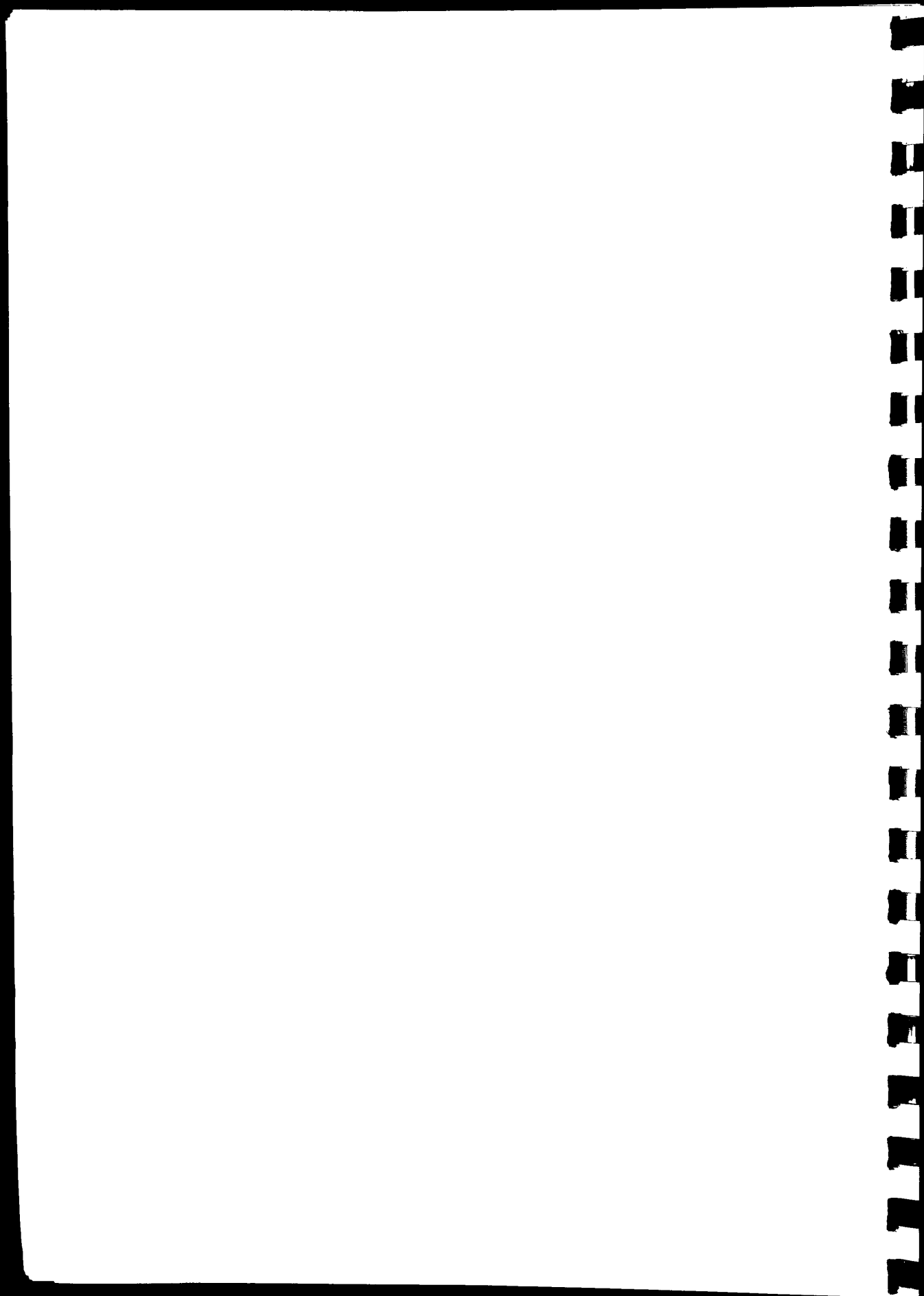
##### Teaching procedure

The pattern of this material is very similar to the work on the present simple tense in Section One so students should be able to cope with it fairly easily. The main points to get over are the notion of past time and the past simple verb forms.

This material is not linked to interesting work situations, and is entirely in the form of question and answer sequences. For this reason the material should be mixed in with other items in the section to give variety.

##### Equipment

Flash cards from the teacher's kits of every day activities.



### 59 Last weekend

Aim To present the English to talk about what you did at the weekend using the past simple tense.

First establish with a calendar the meaning of 'last weekend' and 'next weekend'. Make sure this is clearly understood, especially with Asian students as Punjabi, Hindi and Urdu use the same word for yesterday and tomorrow. Then go on to establish use of 'last' with days, months, years, etc.

Last Monday, last Tuesday .....

Last week, last month, last year

### General question

Ask the question:

What did you do last weekend?

Then present and explain the following answers. Use the flash cards from the teacher's kit for this.

- I went shopping
- I cleaned the house
- I cooked the dinner
- I did the washing
- I did the ironing
- I made a dress
- I did the gardening
- I wrote letters
- I went for a picnic
- I did some decorating
- etc.

Make sure the generalised question 'What did you do?' is really understood.

Then let the class ask and answer questions using the flash cards as a stimulus.

What did you do at the weekend?

What is the meaning of 'last weekend' and 'the weekend before last'?

What is the same word for yesterday and the day before yesterday?

What did you do last weekend?

Write the following answers. Use the first letter.

Went shopping

Visited the house

Had the dinner

Went shopping

Went shopping

Went shopping

Went shopping

Went shopping

Went shopping

Went shopping

Went shopping

What did you do? Is really interesting the flash cards on a stick?



59 Last weekend (contd)

'When' and 'Where' questions to follow the general question:

When did you go shopping?

I went shopping in the morning.

Where did you go shopping?

I went shopping in Southall.

When did you cook the dinner?

Where did you cook the dinner?

When did you clean the house? (etc.)

You may have to accept short answers, and guidance will be needed with the prepositional phrases of time and place. Practise in groups using flash cards and clock faces if useful.

'What' question form

This is more difficult because it sometimes involves the introduction of a new verb.

What did you buy?

What did you clean?

What did you cook?

What did you iron? (etc.)

Make sure you always present and drill a past form before expecting a student to reproduce it.

60 History of personal things

Aim Further practice with past simple tense forms if required including new types of questions.

This item is only for optional further structural practice. A quite amusing and interesting series of questions can be asked about personal objects of students, with the advantage that these questions clearly refer to the past.

Questions to follow the general question

Sagnirgona og vax blátt.

.ginnom srt gniqooz mow

Did you go shopping?

I went shopping in Southall.

When did you cook the dinner?

When did you cook the dinner?

When did you clean the house?

They may have to accept short answers, and submit to a few questions. They may have to accept short answers, and submit to a few questions. They may have to accept short answers, and submit to a few questions.

11703. POLYMER, 1965

It is more difficult because it sometimes involves

SECRET

What did you buy?

What do you like to do?

Did you cook?

(etc.)      What did you learn?

1. The first step is to identify the problem or issue that needs to be addressed. This involves gathering information and understanding the context of the problem.

100

scientist knows the right

... ..

• 2000 •

... objects of study A, which are not subject to structural practice, ...

Mrs X

Where did you buy your coat/your watch/your handbag? (etc)

When did you buy it?

How much did it cost?

The answers can be used for practice with other pronouns:

When did she buy it? (etc)

With a better class it may be possible to start the questions sequence with a general question, using 'get':

Where did you get your watch, Mrs X?

I bought it.

Where did you buy it?

(and so on)

This question with 'get' could be confusing and requires a more difficult answer because the student has to supply his own verb.

#### 61 Game

Aim Further practice, if required, with past simple tense forms introduced in item 59.

You will need the flash cards used for item 59 and preferably some new ones as well that you have made yourself.

Divide the class into two teams.

Example:

Teacher holds up a picture of shopping and a clock face

Team A: What did you do last weekend/yesterday/etc?

Team B: We went shopping.

Team A: When did you go shopping?

Team B: At three o'clock.

You can also use pictures of coming to work and leaving work and ask questions about 'yesterday', introducing the verbs 'begin', 'leave', 'speak to', etc.

Item 21

Where did you buy your coat? (your watch, your handbag, etc.)  
When did you buy it?  
How much did it cost?

The answers can be used for practice with set 2 questions.  
When did she buy it? (etc.)

With a better class it may be possible to turn the set into a  
general question, using 'get'.

Where did you get your watch, etc.  
I bought it.

Where did you buy it?  
(and so on)

This question with 'get' could be combined with question 20  
because the student has to supply his own answer.

Item 22

After further practice, if required, with set 1 questions, turn to  
Item 22.

You will need the floor space of the room for this set of questions  
as well that you have made yourself.

Divide the class into two teams.

Exercise

Teacher holds up a picture of skipping and a clock face.

Team A: What did you do last weekend/last day?  
Team B: We went shopping.  
Team A: When did you go shopping?  
Team B: At three o'clock.

Teacher holds up pictures of coming to work and leaving work and of a clock.  
Team A: I'm going to work.  
Team B: I'm leaving work.  
Team A: When?  
Team B: At three o'clock.

## 62 Coming to England

Aim To answer simple questions about coming to England. Use of questions with 'did' and negative forms of the past simple tense.

Most students will be used to answering simple questions about coming to England, so it should be possible to insist upon real accuracy with verb forms.

Present the following type of sequence of questions and answers and then use them for individual and group practice.

When did you come to England?  
Where did you live in India (etc)?  
Did you come by plane?  
Where did you arrive in England?  
Did you get a job immediately?  
Where did you work?  
Did your wife and children come with you?  
When did they come to England?

In this sequence you will introduce the short answers 'Yes, I did', 'No, I didn't'. Explain the full form of the negative statement although it is not practised here.

Use the information obtained from the above questions to present and practise further questions with 'did' and short answers.

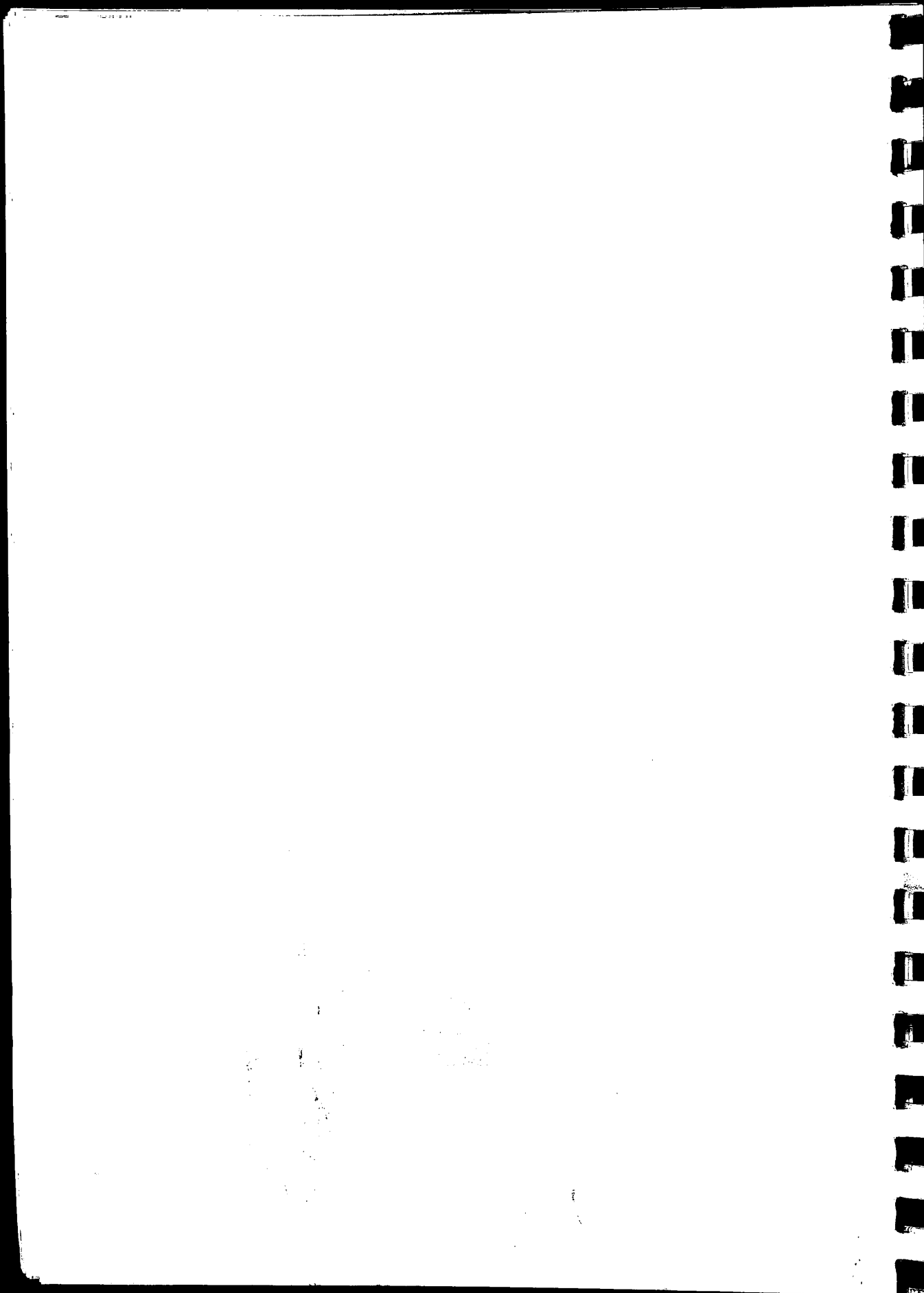
Examples:

Did you come to England in 1963?  
Yes, I did/No, I didn't.  
Did you arrive at London Airport?  
Yes, I did/No, I didn't.

## 63 Recorded drills

Aim Practice with past simple tense forms.

These drills are intended to introduce a number of new verbs which will require presentation.



Drill One

Tape Item 19 available

Repeat the question and then answer it:

Did you begin work at 8 o'clock yesterday?

Did you eat in the canteen yesterday?

Did you come to work by bus yesterday?

Did you see your chargehand yesterday?

Did you leave work at quarter-to-five yesterday?

Did you go shopping last night?

Drill Two (mixed practice)

Tape Item 20 available

Repeat the question and the answer:

Who did you sit next to yesterday?

I sat next to my friend.

When did you begin work yesterday?

I began work at 8 o'clock yesterday.

Did you begin work at 9 o'clock yesterday?

No, I didn't.

Where did you go last Sunday?

I went to the cinema.

Did you clean the house last weekend?

Yes, I did.

What did you buy yesterday?

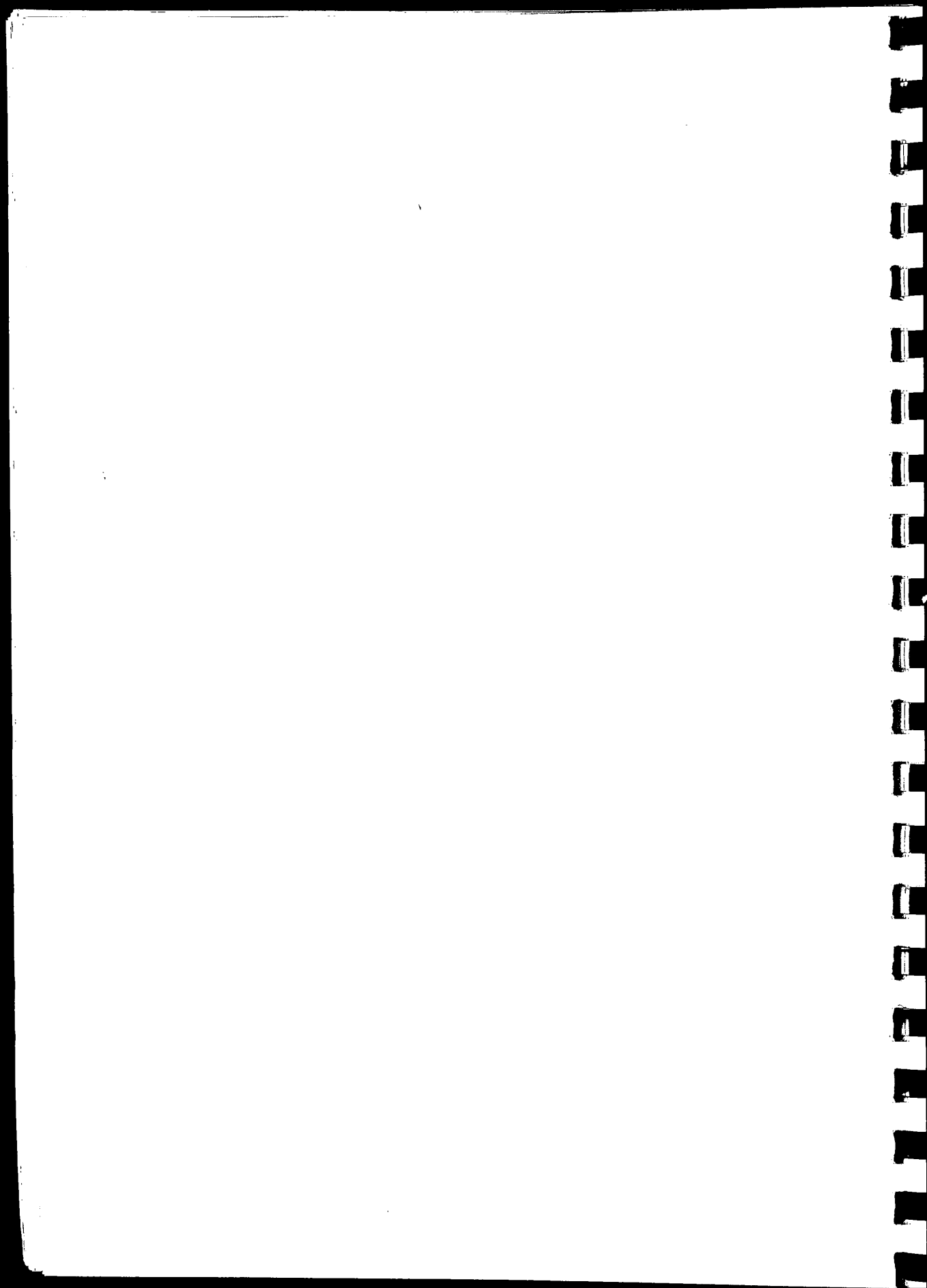
I bought some vegetables.

Did you buy a new house yesterday?

No, I didn't

Did you watch television last night?

Yes, I did.





No attempt has been made to separate regular and irregular past tense forms in this work. However, at the end of this work a teacher may like to point out the existence of regular forms with some verbs, and to go back and check over with the class the past forms of the verbs used in this part and of other verbs in the course. It may also be worthwhile to contrast the forms of the present simple and the past simple, but without becoming involved in explanations.

1. The first part of the report

2. The second part of the report

3. The third part of the report

4. The fourth part of the report

5. The fifth part of the report

6. The sixth part of the report

## 5 ASKING FOR HELP

---

### Teaching points

Two formulae with which to ask for help when in difficulty or needing instructions:

Excuse me.

Can you help me, please?

I can't .....

How .....?

The second formula involves the use of 'how' with the question form of the present simple tense. This is the first time this type of question has been used in this course.

### Aims

To train students to ask for help, state their difficulty and follow the instructions given.

### Teaching procedure

First establish the essential opening line which identifies a student's need:

Excuse me. Can you help me please?

Then go on to the formulae with 'can't' and 'how'. The 'how' question form will probably need quite a lot of additional work to establish its meaning.

This section requires plenty of group practice. And try to get students to use this formula on the same day in the laundry.

### Equipment

Faulty or difficult objects for item 66.

to help with the work.

Can you help me?

The student must involve the use of 'flow' with the student's work. This is the first time this type of work is done.

in order to ask for help, state their difficulty.

Procedure

1. The student must identify a student's work.

Can you help me?

2. The student must identify the 'flow' of the work.

3. The student must identify the 'flow' of the work.

4. The student must identify the 'flow' of the work.

Can you help me?

Flow

Flow

Flow

64 Asking for help

Aim To provide two set formulae for asking for help.

Present and practise the following formulae. Then practise in groups.

Generally use 'I can't ...' when physical help is needed. Use 'How do you ....?' when a method or explanation is wanted and the need is less urgent.

But at a later stage establish that the two forms are quite often interchangeable.

Excuse me. Can you help me, please?

(This line should preface all the following sentences.)

I can't lift this table

I can't find my pen

I can't move the blackboard

How do I stop the alarm, please?

How do I fold this dress, please?

How do I get to Southall, please?

And make up other suitable examples. Note this is the first time 'how' has been used with the present simple tense.

65 Asking for help in the laundry

Aim How to ask for help with your work in the laundry.

Present the following dialogue with slide B13

Tape Item 21 available

Narrator: Annie couldn't understand the laundry list. She asked Mary to help her.

Annie: Oh dear, I can't understand the laundry list. Excuse me, Mary.

Mary: What's the matter?

Annie: Can you help me please?

Mary: Yes. What is it?

Annie: I can't understand the laundry list.

Mary: Give it to me. I'll explain it to you.

Annie: Oh, thank you very much.

1 Listen

2 Listen and repeat

3 Listen and take Annie's part

Aim

The purpose of this study is to investigate the effect of the different types of the ... on the ... of the ...

Method

The study was conducted using a ... method. The data was collected from ... and analyzed using ...

Results

The results of the study show that ...

Conclusion

In conclusion, the study has shown that ...

References

- 1. ...
- 2. ...
- 3. ...
- 4. ...
- 5. ...
- 6. ...
- 7. ...
- 8. ...
- 9. ...
- 10. ...

Appendix

- 1. ...
- 2. ...
- 3. ...

## 66 Game

Aim Further practice of material in items 64 and 65

Use various items such as the following:

- An envelope with illegible writing
- A locked or sealed box, or tightly done up jar
- Some child's puzzle or game
- Some piece of jewellery which doesn't undo
- A broken pencil
- A pen without ink
- A tin opener that it is not obvious how to operate
- String in knots

Students can practise the following type of dialogue using these aids.

Student A: Excuse me.

Student B: Yes.

Student A: Can you help me, please? I can't write with this pen.

Student A: Excuse me.

Student B: Yes.

Student A: Can you help me please? I can't read the writing.  
(the envelope)

Student A: Excuse me.

Student B: Yes.

Student A: Can you help me please? How do I use this tin opener?

## 67 Recorded drills

Aim Practice with the language formulae for asking for help.

Tape Item 22 available

Practice practice of material in items 54 and 55

Instructions such as the following:

An envelope with illegible writing

A locked or sealed box, or tightly done up in

Some child's puzzle or game

Some piece of jewelry which doesn't work

A broken pencil

A pen without ink

A tin opener that it is not obvious how to operate

String in knot

Students can practice the following type of dialogue with their partners

Student A: Excuse me.

Student B: Yes.

Student A: Can you help me, please? I can't write with this.

Student A: Excuse me.

Student B: Yes.

Student A: Can you help me, please? I can't read the writing

(the envelope)

Student A: Excuse me.

Student B: Yes.

Student A: Can you help me, please? How do I use this tin opener?

### Reinforced drills

Practice with the language formulae for asking for help.

Items 52 available



## Listen and repeat

Excuse me. Can you help me please?

I can't find my bag.

Excuse me. Can you help me please?

I can't find my work sheet.

Excuse me. Can you help me please?

How do I switch off this machine?

Excuse me. Can you help me please?

How do I pack this box?

Excuse me. Can you help me please?

How do I do this job?

Excuse me. Can you help me please?

How do I get to the canteen?

Excuse me. Can you help me please?

I can't find my overall.

68 Getting help with a job

Aim To be able to ask for help with a job and follow the instructions given.

Present the language needed for this item carefully, either using slides from your own laundry or taking the class into the laundry. If you have no coat unit in your laundry, prepare a similar dialogue with a job description from your own laundry.

Present the following dialogue:

Tape Item 23 available

Narrator: Annie was on the coat press yesterday. She asked Mary to help her.

Annie: Oh dear, I can't press this coat. Excuse me, Mary.

Mary: What's the matter?

Annie: Can you help me please? I can't press this coat.

Mary: Move over. I'll show you.

Annie: Thanks very much.

1 Listen only

# Listen and repeat

Excuse me. Can you help me please?

I can't find my bag.

Excuse me. Can you help me please?

I can't find my work sheet.

Excuse me. Can you help me please?

How do I switch off this tap?

Excuse me. Can you help me please?

How do I book this book?

Excuse me. Can you help me please?

How do I do this job?

Excuse me. Can you help me please?

How do I get to the university?

Excuse me. Can you help me please?

I can't find my overall.

## 68 Getting help with a job

Aim To be able to ask for help with a job and to

present the language needed for this task.

your own laundry or taking the class into your own laundry.

unit in your laundry, prepare a similar situation.

your own laundry.

present the following dialogue

Tape Item 23 available

Narrator:

Annie was on the coat press yesterday. She said:

Annie:

Oh dear, I can't press this coat. Excuse me?

Mary:

What's the matter?

Annie:

Can you help me please? I can't press this coat.

Mary:

Move over, I'll show you.

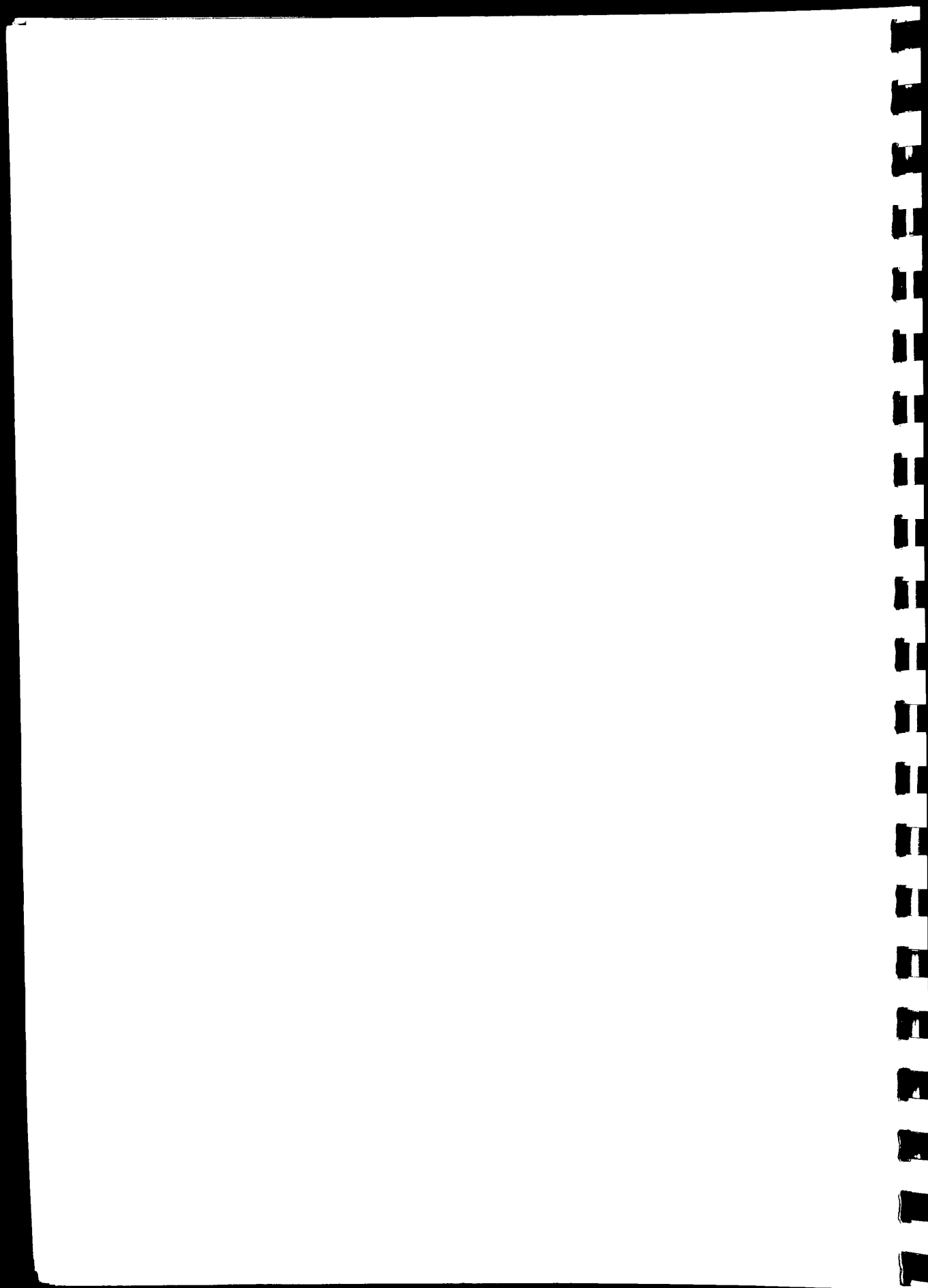
Annie:

Thanks very much.

Listen only

Then continue the dialogue

- Mary: Pull the coat over the body.  
Annie: Pull the coat over the body.  
Mary: Pull it straight.  
Annie: Pull it straight.  
Mary: Press the treadle.  
Annie: I see. Press the treadle.  
Mary: It goes out the other side.  
Annie: Oh yes.  
Mary: Take the coat off the body.  
Annie: Take the coat off the body.  
Mary: Put it on the rack for folding.  
Annie: Put it where?  
Mary: On the rack.  
Annie: Thanks. I can do it now. Thank you Mary.



## 6 TAKING A MESSAGE

---

### Teaching points

Language formulae for use when taking messages. The language and behaviour essentials are as follows:

- 1 Listen to the message and repeat it.
- 2 Say you have a message and deliver it.

Use of pronouns and simple reported speech is important.

### Aims

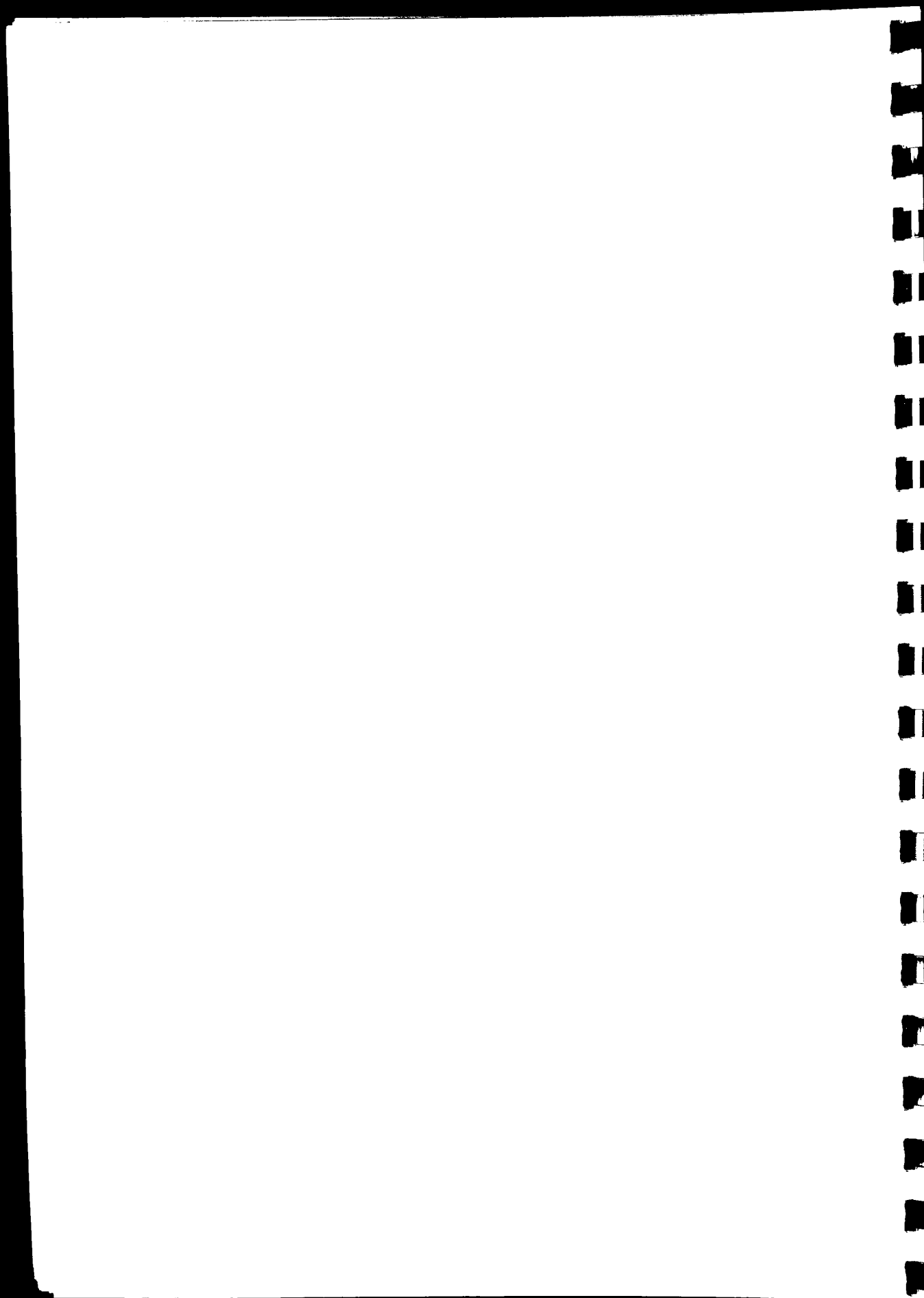
To establish a method of language behaviour and make sure it is immediately reinforced and used..

### Teaching procedure

This is the most ambitious piece of language teaching so far in the course. It is worth taking slowly and thoroughly because if students can then do this in a real situation their confidence and motivation will grow substantially.

### Equipment

No special equipment needed.



## 69 Pronouns and reported speech

Aim To revise pronouns if necessary and to establish the pronoun changes which occur in simple reported speech.

If any difficulties are still occurring with pronouns revise some of the material in items 16 - 19 and 22 in Section One.

Make sure in particular that students understand that 'him' and 'her' can be substituted for names. This point can be reinforced with simple classroom instructions such as the following carried out by a student:

Please, give Mr X a pen

Please, give him a pen

(say the two sentences together)

I want to give Mrs Y six packets

Please give her six packets (etc)

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.

Present and later practise short sequences like the following:

Teacher: Do you like fish and chips?  
(to a student)

Student: Yes.

Teacher: She says she likes fish and chips.  
(to class)

Teacher: Where do you live?  
(to a student)

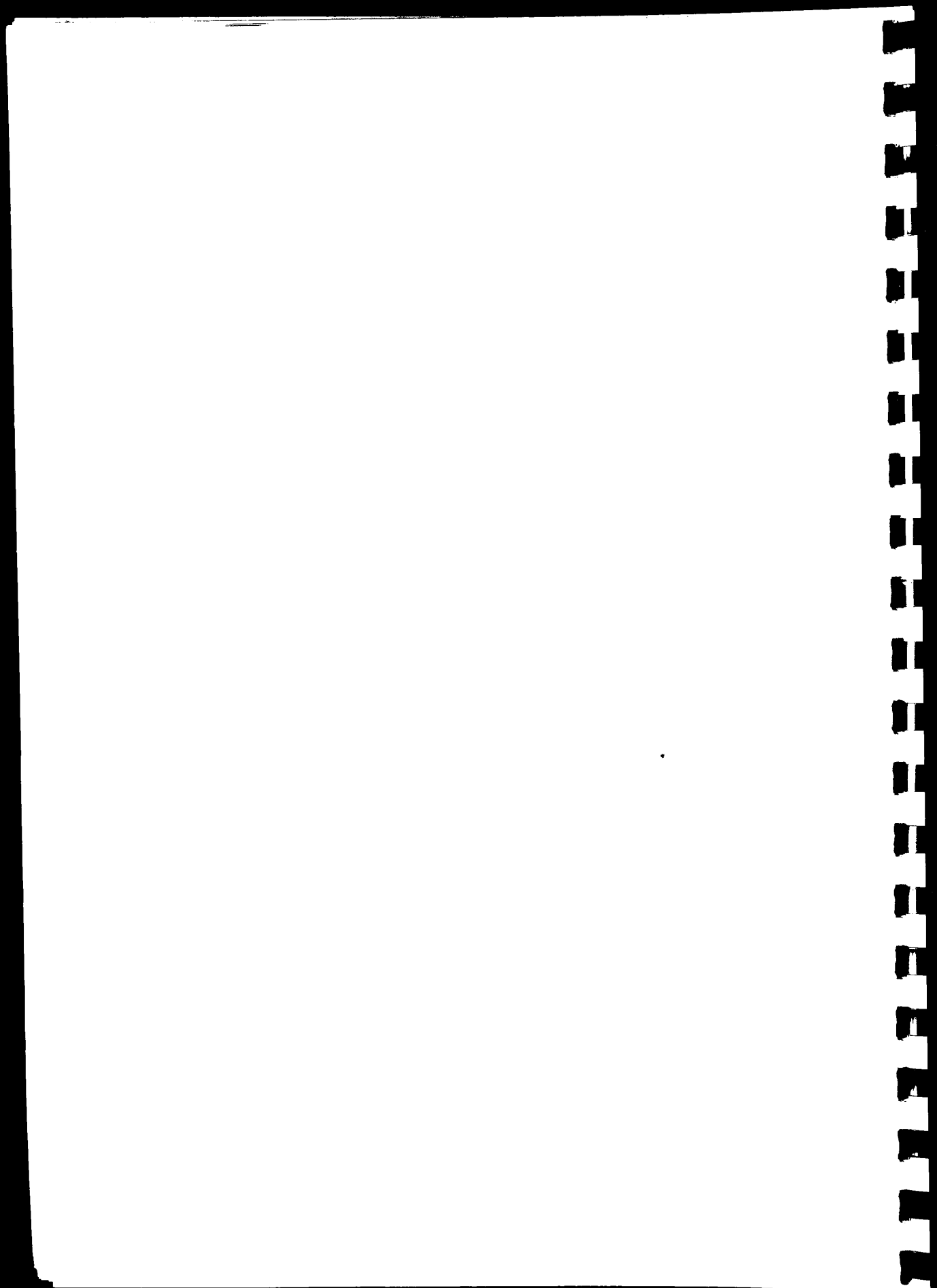
Student: .....

Teacher: She says she lives in .....  
(to class)

Teacher: How old are you?  
(to a student)

Student: ....

Teacher: She says she is .... years old.  
(to class)





## 70 Listening to and repeating a message

Aim To train students to grasp and repeat the essentials of a message.

Demonstrate and establish student response to a message:

Teacher:        i    I've got a message for Mrs Khan (name of a student)  
                   ii    Go and tell her I want 10 sheets

Student:        (repeats essential parts only)  
                   Mrs Khan    10 sheets

Go on and practise this type of response with different students. Keep changing the wording in (ii) so that students can grasp they only need to repeat the essential contents of the message.

Examples:

I've got a message for Mrs Y  
 Ask her for 20 labels  
 I've got a message for Mr X  
 Can he give you two red pens for me?

Give this plenty of practice round the class until the idea of repetition is thoroughly grasped. You should not practise this in groups as the intention is only to teach language for taking a message.

## 71 Part One: receiving the message

Aim To demonstrate the formula for receiving a message

Present the following dialogue with slide B14.

Tape Item 24 available

Narrator:        Yesterday, Mrs James asked Annie to take a message to Jaswinder.  
 Mrs James:       Annie.  
 Annie:            Yes, Mrs James.  
 Mrs James:       Can you help me please?  
 Annie:            Yes, certainly, Mrs James.  
 Mrs James:       Can you go and ask Jaswinder to come to my office at 3 o'clock?  
 Annie:            Jaswinder - your office.  
 Mrs James:       That's right. At 3 o'clock.

70

Listening to and understanding

Aim

To train students to understand and

Teachers

Students

Examples

71

Port of Call

Aim

To have students understand the

Topic Item 84

Mrs. Jones:

Annie:

Mrs. Jones:

Annie:

Mrs. Jones:

Annie:

Mrs. Jones:

That's right. At 3 o'clock.

Annie: Jaswinder - your office - at 3 o'clock

Mrs James: That's right, dear.

- 1 Listen
- 2 Listen and repeat
- 3 Listen and take Annie's part

Note that the formula: 'I've got a message for ....' is not used in this dialogue so that students will not always expect such an obvious case.

## 72 Part Two: delivering the message

Aim To present and practise a formula for delivering a message.

Present the following dialogue with slide B15

This dialogue is a continuation of Tape Item 24.

Tape Item 25 available

Narrator: Annie gave Jaswinder Mrs James' message.

Annie: Hello Jaswinder.

Jaswinder: Hello.

Annie: I've got a message from Mrs James.

Jaswinder: Oh yes. What does she want?

Annie: She says she wants you to go to her office at 3 o'clock.

Jaswinder: Oh, I wonder what she wants?

Annie: I don't know, dear.

Jaswinder: Alright. Thanks, Annie.

- 1 Listen
- 2 Listen and repeat
- 3 Listen and take Annie's part

The really essential formula for students to learn from this dialogue is:

I've got a message from .....

She says .....

The opening line establishes a clear context for the listener. Contrast the use of 'from' here with 'for' in Item 70.

Answer: I've got a message from...  
Mrs. James: That's right, yes.

- 1 Listen
  - 2 Listen and repeat
  - 3 Listen and take notes
- Note: Don't forget to...  
so that students can...

71. List the...  
This is a...  
From the...

This is a...  
From the...

Answer: ...  
Answer: ...

Answer: ...  
Answer: ...

Answer: ...  
Answer: ...

Answer: ...  
Answer: ...

- 1 Listen
- 2 Listen and repeat
- 3 Listen and take notes

The really essential...  
I've got a message from...  
She says...

The opening line establishes a clear context for...  
of them, here with 'for' in line 10.

73 Recorded drills

Aim Practice with the various language formulae for taking a message.

Tape Item 26 available

Listen and repeat the essential part of the message:

Can you help me please?

Yes, certainly.

Go to the packing room and ask for some string.

The packing room - some string.

Can you help me please?

Yes, certainly.

Will you tell Annie I want the new laundry lists.

Annie - the new laundry lists.

Can you help me please?

Yes, certainly.

Can you go and ask Mary if she wants overtime tomorrow?

Mary - overtime tomorrow.

Can you help me please?

Yes, certainly.

I want you to tell Annie to see me at dinner time.

Annie - see you - at dinner time.

Can you help me please?

Yes, certainly.

I want four clean overalls from the linen store.

Four clean overalls - from the linen store.

74 Classroom practice

Aim Accurate classroom practice of message taking language formulae.

Teacher first demonstrates the complete message taking scheme with a good student.

73 Recorded file

Aim Practice with the various responses

Tape then 36 overalls

Listen and repeat the words in the order

Can you help me please?

Yes, certainly

Go to the packing room and get the

The packing room is over there

Can you help me please?

Yes, certainly

Will you tell me where the packing room is?

Annie - the packing room is over there

Can you help me please?

Yes, certainly

Can you go to the packing room and get the

Mary - I've been to the packing room

Can you help me please?

Yes, certainly

I want to go to the packing room to get the

Annie - see you to the packing room

Can you help me please?

Yes, certainly

I want four clean overalls from the linen room

Four clean overalls - from the linen room

74 Classroom practice

Aim Accurate classroom practice of message form in the classroom

Teacher first demonstrates the complete message form

- Teacher: Can you go and ask Mrs X for a pen? (use the name of a student)
- Student 1: Mrs X - a pen
- Student 1: (going over to Mrs X)  
I've got a message from .....  
She says she wants a pen please.

Now demonstrate again with other students. Don't attempt any group work until the idea is fully grasped by several demonstrations, with the teacher gradually dropping out, in front of the whole class.

These are the essential points in the formula:

(a) Receiving

Student repeats the essential part of the message he is to take.

ie. who he is to take it to

what he has to get or say

(b) Delivering

Student identifies what he is doing by saying:

I've got a message from .....

She says .....

Only when students have accurately grasped this can they work in groups of three with better students giving messages.

## 75 Message taking in the laundry

Aim To get students to use the message formula in a real situation.

This item cannot be absolutely genuine but it is an attempt to get students to use work learnt in the classroom in the real situation. You will need to warn the supervisors that you will be doing this.

Each member of the class should be given a different message to carry to a supervisor or chargehand or English-speaker.

(with the notes)

should be made

Don't attempt to do this  
with the food at hand

the message he is

only saying

the way they work in

the situation

the student to get  
the word to want to

to get to the



Examples of messages:

- 1 Supervisors have to tick off things (names, numbers) from a list.
- 2 Ask for a small piece of linen from the laundry.
- 3 Ask for a spare work sheet.
- 4 Ask for the dates of holidays.
- 5 Teacher wants to borrow a red pen.

It is suggested that you might spread this item over several lessons.

This is a useful item for involving supervisory staff. Try to persuade supervisors themselves to use everyone on an errand or message in the coming few days.

...the most important...

...

...the most important...

...the most important...

...the most important...

## 7 INCORRECT AND CORRECT

---

### Teaching points

Language formula for asking for an explanation when a student is doing some work in the wrong way. Obviously the formula is artificial, but in most situations it should be adequate. If in your laundry it is not the type of language needed, rewrite this part substituting a more useful formula.

### Aims

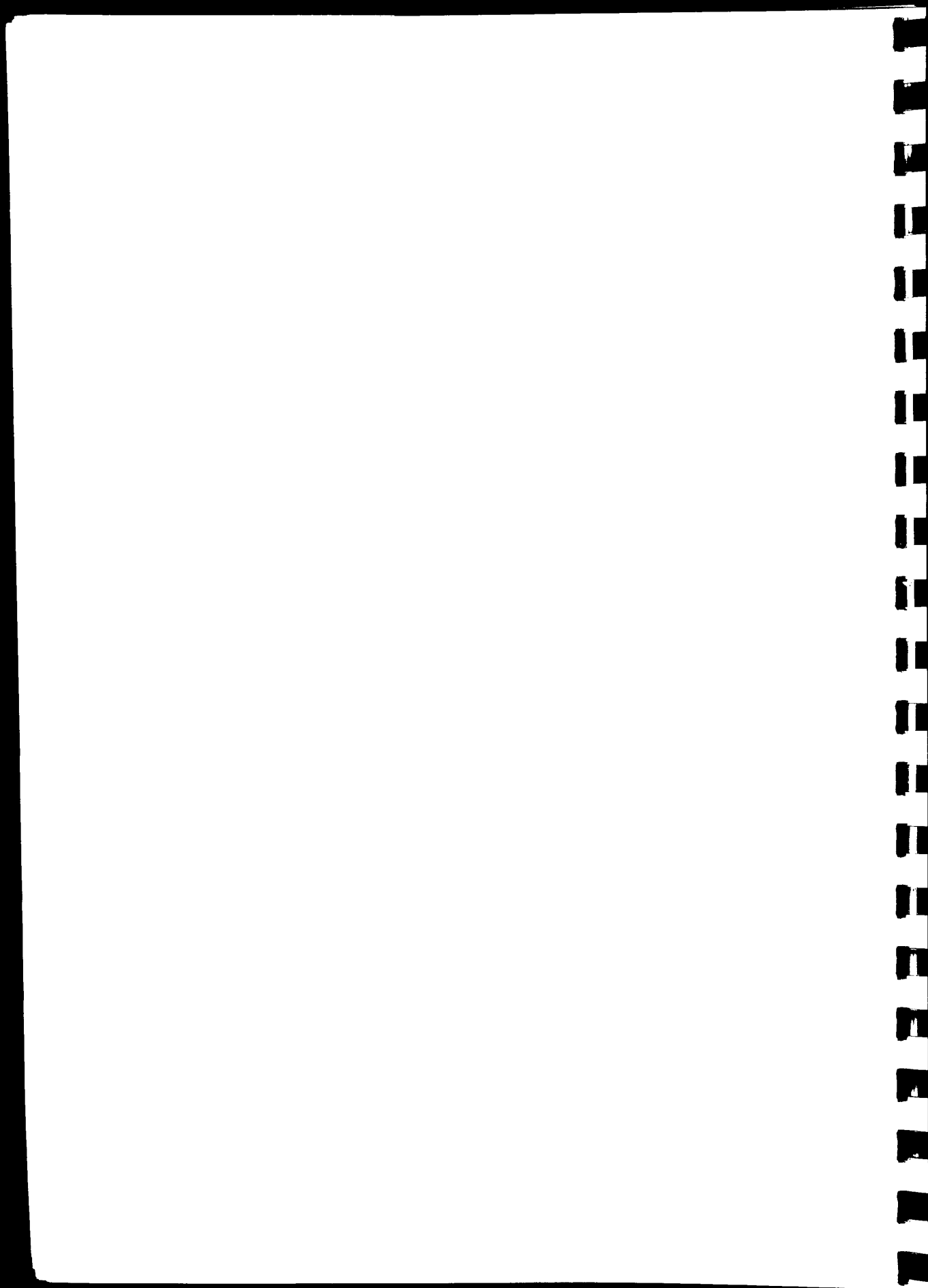
To get students to ask when in difficulty with a job and to be able to thank the person who has explained.

### Teaching procedure

The main aim should be to establish a clear link in a student's mind between a situation of misunderstanding or difficulty over a job, and using the English presented here. Then as soon as possible yourself try students out with this language in the laundry.

### Equipment

- (a) Prepare sheets for colouring, crayons and coloured bricks.
- (b) Sets of badly folded linen pieces from the laundry.

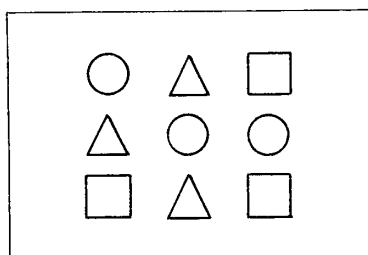


## 76 Misunderstanding and needing an explanation

Aim To illustrate situations where a student should ask for an explanation and teach a language formula for this purpose.

### Equipment

- (a) Prepared sheets of paper with triangles, squares and circles on them.  
Each sheet should be different.



- (b) Sets of crayons.  
(c) Sets of coloured bricks.

First demonstrate with a good student. Give instructions to colour the paper in some way, speaking quickly. The student will do it wrong or ask you to say it again. But just get him to try. Then give orders to arrange the coloured bricks in a particular order. Again, if you speak quickly enough and keep up a flow of irrelevant chatter the student will not be able to do it successfully.

Then the teacher says:

No! This is wrong.

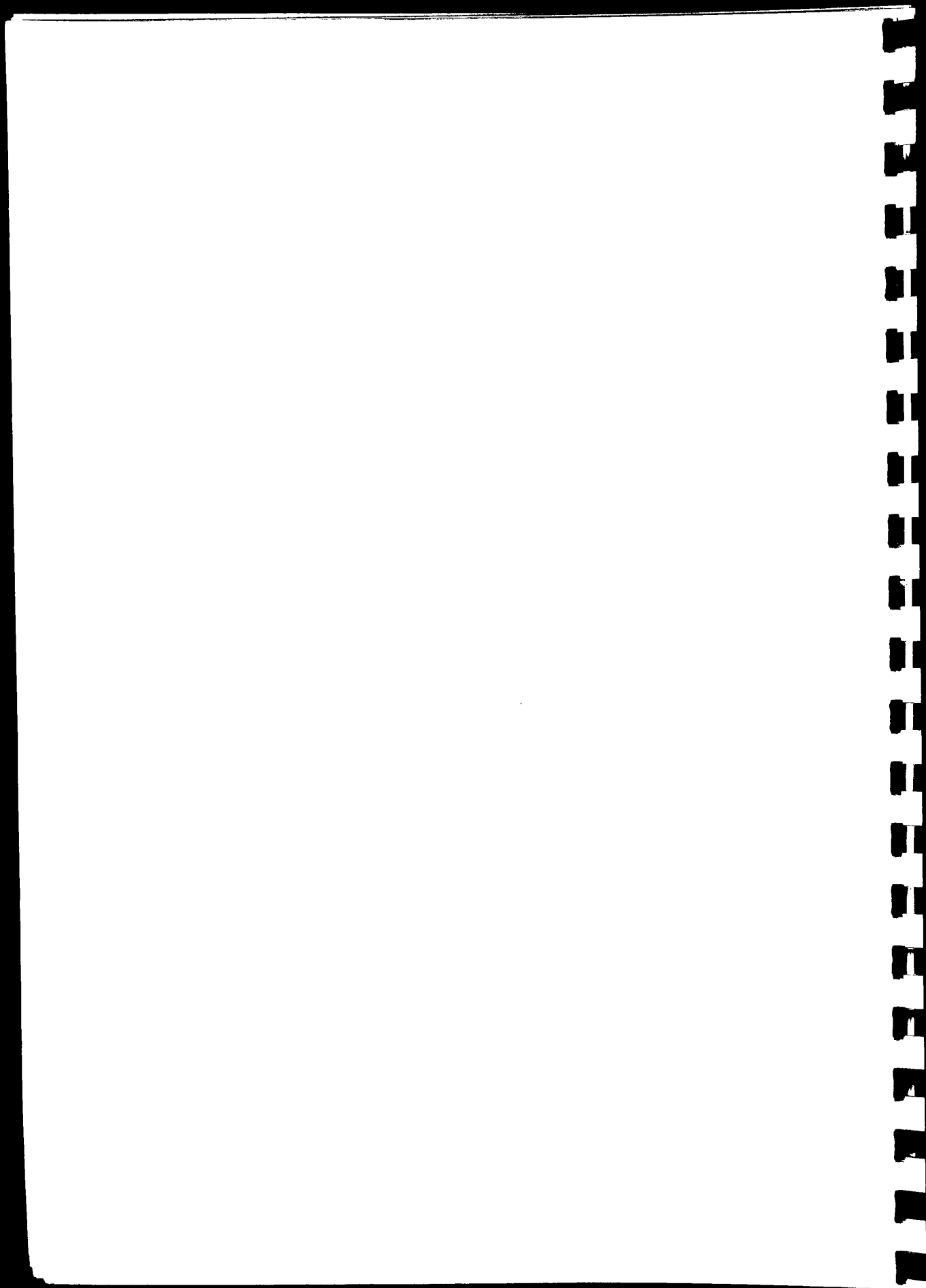
Prompt student to ask:

I'm sorry. Can you explain what's wrong please?

Then go around the class until everyone has practised and understood what they should say.

This should be fun to do in the class. You will not be able to get students to do this in groups because you have to give the initial instructions.

This item also gives an opportunity to revise the colours.



### 77 Saying 'sorry'

Aim To establish fluency with set forms of saying 'sorry'

Use Item 76 as the starting point for the use of:

I'm sorry

This will be familiar to students or at least to some.

Then go on to drill chorally on a prompt and response basis.

This is wrong! I'm sorry

I'm very sorry

I'm really very sorry.

This can just be treated as a choral game, which is frequently gone over in subsequent lessons. The point of this item is to establish clear and accurate habits of using these set phrases.

### 78 Asking for your work to be checked

Aim To teach a language formula for asking someone to check one is working correctly.

Repeat item 65 and go on to prompt students with the responses which are underlined.

Teacher: No! This is wrong.

Student: I'm sorry. Can you explain what's wrong please?

(teacher explains and demonstrates)

Student: Will you watch me please?

Teacher: Yes, that right.

Student: Thank you for explaining.

You can go on now to practising in groups if the demonstrator just shows what to do, fairly fast, and does not speak.

77 saying 'sorry'

Aim: To establish fluency with the form of the word.

Use item 76 as the starting point for the lesson.

I'm sorry

This will be familiar to students of a level below 10.

Then go on to drill carefully on a phrase such as:

This is wrong. I'm sorry.

I'm sorry, I'm wrong.

I'm really sorry.

This can just be treated as a word game, but it is a

subsequent lesson. The point is to establish the

habits of using these expressions.

78 Asking for your work to be checked

Aim: To teach a phrase which is useful in the classroom.

correctly.

Repeat item 62 and go on to provide a context with the

underlined.

Teacher: No! This is wrong.

Student: I'm sorry. (You said it was wrong.)

(Teacher explains and demonstrates)

Student: Will you check my paper?

Teacher: Yes, that's right.

Student: Thank you for explaining.

You can go on now to practising in groups if the classroom is large enough.

to do, fairly fast, and does not speak.



79 Following an instruction incorrectly

Aim To demonstrate and practise the language in items 76 and 78.

Present the following dialogue with the slide B16.

Tape Item 27 available

Narrator: Annie was folding wrongly yesterday. Mrs James saw her.  
Mrs James: Oh, Annie. This one's wrong. And this one. And this one.  
Look!  
Annie: Is this one right?  
Mrs James: No, it isn't.  
Annie: I'm sorry. Can you explain what's wrong please?  
Mrs James: Yes. You're not folding it right.  
Annie: Oh, I see.  
Mrs James: Look, watch me. All right?  
Annie: Yes, I see. Will you watch me now please?  
Mrs James: Yes. That's right.  
Annie: Thank you for explaining.

- 1 Listen
- 2 Listen and repeat
- 3 Listen and take Annie's part

37 Following an instruction incorrectly

Aim To demonstrate and practise the target language

Present the following dialogue with the class

Tape item 27 available

Narrator: Annie was told to wash her face.  
Mrs James: Oh, Annie. The soap's gone.  
Annie: Look!  
Mrs James: Is this one right?  
Annie: Yes, that's right.  
Mrs James: I'm sorry. Can you explain it?  
Mrs James: Yes. You're not washing it right.  
Annie: Oh, I see.  
Mrs James: Look, water's hot. All right.  
Annie: Yes, I see. Will you wash it for me?  
Mrs James: Yes, that's right.  
Annie: Thank you for explaining.

- 1 Listen
- 2 Listen and repeat
- 3 Listen and make Annie's part

English in the Laundry

SECTION FOUR

(

English in the Laundry

SECTION FOUR

An English language training course  
for  
overseas staff in hospital laundries

ALL ABOUT THE LAUNDRY

University of California  
San Diego

Department of Biology  
La Jolla, California

THE LAUNDRY

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INTRODUCTION

Part One: General information about the laundry

80	Talking to outsiders about your job
81	Dialogue practice
82	The immediate surroundings
83	People at work
84	Where things are
85	Where things are in the laundry
86	Giving directions in the laundry

Part Two: The overall process

87	Learning about the complete process
88	Describing the complete process

Part Three: Safety and accidents

89	Awareness of safety
90	Warning someone
91	Dangers at work
92	Being responsible about safety
93	Accidents
94	Written safety notices
95	Fire precautions



## INTRODUCTION

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This section is entirely concerned with teaching language needed for the actual job. There is very little new structural work involved in the section, but a great deal of new vocabulary, some of which may already be known. It is important to insist upon accurate mastery of all this vocabulary. There is less rigid insistence on one particular structure in a situation. Often several alternatives are given. It is hoped that in this section the student will see that he often has a choice of things to say and that he can begin to break out of the straight-jacket of the course.

Students greatly enjoy this section because it is obviously specially prepared to suit the situation in which they are using English. The section, coming at this point in the course, will help students to see the relevance and usefulness of a lot of what they have learned in previous sections. The interest of the material is greatly increased by the use of laundry items, slides, photographs and specially prepared tape items. The mixture of activity and presentation will be much enjoyed and, for this reason, it is well worth putting in the time needed for preparation.

Unlike earlier sections, this one is best taught more-or-less in the sequence suggested here because the subject matter is built up in a logical order depending on information in earlier items.

The teacher may feel a lot of the material in this section is a matter of induction and training rather than language teaching. But with immigrants who have an elementary language problem, it is unwise to assume that they understood much of their induction and training directly. Naturally they must already know their job and the rules of the laundry, but the purpose of this section is to make sure they understand them in English and learn enough English to be able to communicate about them in a simple way. It should be possible to work through this section at a good speed just because most of the content will be familiar.

Students greatly enjoy this section because it is an opportunity for them to express their own views on the situation in which they are living. It is a point in the course which helps students to see that the world is not as it is presented in the textbooks. A lot of what they have learned in previous sections is greatly reinforced by the use of literary texts. The prepared topic items, the mixture of natural and social sciences enjoyed and, for this reason, is well worth preparing for discussion.

The teacher may feel a lot of the material in this section is not necessary for the student to know. It is possible to teach the material in a more direct way, but this is not the purpose of this section. The purpose of this section is to provide the student with a more complete understanding of the language. It is possible to teach the material in a more direct way, but this is not the purpose of this section. The purpose of this section is to provide the student with a more complete understanding of the language. It is possible to teach the material in a more direct way, but this is not the purpose of this section. The purpose of this section is to provide the student with a more complete understanding of the language.

## 1 GENERAL INFORMATION ABOUT THE LAUNDRY

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### Language teaching points

There is no new structural material introduced, but there is a good deal of new vocabulary. Familiar structures are used in quite new situations: for example, descriptions of people, and prepositional phrases and adverbs of place.

### Aims

For students to start learning about the laundry environment - processes, people, where things are - and talking about it in English. The purpose of the material is to convey information about and increase interest in the general work environment while at the same time teaching and practising English.

### Teaching procedure

All this material has been specially prepared to suit the work in a laundry. But we would strongly recommend the preparation of colour slides of your own laundry and people in it, and of general diagrams. These will prove very interesting and enjoyable for students and result in the type of involvement which makes for the best language learning and practice.

### Equipment

- (a) Specially prepared colour slides of the laundry. Flash-light equipment and a fairly good camera will be needed.
- (b) Specially prepared diagrams of the laundry.

descriptions of people, and prepositional phrases and clauses are used in different ways. Familiar structures are used in different ways. There is no new structural material introduced, but there is a new vocabulary.

While at the same time teaching and learning together  
is to convey information about and between people and  
where minds are - and talking about it and learning  
for students to start learning about the learning process

1. The material has been specifically prepared for the use of the student and should be used as such. It is not to be used as a reference work or as a source of information for the student.

...had been ...  
...had been ...

- Specifically proposed diagrams of the boundary.

# 80 Talking to outsiders about your job

Aim For students to be able to tell outsiders about the place where they work.

Students learn to make a number of statements about their jobs which can be used in response to a variety of different questions with the same basic meaning. Naturally the answers given here are only examples and will vary with each hospital although the same structures should apply in most cases. The work throughout this section will be much more interesting if slides can be prepared of the hospital and the laundry.

Tape Item 28 to be prepared specially.

Slides to be prepared specially.

First present and practise the correct forms in the class - if necessary on several occasions - and then use the tape for choral practice if you prepare one.

Listen and repeat

Where do you work?

At a hospital in Isleworth.

Which one?

St John's

Which part do you work in?

The laundry

What's your job?

I work on the calender

What's the calender?

It's a machine that presses and folds linen.

I work in the press room

What do you do?

I press the nurses' uniforms and the doctors' coats.

Where is St. John's?

It's in Holly Road

(These slides should be general view of each section or department)

When this material is thoroughly known students can practise in groups.

1. Listening to outsiders about your work

2. Students to be able to tell outsiders about a job or work

work

Students learn to make a number of statements about their work. They are then asked to respond to a variety of different questions. Usually the answers given here are only a few. It is important although the same structures are used in the other sections of this section will be much more interesting and useful. hospital and the laundry.

3. Items 28 to be prepared specially

4. Items to be prepared specially

First present and practise the correct form for the following occasions - and then use the card for 'hospital and laundry' Listen and repeat

Where do you work?

At a hospital in Ireland.

Which one?

St John's

Which part do you work in?

The laundry

What's your job?

I work on the calendar

What's the calendar?

It's a machine that presses and folds linen

I work in the press room

What do you do?

I press the nurses' uniforms and the doctors' coats

Where is St. John's?

It's in Holly Road

5. Students should be given a general view of each section of hospital work  
6. Students should be given a general view of each section of hospital work

81 Dialogue practice

Aim To practise the material in item 80 in the form of a dialogue.

## Tape Item 29

Narrator: Annie was chatting to her friend Josie at the weekend.  
 Josie: Hello Annie  
 Annie: Oh, hello Josie  
 Josie: How's your new job?  
 Annie: Fine. It's hard work though  
 Josie: Where's the hospital?  
 Annie: It's in Holly Road  
 Josie: Where's the laundry?  
 Annie: It's behind the hospital  
 Josie: What do you do?  
 Annie: I work on the calender  
 Josie: What's that?  
 Annie: It's a machine that presses and folds linen  
 Josie: Oh, I see

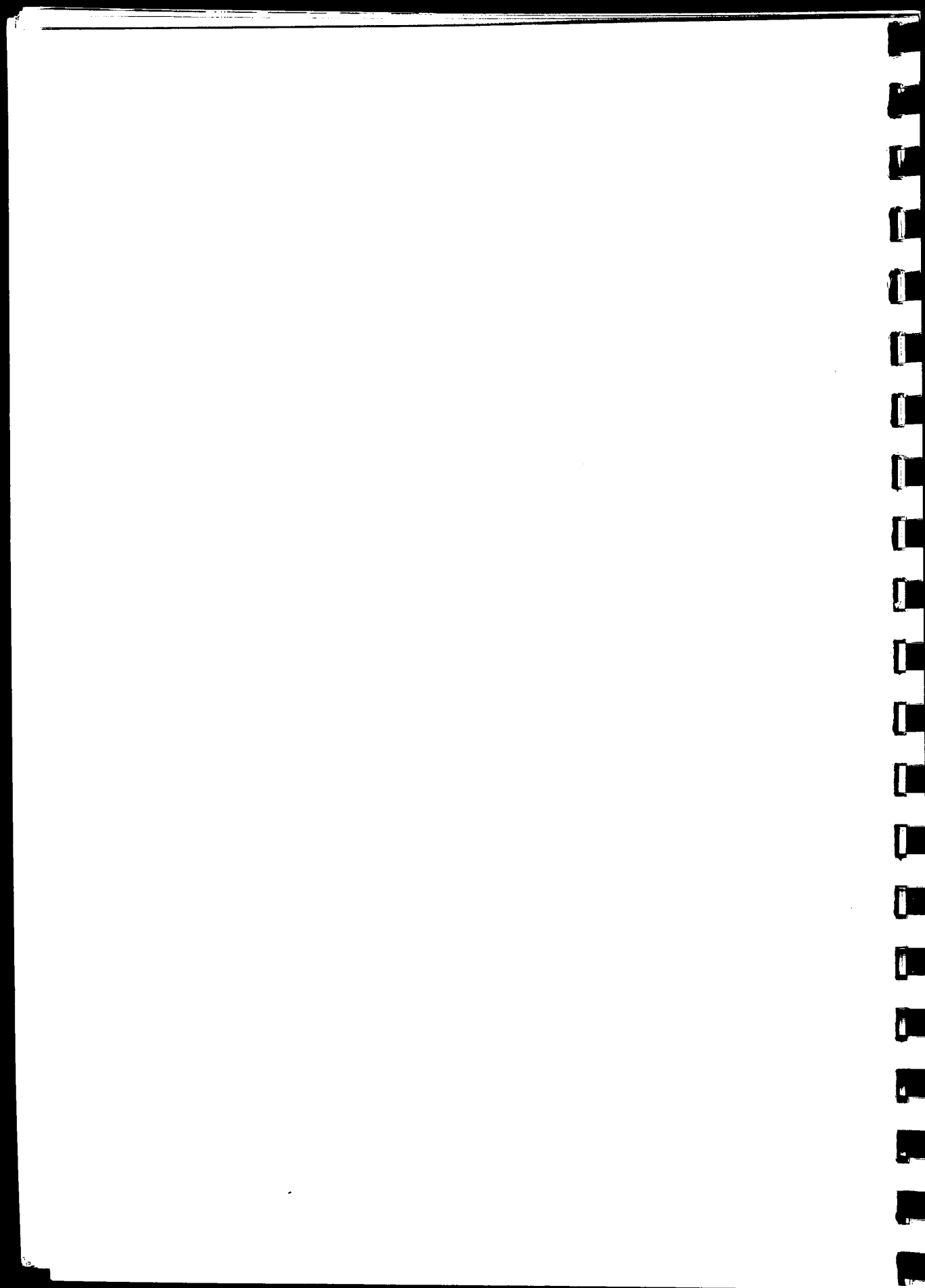
1. Listen
2. Listen and repeat
3. Listen and take Annie's part

82 The immediate surroundings

Aim To get students thinking and talking about what goes on around them.

There is no special linguistic aim in this item. Present and practise the following type of sequence of questions and answers.

How many women work in your room / on the calender?  
 What are their names?





If the class do not know the names, they can find out for the next lesson.  
This will provide a chance to discuss English names and what people call one another.

Have you a friend in the laundry?

What's her name?

What does she do? (Use material in Item 80 for the answer)

Where do you work in the laundry?

I work near the front/the back/in the X room/and so on.

It will help to draw a diagram for this question.

### 83 People at work

Aim To be able to describe a person and to know the names and positions of key people in the hospital

Give descriptions of supervisors and chargehands. Building up descriptions of real people will be much easier and more interesting if slides can be taken and shown of them.

Slides to be prepared specially

examples: Who is your supervisor/chargehand?

Gladys

Make sure students know whether to use first names or surname when speaking to a supervisor and how to pronounce the name.

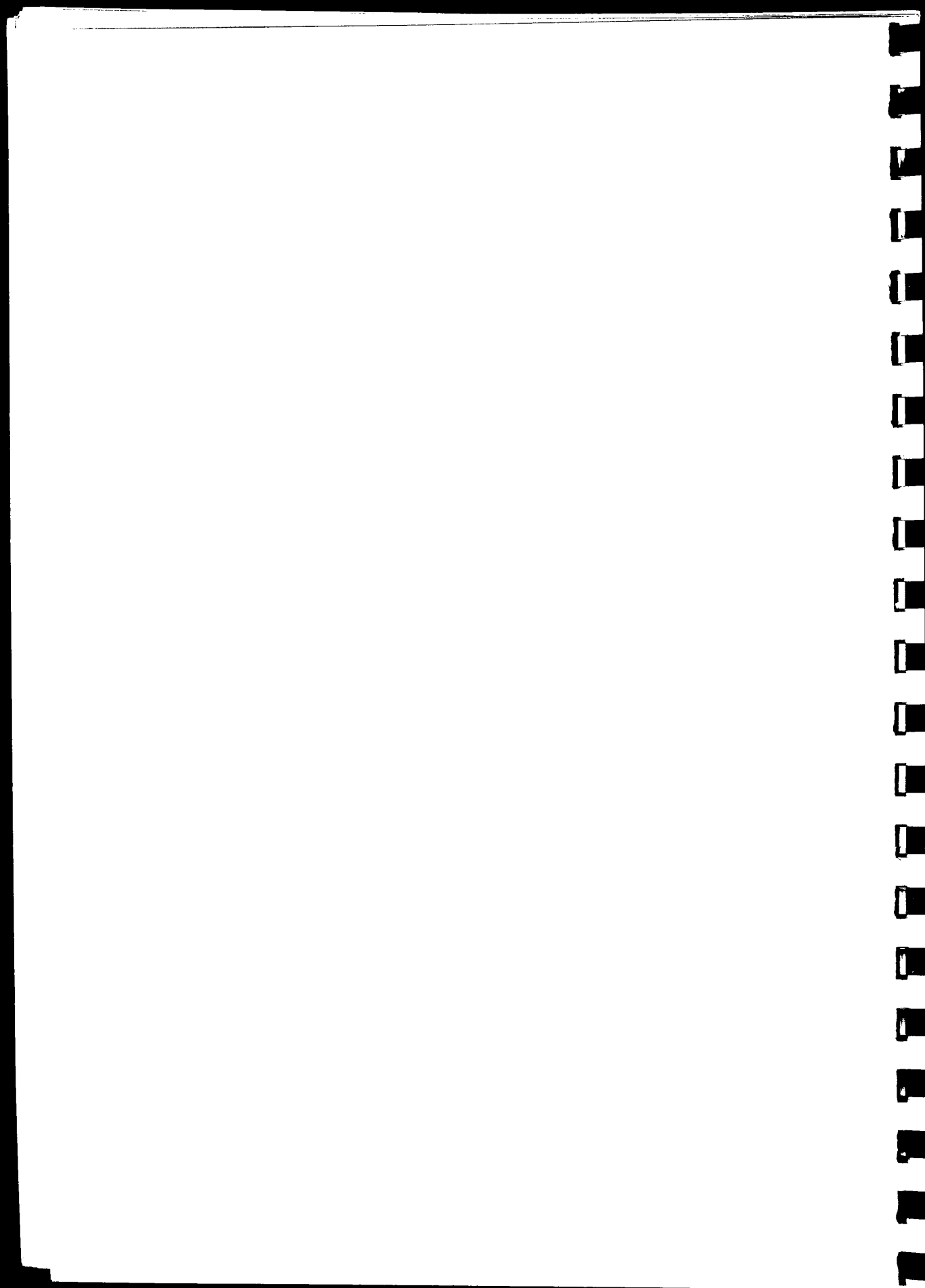
What does she look like?

Show slide: Gladys

Present and practise the following description:

Gladys: She's medium height  
She's got short brown hair  
She wears a white overall

The use of the verb 'have got' should not give difficulty because this has been used in various items in Section Two.



Show slide: Elsie - what does she look like?

She's short

She's got short black hair

She wears a white overall

Go on to build up descriptions of other people well known to the class.

Then people can give descriptions and other people can guess. The main phrases of height, and appearance of hair should be covered.

Then go on to slides of key people in the hospital as a whole. Make sure the name and position is known.

Slide: This is Grace. She's the shop steward.

Slide: This is Mr Nicholls. He's the personnel manager.

Slide: This is Mr Rose. He's the laundry manager.

Slide: This is Mr Smiles. He's the hospital secretary.

If time permits and the class is good enough, practise questions and answers of the following type:

Who is the laundry manager?

What is he in charge of?

#### 84 Where things are

Aim Language for showing someone around a place

Present this dialogue with pictures of the characters. The purpose of the dialogue is to establish certain phrases for indicating position and direction. Some of these have already occurred. Make sure they are really understood with classroom demonstrations.

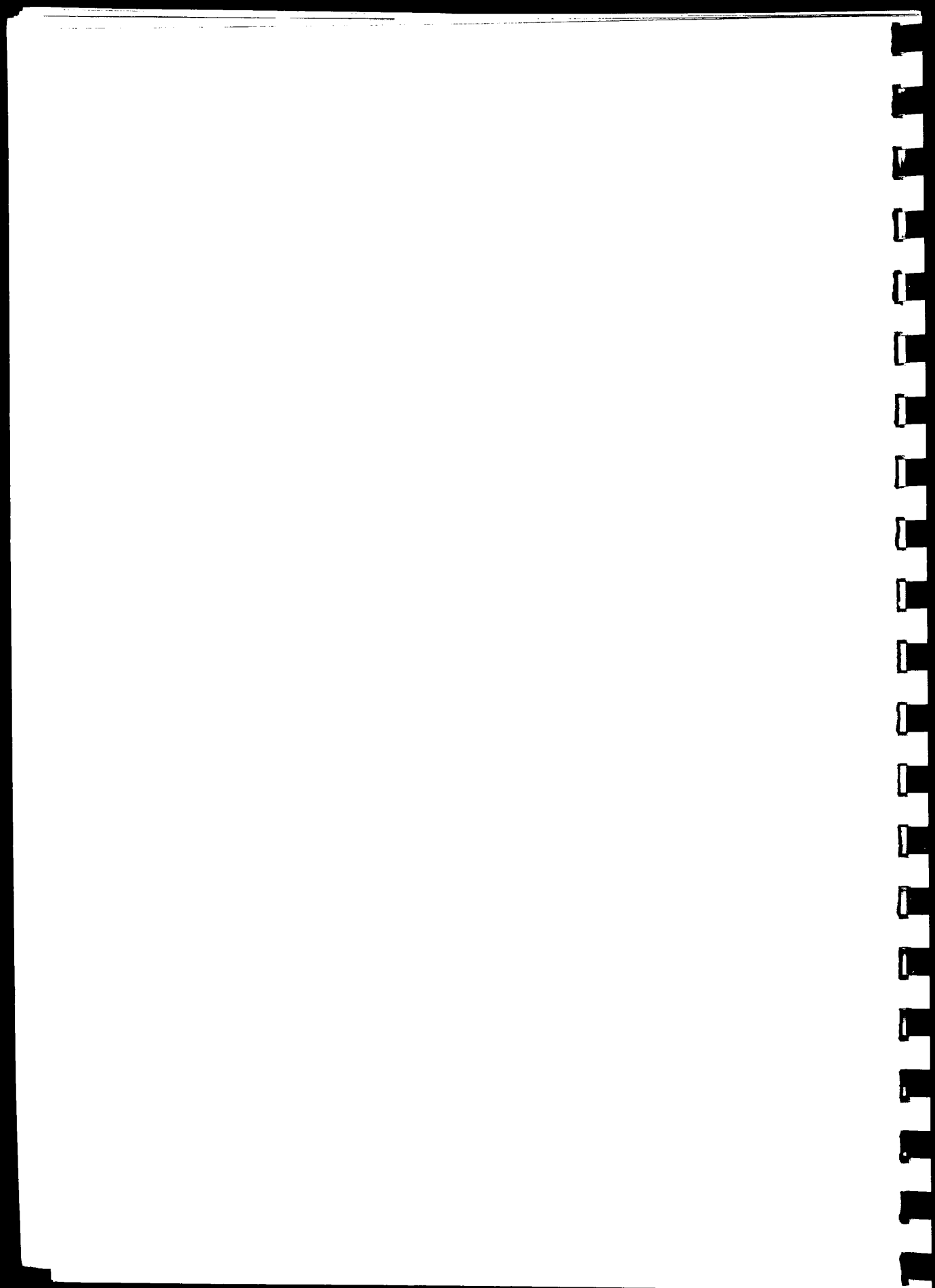
Tape Item 30 available

Narrator: Mary has moved to a new house. She showed it to Annie.

Mary: Oh hello. Come in Annie.

Annie: Hello, Mary. Thanks.

Mary: Well, this our new house. This is the hall.



Annie: Mmm.

Mary: That's the sitting room next to the kitchen.

Annie: Where are the bedrooms?

Mary: I'll show you. Here's one bedroom.  
And there's another bedroom on the left.

Annie: Where's the bathroom?

Mary: Over there. Go past our bedroom and it's straight ahead.

Annie: It's a lovely house, Mary.

1. Listen
2. Listen and repeat Mary
3. Listen and take Mary's part

#### 85 Where things are in the laundry

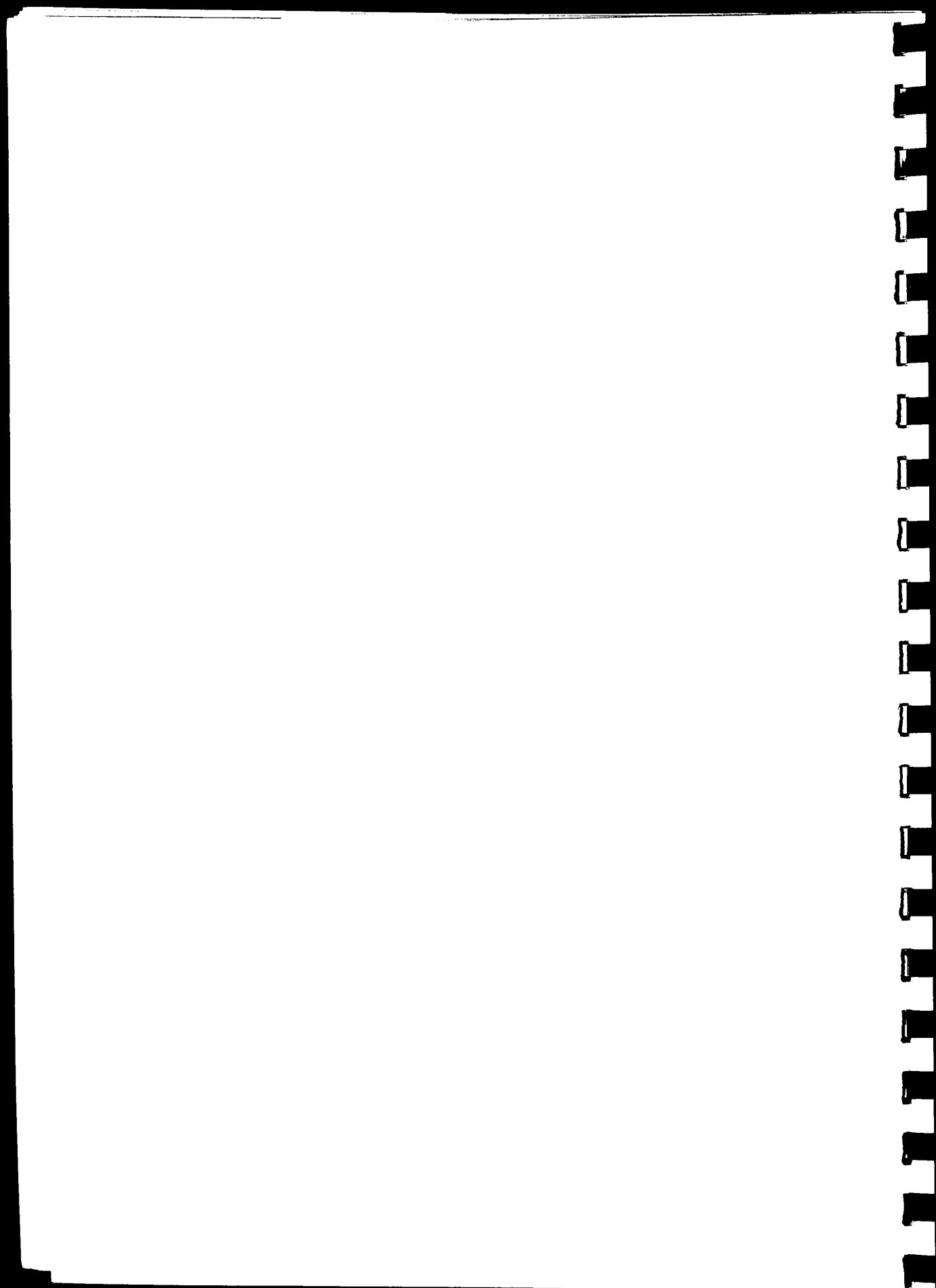
Aim Language for indicating where things are in the laundry.

Using the type of language practised in item 84, get students to describe the laundry pretending they are showing a visitor around. It will be best to prepare a diagram of the laundry, and duplicate it so that students have copies for group work.

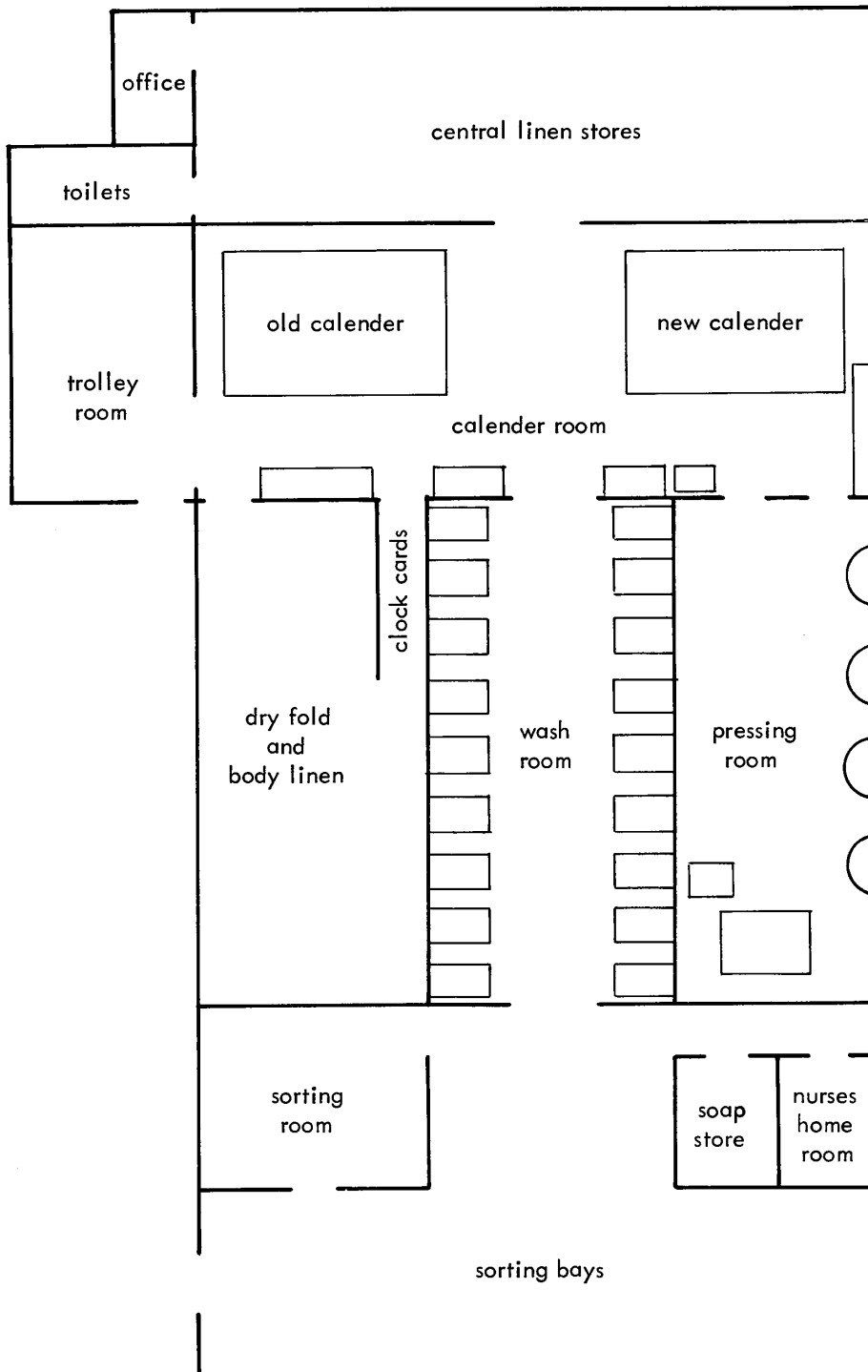
Example:

Present and practise the following type of sentences using a plan and any of the slides prepared for this section.

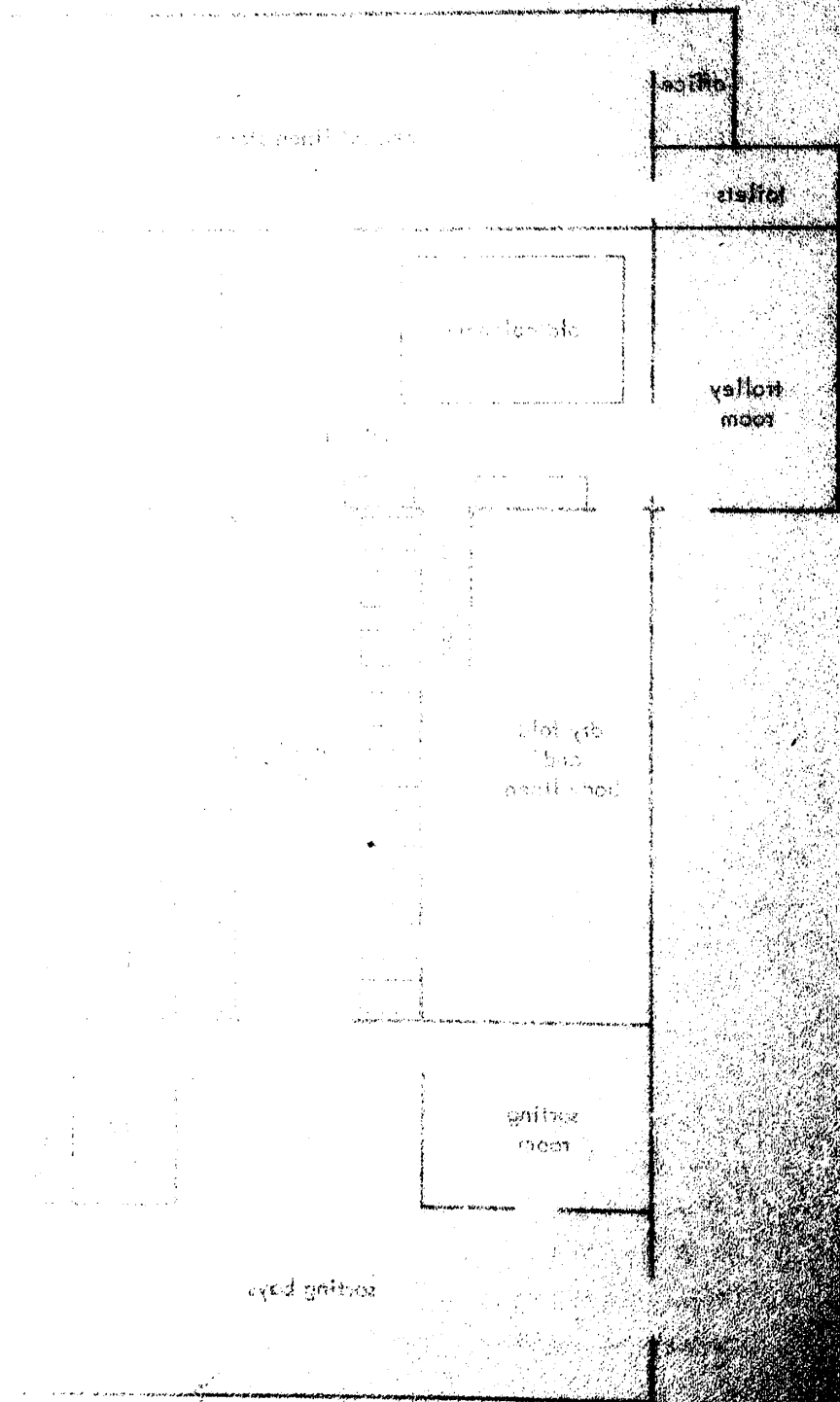
1. That's the calender room, trolley room etc.
2. Where's the nurses' home room?  
Next to the soap store.  
Where's the wash room?  
Near the sorting bays.  
Where's the manager's office?  
At the end of the linen store.  
Where's the pressing room?  
Between the calender room and the packing room.



Here is an example of the type of plan that can be prepared:



There is an example of the type of plan that is used to show the layout of a building.





86 Giving directions in the laundry

Aim To practise the language in Item 85, and to teach the right way to give directions.

Present the dialogue with the appropriate slide.

Tape Item 31

Present and practise the following questions and answers:

- A I am standing in the packing room. How do I get to the pressing room?  
B Go through the linen store, turn right. It's at the end on the left.  
A How do I get to the sorting bays?  
B Go straight through the wash room. It's at the end.  
A How do I get to the soap store?  
B Go through the wash room and turn left. It's on the right.  
A How do I get to the office?  
B Go through the linen store. It's at the end.

1. Listen
2. Listen and repeat
3. Listen to the questions and you give the answers

Give directions in the laundry

To practise the language in item B7 and B8, work in pairs and give directions.

Present the dialogue with the appropriate objects.

Take item 31

Present and practise the following questions and answers.

A I am standing in the parking room. How do I get to the office?

B Go through the first store. Turn right. It's on the left.

A How do I get to the coffee shop?

B Go straight through the shop and turn right. It's on the right.

A How do I get to the bank branch?

B Go through the shop and turn left. It's on the left.

A How do I get to the office?

B Go through the first store and turn right. It's on the right.

1. Listen

2. Listen and repeat

3. Listen to the questions and give the answers.

## 2 THE OVERALL PROCESS

---

### Language teaching points

The passive form in the present tense is introduced for the first time. Practice is only given in the third person forms and there are no drills.

### Aims

Again the aim is to combine information about and interest in the work environment with language teaching. This part shows students how their own job fits into the overall process in the laundry. By increased practise of language for the laundry, it is hoped the curiosity of students will also increase.

### Teaching procedure

Again this material depends upon special preparation including colour slides. At the end of this part it would be a good idea to take students on a tour of the parts of the laundry that they have been talking about - probably in groups to give an opportunity to practise and reinforce the language.

### Equipment

Again specially prepared colour slides.

## THE OVERALL PROCESS

### Previous teaching points

The passive form in the present tense is formed by using the auxiliary verb 'is' or 'are' followed by the past participle of the main verb. It is only given in the third person form and is used to describe a permanent state or a continuous action.

### Aims

Again the aim is to provide information on past tense forms and to practice the use of the passive form in the present tense. It is not a test of knowledge but a test of understanding. The overall process in the lesson is to provide information on past tense forms and to practice the use of the passive form in the present tense. It is hoped the quality of students will also improve.

### Practising procedure

Again this material depends upon special equipment. At the end of this part it would be a good idea to take students to the library that they have been visiting and to provide an opportunity to practice and reinforce the learning.

### Equipment

Again specially prepared colour slides.

87     Learning about the complete process

Aim     For students to understand where their job fits into the overall process and to learn a few sentences with which to describe this process.

This item introduces the present form of the passive for the first time. No drill work is done on this verb form because it was felt better to confine the work on the passive to completely realistic contexts within the laundry. Apart from the limited number of past participle forms used, the main difficulty for students will be agreement between subject (singular or plural) and verb.

Although students will have walked around their laundry they may have little idea of what goes on. This means they have little understanding of why their job exists or where it fits into the overall process. To get this over, slides are very useful.

To prepare this item, a teacher will need to tour the laundry and record brief descriptions of each stage of the process, making sure of the key vocabulary. Then he can go around again and take a few colour slides. (The hospital may want to see the slides before they are used and retain them afterwards.)

Example of complete process

Note the use of the passive verb forms.

Slides to be prepared specially:

Slide:     sorting room  
What's this? It's the sorting room.  
The bags are emptied.  
The linen is sorted and weighed.

Slide:     wash room  
What's this? It's the wash room.  
The linen is washed in the washing machines.  
Then it is dried.

and the hand and foot or hand they reached  
towards it to our golden, yellowish to  
brownish, looking soil. The  
and took a  
ex

2293079 9191qmo3 10

David Jay Silver

...the ...

more gringos

What's this? It's a counting room.

The dogs are obedient.

The linen is sorted and weighed.

mooy nzw

What's this? It's the wash room.

The linen is washed in the washing machines.

Then it is divided.

Slide: calender room  
 What's this? It's the calender room  
 The sheets  
     towels  
     pillow cases      are put down the calender  
     masks  
     pyjamas  
     etc.

Slide: pressing room  
 What's this? It's the pressing room.  
 The doctors' coats  
     nurses' uniforms  
     nurses' aprons  
     nurses' caps      are pressed  
     etc.

Slide: packing room  
 What's this? It's the packing room.  
 The linen is packed and sent back to the wards.

# 88    Describing the complete process

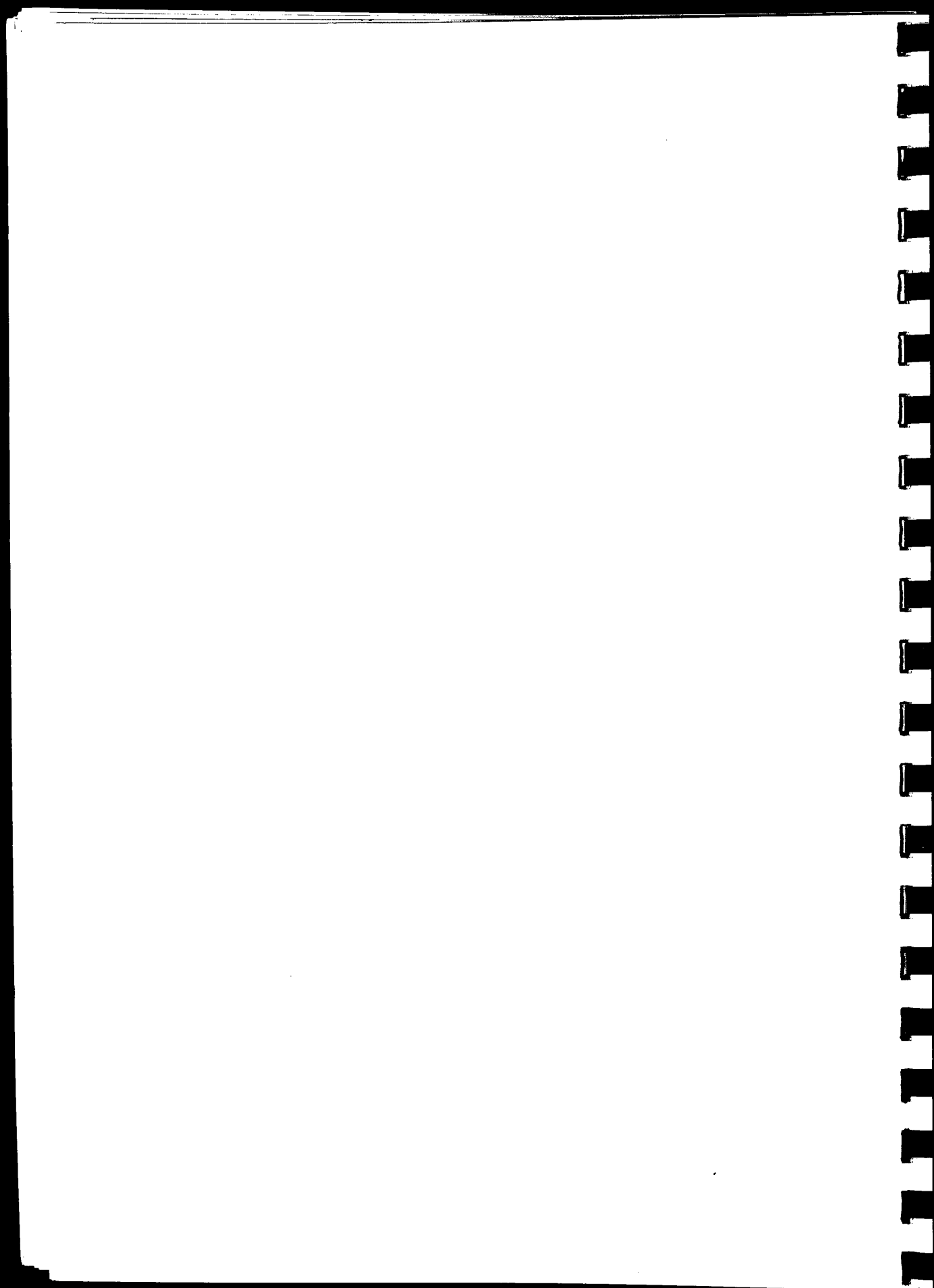
Aim    To practise the language presented in Item 86

Having presented, explained and given some practice with the language of the overall process, now go on to practise without using the slides as a stimulus.

The sequence, at this stage, is best re-presented on tape for purposes of choral practice.

Tape Item 32 available:

Narrator:      Tell a visitor what happens at the laundry.  
                  Listen and repeat





The dirty linen comes to the laundry in bags.  
 The bags are emptied.  
 The linen is sorted.  
 Then it is weighed.  
 Then it is washed in the washing machines and dried.  
 The linen is shaken out.  
 It is put down the calender.  
 Then it is folded and packed.  
 Then it is taken back to the wards.  
 The doctors' coats and nurses' uniforms are pressed  
 in the pressing room.

Then students can practise in groups; one student being a visitor and another showing her around. The duplicated diagram will be a useful prompt. Encourage 'the visitor' to ask questions, preferably not to a set pattern because it is important at this stage that students start trying language out themselves and not always using the set formula they have been given.

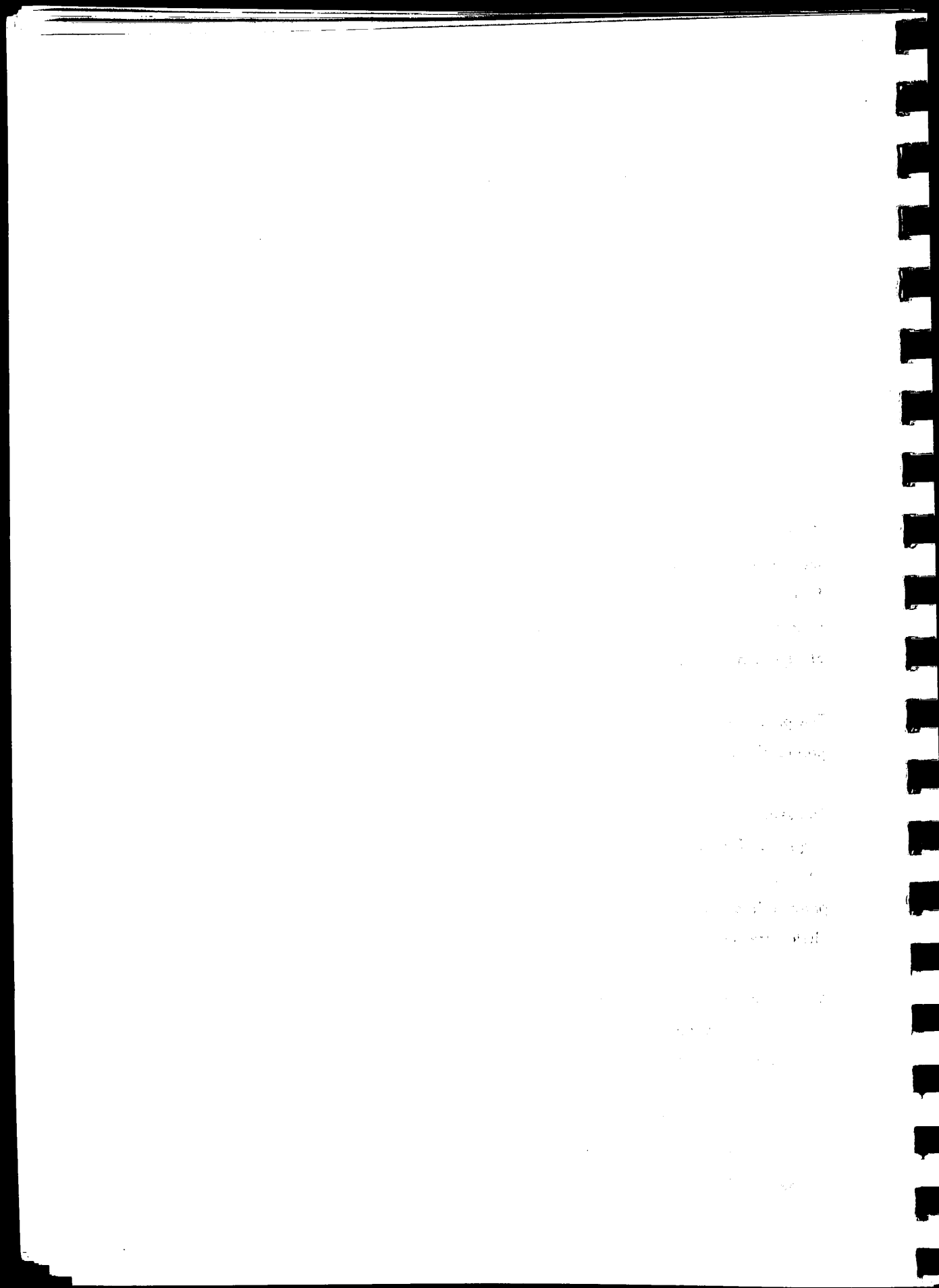
The prepositions and adverbial phrases used in this sequence have all occurred previously in the course.

The sentences above assume the speaker is standing in a particular spot on the diagram. The speaker can touch the different things on the diagram and say 'This is ....', 'Here's ....' etc. Once the language is known, students can practise in groups, taking it in turns to be the visitor and the person showing the visitor around.

A most valuable form of follow-up would be for the teacher to go into the laundry with small groups and pretend he or another student is a visitor. Of course, this would give an opportunity to practise freely quite a lot of other language as well.

These are the prepositions and adverbs to practise:

between, over there, here, next to, on the right/left, straight ahead, go past, outside, inside.



### 3 SAFETY AND ACCIDENTS

---

#### Language teaching points

- a) A lot of new vocabulary
- b) Some parts of the body
- c) One use of the present perfect tense.

#### Aim

- a) Make students aware of safety and their responsibility.
- b) Establish a minimum language for identifying safety hazards, and warning others.

This part contains little real language teaching; the aim is to use the opportunity of the classes to make sure safety is really understood.

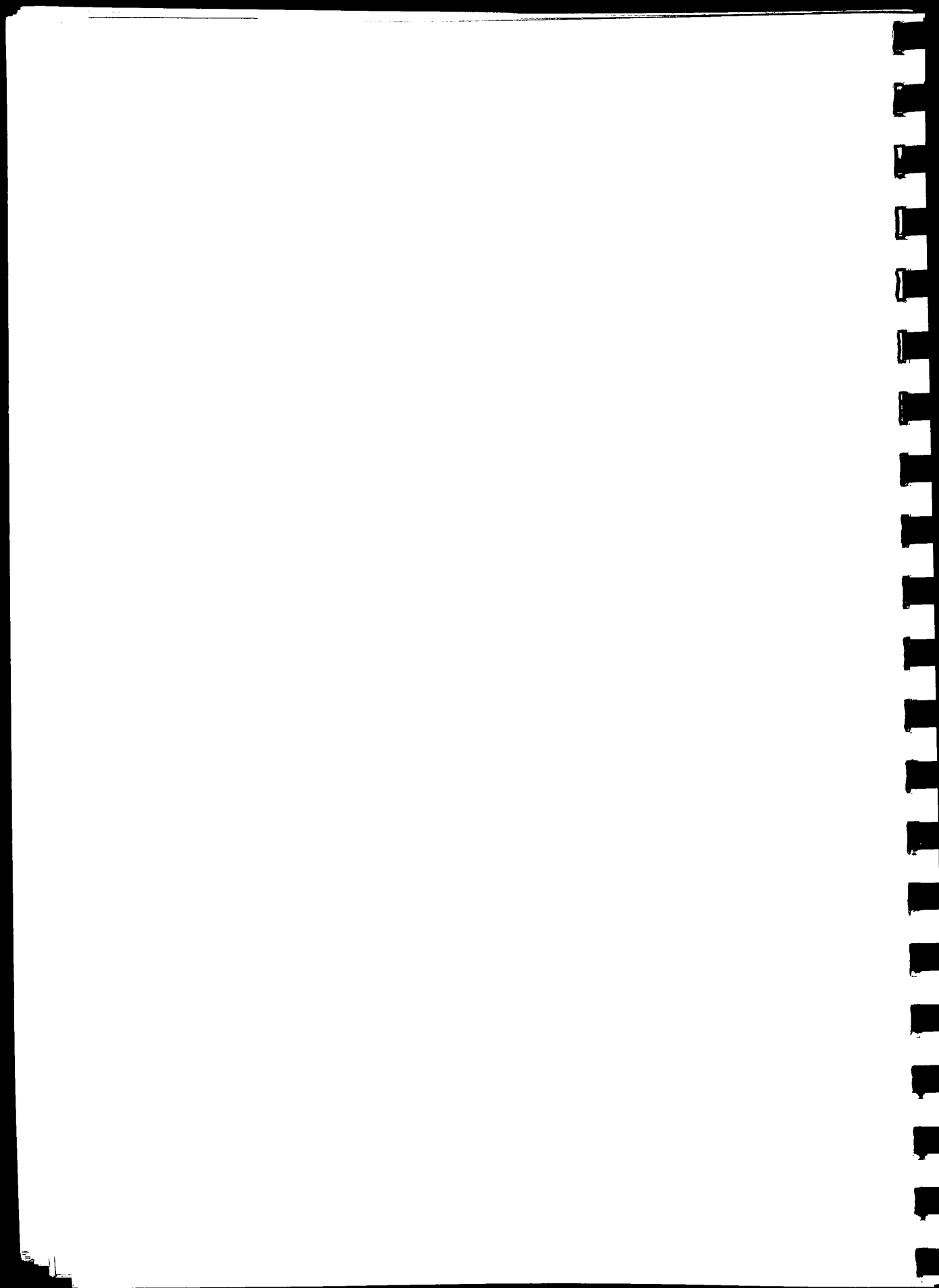
#### Teaching procedure

Again a mixture of laundry and classroom presentation is called for.

Flashcards (set of 8)

#### Equipment

Flashcards provided.



89     Awareness of safety

Aim    An introductory item to develop awareness of safety.

Safety is as much a matter of alertness and general attitude as it is of having every single dangerous situation at home or in the laundry explained.

The first point to get over is "dangerous" or "safe". This can be done with simple simulated situations in the classroom followed by presentation of the flashcards.

Flash cards:

Leaning over a hot iron

Standing too near an electric fire

Running in front of a car

Kneeling down to an oven with the danger of knocking a saucepan  
on the top of the stove when getting up.

Is this dangerous?

Is this safe?

Students can point the area of danger on the picture. Go on to get an explanation of the danger from the students, accepting anything in intelligible English.

An iron or an electric fire in the classroom will give possibilities for acting all sorts of dangerous situations for this and later items.

90     Warning someone

Aim    To teach a rapid response and use of English to warn someone in a dangerous situation.

Again using the flashcards and acting situations in the classroom, teach students useful phrases to shout out in order to warn someone of the danger.

TO  
THE  
HONORABLE  
MEMBERS OF THE  
LEGISLATIVE ASSEMBLY

OF THE  
PROVINCE OF  
ONTARIO

IN  
REPLY  
TO A  
RESOLUTION

PASSED

ON THE  
11TH DAY OF  
MAY 1906

BY THE  
LEGISLATIVE ASSEMBLY

OF THE  
PROVINCE OF  
ONTARIO

IN  
REPLY  
TO A  
RESOLUTION

PASSED  
ON THE  
11TH DAY OF  
MAY 1906

Examples:

Look out! The frying pan!  
 Watch out! The iron!  
 Be careful! The electric fire!  
 Mind out of the way!

It is important that some situations are acted and that students are forced to shout these things out. Group practice can be given with the teacher holding up the cards to show the whole class.

91 Dangers at work

Aim To apply Items 89 and 90 to the laundry situation.

Initially it may be best to go into the laundry with groups to demonstrate and discuss dangers. But for the classroom work use the remaining four flashcards and the appropriate slide. In teaching the principal hazards a good deal of new vocabulary will also have to be established.

First of all present the situations in the laundry with the photographs:

Is it safe?  
 Is it dangerous?  
 Is it all right?

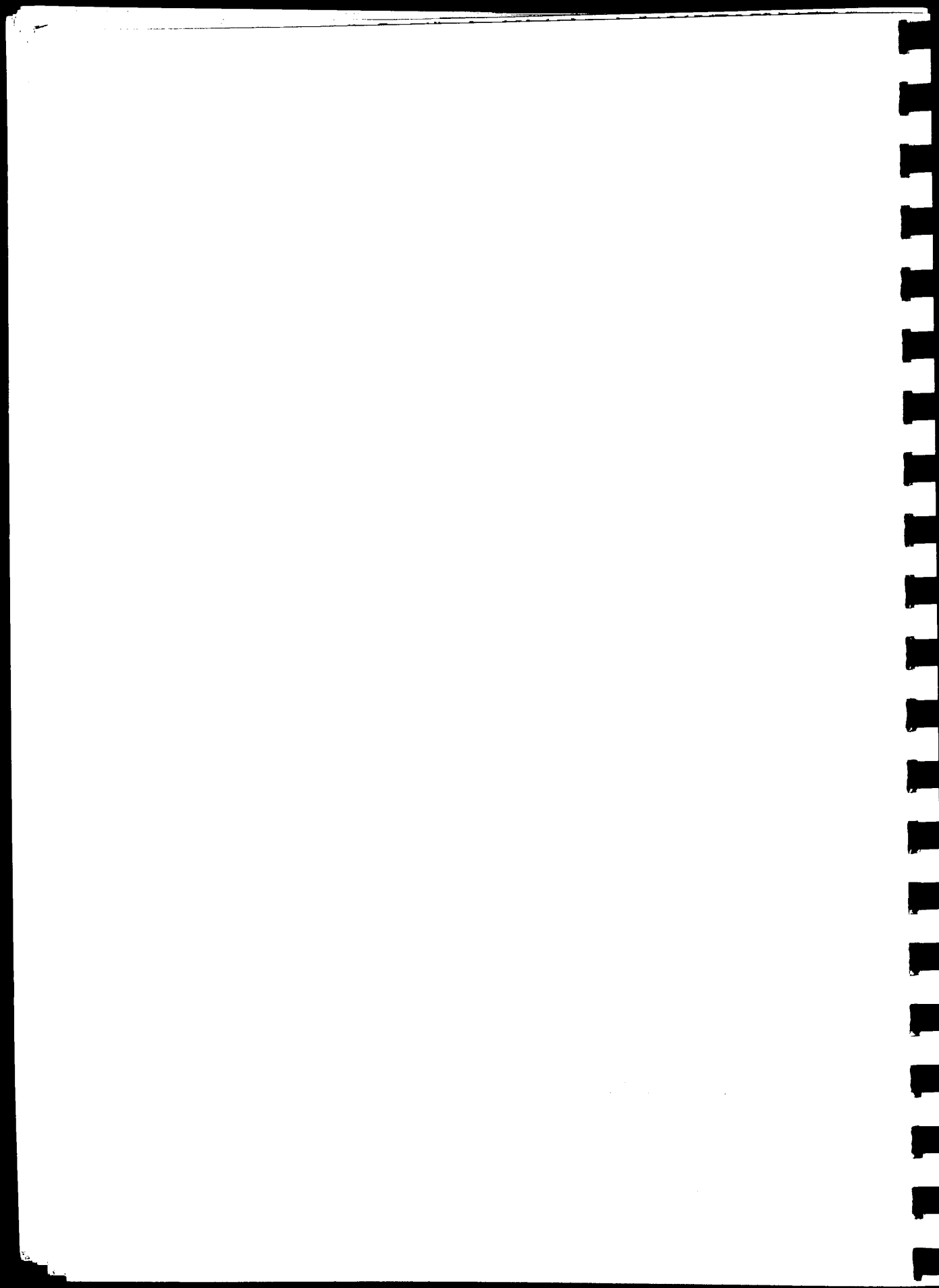
Get or offer some very simple explanation of the hazard - this is not for language learning. Then establish the appropriate warning to be shouted out:

Look out! The floor!  
 Be careful! Your hands!

Flash cards:

Walking on a wet or greasy floor  
 Tripping over a piece of string left on the floor  
 Falling over a broom sticking out  
 Putting hands too near the roller on the calender

The hospital may have further suggestions about particular hazards that cause them concern.





92     Being responsible about safety

Aim     For students to observe safety rules themselves and take action when they see rules being broken.

Present and practise the English for the most essential rules of safety. Once these rules are understood, they can simply be run through chorally on a number of occasions more-or-less as a game.

Examples:

General:

Make sure you tie back your hair

Make sure you keep the floor clear

Machines:

Make sure you understand the machine.

Make sure you can turn off the machine

Then present and practise language to use to another person when they are breaking safety rules, but there is not an immediate danger requiring a shouted warning. For speaking to a friend:

Excuse me. Your scarf/hair (etc) is dangerous.

Where there is something wrong with a machine, the person will need to speak to the charge-hand.

Excuse me. The machine is over-heating.

93     Accidents

Aim     To know and be able to tell someone what to do when there's been an accident.

This item teaches the names of some parts of the body and a restricted use of the present perfect tense. These language points are dealt with much more fully at the beginning of Section Five so there is no need for systematic work to be done upon them at this point.

...and ...

...and ...

...and ...

...

...

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...

Present and practise the following type of statement and response. To present these sentences act some of the situations in the class, and use the flashcards from Items 91 and 92 as a stimulus for others. Show the appropriate slide.

Tape Item 33 available

I've hurt my hand  
 I've cut my finger  
 I've strained my back  
 I've bruised my knee  
 I've burned my arm

Response:

You need some sticky plaster (etc).  
 You'd better go the Casualty.  
 You'd better go the the chargehand.

#### 94 Printed safety notices

Aim To explain the meaning of any very prominent and frequent safety notices in the hospital.

In an elementary class, a good number of students may not be able to read at all. In any case long and involved safety notices are probably not important in ensuring safety. However if there are a limited number (three or four), simple notices in frequent use throughout the hospital, recognition and understanding of these can be taught even to students who can't read.

eg. FIRE EXIT  
 DANGER  
 RADIATION

#### 95 Fire precautions

Aim Comprehension of fire regulations and procedures.

There is no active language-teaching in this item. This is a small information item which can be dealt with very quickly. Use the plan of the laundry that you have prepared for item 85. You will need to check on fire procedure with the laundry manager or the hospital.

Dear Mr. [redacted]  
 I am sorry that I cannot  
 give you a more definite  
 answer at this time. I  
 am sure that you will  
 understand my position.  
 I am, Sir, very respectfully,  
 Yours truly,  
 [redacted]

[illegible]

Then get over in any suitable way the following information:

What do you hear if there is a fire?

A bell/siren/hooter/etc.

Can you do anything?

Mark where the fire buckets are on the plan.

Where do you go?

Indicate exits.

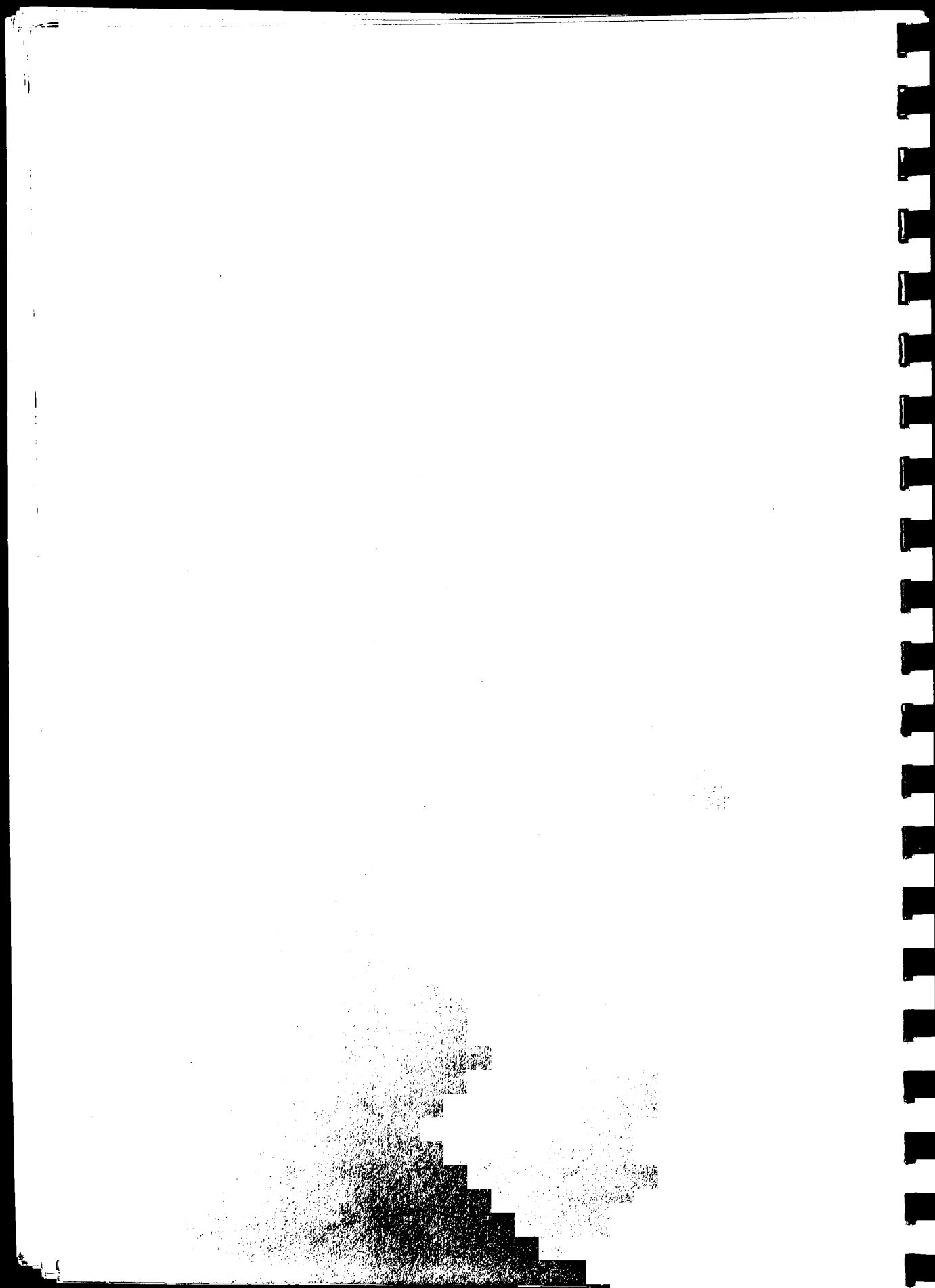
How do you go?

Walk calmly.

Don't go to your locker.

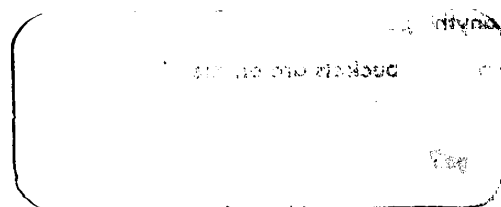
Don't shout.

Don't run.



English in the Laundry

SECTION FIVE



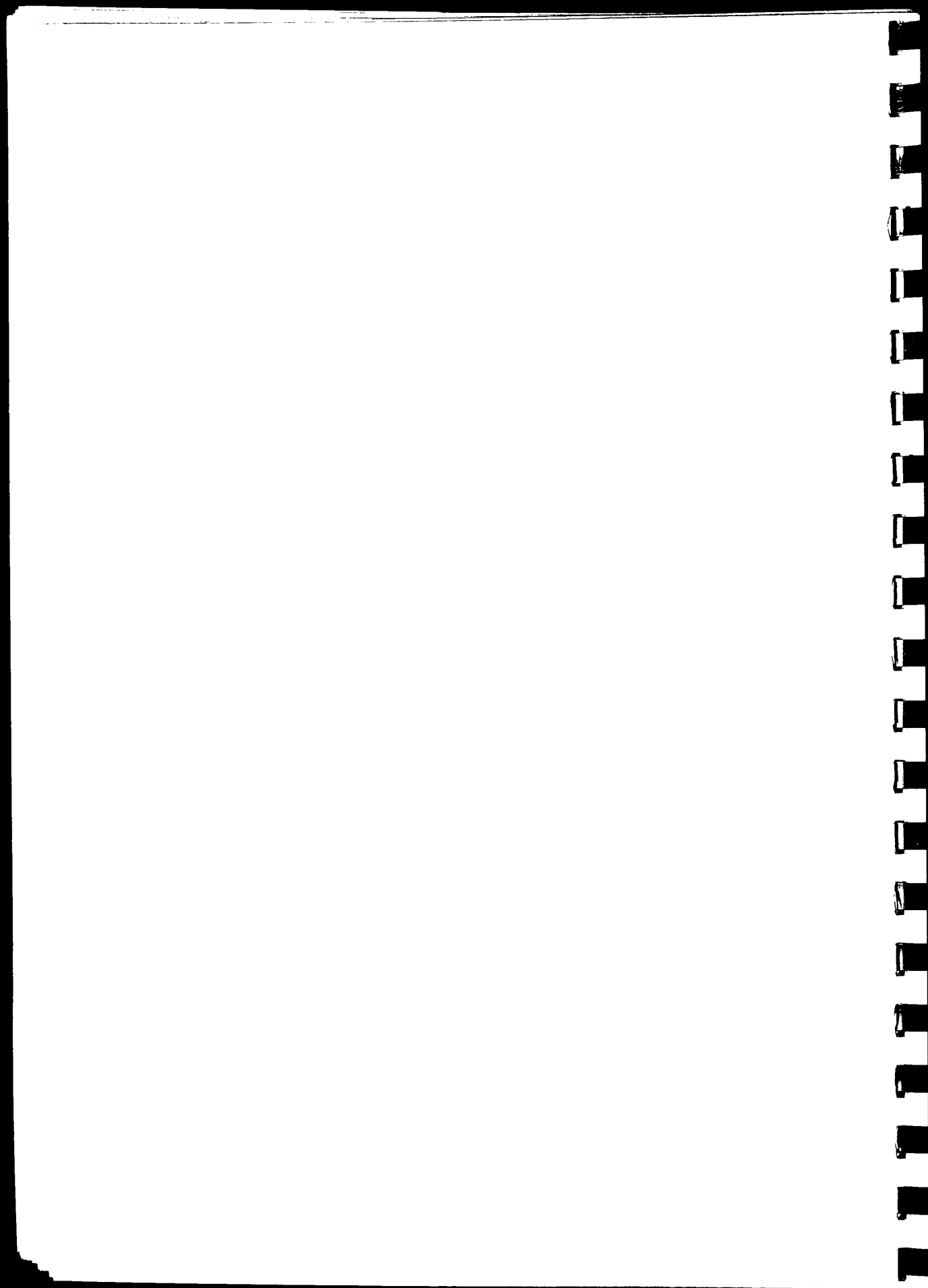


English in the Laundry

SECTION FIVE

An English language training course  
for  
overseas staff in hospital laundries

EXPLANATION AND APOLOGY  
CULTURAL DIFFERENCES OF BEHAVIOUR  
SOLVING PROBLEMS



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NOTE

Present contact names

- Questions, short answers and negotiations in the  
classroom demonstration and practice of present  
Additions or illness  
developed and has been

Mistakes - apologies and explanations

- Recorded drills  
Prevention of mistakes  
Recorded drills  
When to apologize  
Dialogues: repeating someone's two  
Explanations of mistakes using the negative  
More explanations of mistakes  
Recorded drills

CONFIDENTIAL

1. The first step is to determine the type of information needed. This could be a general overview of the situation, or more specific data on a particular aspect.

Journal of the

- egougnat ngiatol a gubies saugubies  
nabunabun

**SECRET**

- strong to new citizens and  
citizenship

## INTRODUCTION

---

This section is primarily concerned with three areas of language behaviour: the language to use to explain mistakes and to apologise; the language to use in order to solve problems before they cause real difficulty; and certain differences of behaviour between foreign and English workers which may cause difficulty. Foreign workers are often criticised by British workers for their failure to communicate successfully in these three areas so it is particularly important to include them in a course like this.

There is not a lot of new language material in this section. The main structural items of language dealt with are the present perfect tense and quantitive determiners and pronouns.

It may not be appropriate to teach some of the items in this section. In any case not more than about eight hours should be spent on this material on an intensive language course.

At this point in the course it becomes imperative that students should start to feel able to cope with free conversational situations. For this purpose it may be useful to hold back a couple of students after each lesson and chat to them for a few minutes. Visitors to the class can also be most useful in this way.

...is frequently concerned with three areas of language use: (1) the use of language in social situations; (2) the use of language in academic situations; and (3) the use of language in the workplace. The first two areas are often criticised by British workers for being too theoretical and not relevant to their needs. The third area is particularly important in the workplace.

...of new language material in this section. The new material is presented in a way which is both interesting and useful to the learner.

...to each some of the items in the book. The items are presented in a way which is both interesting and useful to the learner.

...it becomes imperative that students should be able to use the language in a way which is both interesting and useful to the learner. This is the aim of the book. The book is presented in a way which is both interesting and useful to the learner.

## 1 PRESENT PERFECT TENSE

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### Language teaching points

The present perfect tense: a thorough treatment of the positive form and a brief introduction of negatives and questions.

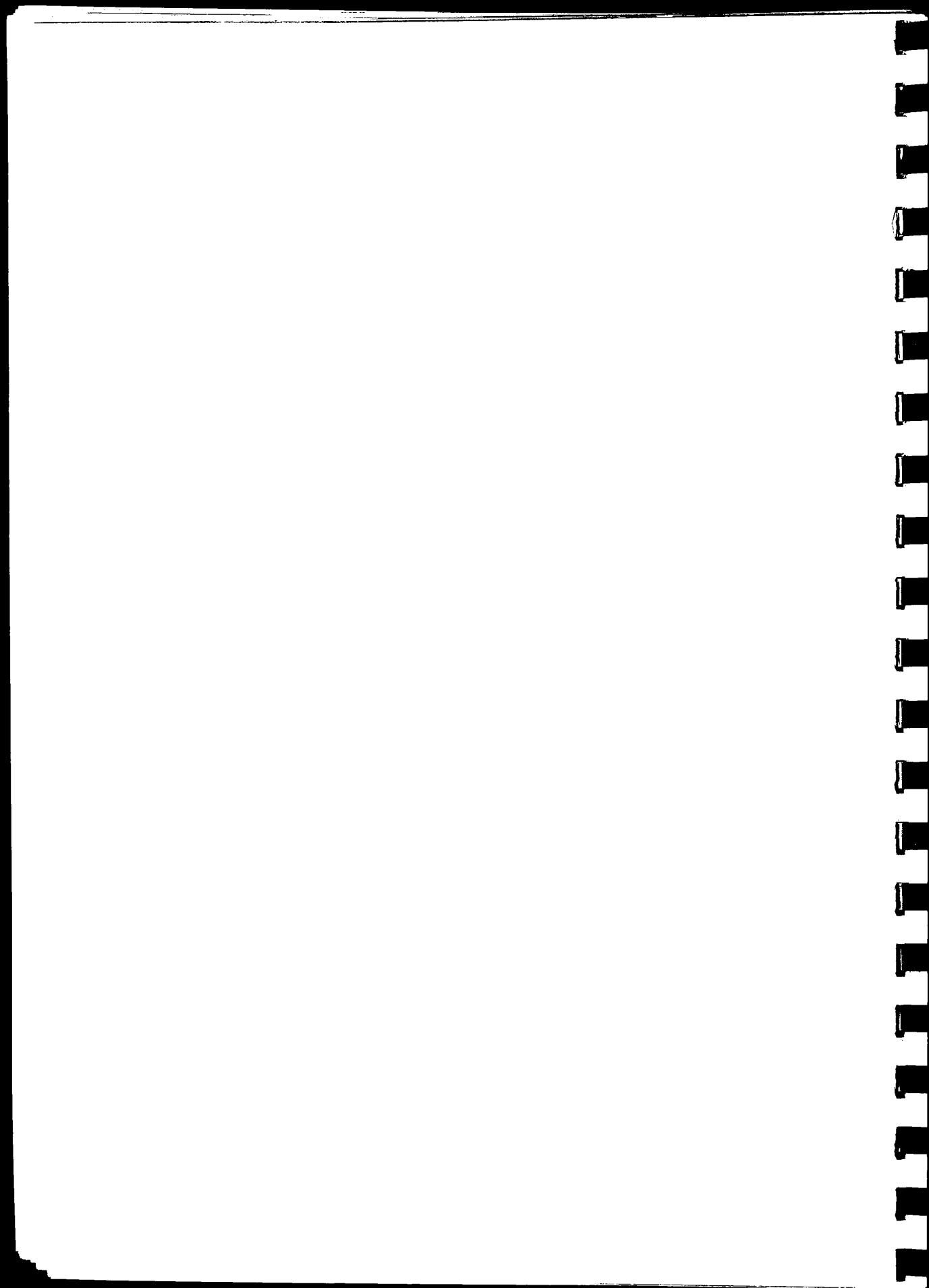
### Aims

To be able to use the present perfect tense forms to state that something has happened. Next to the present simple tense, the present perfect is probably the most useful in a work situation. It is needed to explain changes in circumstances at work, personal conduct, accidents and illness, and for many other important uses.

Examples:           The electricity has failed.  
                          I've finished my job.  
                          I've run out of linen.  
                          I've hurt my back.

### Teaching procedure

Once the positive form has been established, the rest of the work in this part can be mixed in with later items. Items 98 and 99 are not of much functional value, but are included to establish form and meaning. At the end of this part a teacher may like to revise the present simple and past simple tenses.





96     Stating what has happened

Aim     Use of the present perfect tense to state that something has happened.

Various uses of this tense have occurred earlier in the course, especially in Section Four, item 93. A full presentation is now given in items 96 - 99. It is suggested that at the very beginning you use the uncontracted forms because they are easier to hear. Then you can introduce the contracted, I've, she's, etc.

First revise the formula for asking for help (items 64 and 65):

A     Excuse me. Can you help me please?

B     What's the matter?

A     I have lost my purse.

Go on to present a whole series of troubles:

I have lost my purse/handbag/coat/overall/etc.

Teacher can then ask:

What have I done?

What have you done?

What have they done?

What has she done?

Students need not practise these question forms. They should reply:

I've lost my .....

You've lost your .....

She's lost her .....

He's lost his .....

Make sure students understand the full forms and the contracted ones. Use this opportunity to revise possessives. Give plenty of practice round the class.

20 Starting with the word "and"

Aim Use of the present perfect tense

Various uses of this tense are illustrated in the exercises in Section Four, item 93. It is suggested that at the very least, the teacher should make it clear that they are equal to the past perfect.

First revise the formula for the present perfect.

A Excuse me. Can you help me?

B What's the matter?

A I have lost my book.

Go on to present perfect passive of regular verbs.

I have lost my book. It has been found.

Teacher can then say:

What have I done?

What have I done?

What have I done?

What have I done?

What have I done?

Students must not be allowed to say: They have found it.

I've lost my book.

You've lost your book.

She's lost her book.

He's lost his book.

Make sure students understand the difference between the active and the passive.

opportunity to revise exercises. Plenty of practice would be needed.

97 Accidents or illness

Aim To teach useful vocabulary items and to give further practice with the present perfect tense.

Revise item 93 in Section Four and then go on to demonstrate a wider variety of afflictions.

A What's the matter?

B I've (have) hurt my hand.

A You'd better go .....

You need some .....

verbs: cut, strained, bruised, burned

nouns: wrist, arm, shoulder, foot, ankle, leg, thigh, knee, eye(s),  
ear(s), nose, mouth, neck, head, finger, thumb, stomach, back.

With a better class you may also teach the expression which allows for more types of illness:

I've got something the matter with my .....

Teacher can ask third person questions:

What's the matter with her?

She's hurt her hand.

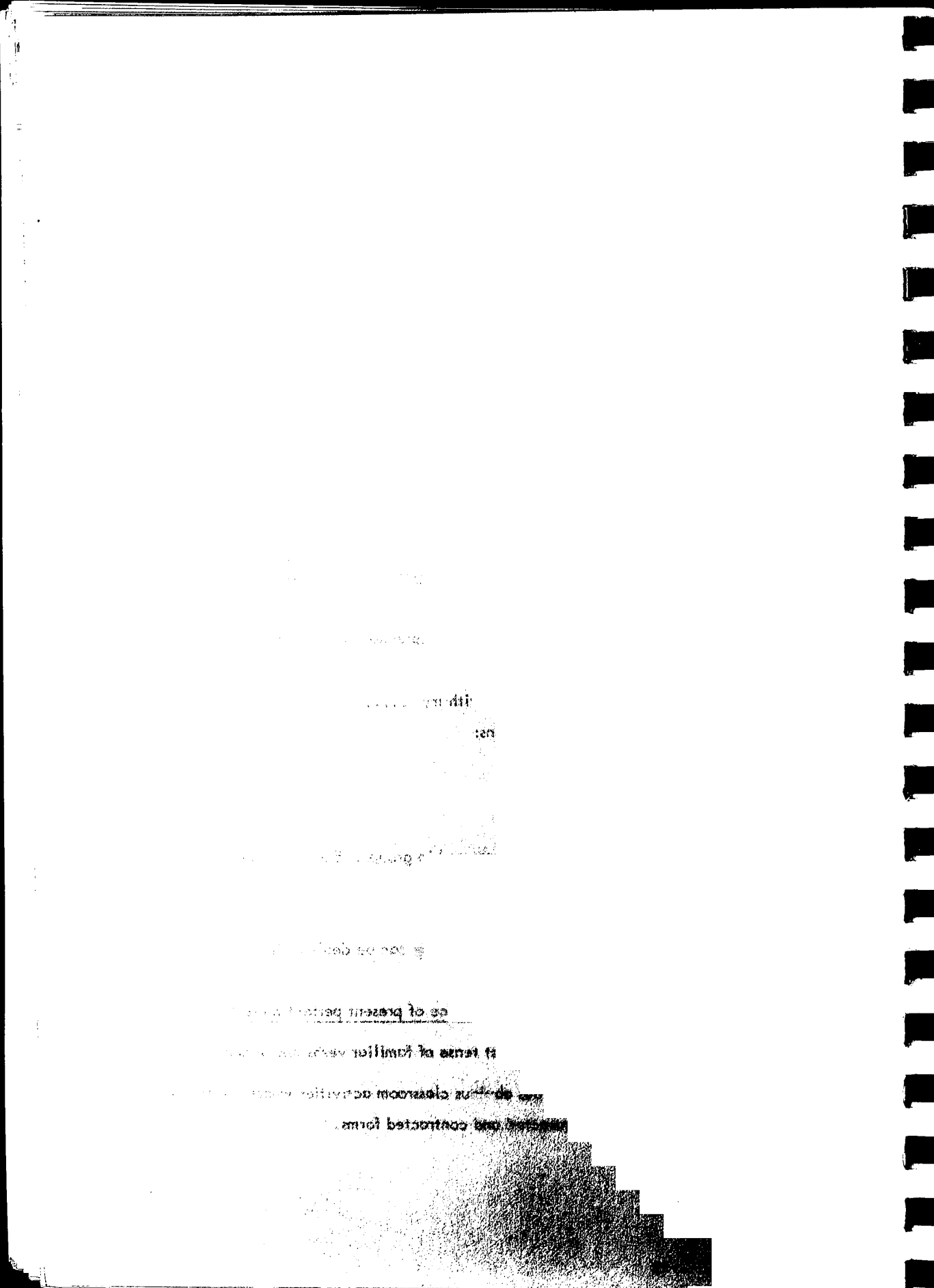
Give plenty of practice round the class and in groups. Encourage students to act out their various afflictions.

The names of all the different parts of the body can be dealt with in this item.

98 Classroom demonstration and practice of present perfect tense

Aim Practice of the present perfect tense of familiar verbs and vocabulary.

Teacher demonstrates with various obvious classroom activities where the results are visible. Use both uncontracted and contracted forms.



I've opened the door/window/box/etc.

I have closed the door/window/box/etc.

She has put the chair on the desk/the box on the floor, etc.

She's picked up the folder/the book, etc.

She has dropped the book/the pen/the purse.

She's turned on/off the lights/the tape recorder, etc.

Teach comprehension of the general question form introduced in item 96:

What have I done?

What has she done?

Introduce new words and situations. Visuals are very useful for this:

Examples:

I've spilt the tea.

She's knocked over the cup/glass, etc.

He's crashed his car.

I've written my name.

You must make sure students complete their actions before describing them.

The form of the main verb used may give difficulty although in all the cases here (except one) it is the same as for the past simple. It may be useful to draw attention to the forms by contrasting the present, past and present perfect.

#### 99 Questions, short answers and negatives in the present perfect

Aim To familiarise students quickly with question and negative forms of the present perfect so that they can see it follows the same pattern as other verb tenses.

This item is optional and can be omitted if time is short. But having already mastered the positive, negative and question forms of the present and past simple

[illegible]

Teach components of the lesson

100-100000-100000

*Synonymy*: *Chrysomela*

... von erobert

20210101

...and the other...

1. *Chlorophyll a* and *Chlorophyll b* content of the leaves of the plants was determined by the method of Arnon and Whistler (1940).

... e i suoi effetti d'ordine

... 90000 100000 110000 120000 130000 140000 150000 160000 170000 180000 190000 200000 210000 220000 230000 240000 250000 260000 270000 280000 290000 300000 310000 320000 330000 340000 350000 360000 370000 380000 390000 400000 410000 420000 430000 440000 450000 460000 470000 480000 490000 500000 510000 520000 530000 540000 550000 560000 570000 580000 590000 600000 610000 620000 630000 640000 650000 660000 670000 680000 690000 700000 710000 720000 730000 740000 750000 760000 770000 780000 790000 800000 810000 820000 830000 840000 850000 860000 870000 880000 890000 900000 910000 920000 930000 940000 950000 960000 970000 980000 990000 1000000

Yousang Kim

The form of the word was used in

È un po' come il mio cane, che si fa tutto per me.

Attention to the following points:

CONFIDENTIAL

99

miA of estimated relative abundance of

nia

on the 2nd of July 1944 at 10:30 AM

SECRET

...ad hoc bap lonaingo xi meti siri?

...the positive and negative effects of the ...

tenses, this material has been included so that students can see that the present perfect tense follows the same pattern, but with the auxiliary 'has/have' which is also used in the positive form.

Students can begin to ask questions in the present perfect:

One student demonstrates by dropping a pen. Teacher asks:

Has she dropped the pen?

Students reply:

Yes, she has.

Demonstrate a negative answer too.

Give plenty of demonstration using different verbs.

Students go on to work in groups:

Example:	Student A	(touches something)
	Student B	Has she touched the book?
	Student C	Yes, she has.

When students have thoroughly practised the forms, you can introduce some more realistic uses:

Have you seen my purse?

Have you got my pen?

And a game can be played along the following lines:

While a student is outside, someone takes something of his.

Who has taken my folder?

Everyone must answer truthfully:

I haven't/I have.

...the positive form.

...Teacher said:

...the pen?

...the pen.

...negative answer too.

...demonstration using different verbs.

...work in groups:

Student A

Student B

Student C

...practised the form, and then...

...

...my purse?

...my bag?

...the following lines:

...someone takes something of mine?

...my folder?

...my folder?

...



## 2 MISTAKES: APOLOGIES AND EXPLANATIONS

---

### Language teaching points

- a) Revision of set phrases for apologising.
- b) Explanations in the past simple tense.
- c) Negative orders and forms of acknowledgment.

### Aims

To equip students with language for politely apologising and explaining behaviour when they make a mistake or there is a misunderstanding.

The behaviour and language essentials covered are as follows:

- statement of mistake (passive understanding: often present perfect)
- set apology formula
- covering excuse or explanation (often past simple)

Foreign workers often find themselves under pressure for the right language when they are rightly or wrongly accused of doing something wrong. So although this material is rather negative, it is most important that students should be able to explain and justify themselves when something has gone wrong. It is also most important that when at fault they should apologise clearly and politely because lack of this type of language understandably often irritates English-speaking colleagues.

### Teaching procedure

Just because it is rather negative this material needs to be handled briskly. These items do not usefully lend themselves to group work so most of the work must be done as individual and choral practice.

## 2. MISCELLANEOUS

1. The following information is for your information:

### Technical Information

- a) Review of the project
- b) Explanation of the project
- c) Report on the project

### AIM

The aim of the project is to develop a system which will enable the user to input data in a simple and easy manner.

The system will be developed in a way which will enable the user to input data in a simple and easy manner.

The system will be developed in a way which will enable the user to input data in a simple and easy manner.

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The system will be developed in a way which will enable the user to input data in a simple and easy manner.

collected

### Technical Information

The system will be developed in a way which will enable the user to input data in a simple and easy manner.

The system will be developed in a way which will enable the user to input data in a simple and easy manner.

The system will be developed in a way which will enable the user to input data in a simple and easy manner.

100 Dialogue: upsetting someone's tea

Aim Illustration of a situation where a mistake has been made. Language for apology.

Present the following dialogue with pictures of the characters.

Tape Item 34 available:

Narrator: Yesterday Annie spilt her tea in the canteen.  
It went all over Mary.

Tea lady: There's your tea dear. Sugar?

Annie: Yes, please. Thanks.

Mary: Come over here, Annie.

Annie: OK  
(Annie trips on Mary's foot)

Mary: Look out!  
(sound of tea cup crashing to floor)

Annie: Look out! The tea, Mary!

Mary: You idiot! Your tea's gone all over me!

Annie: Oh dear. I'm very sorry.

Mary: Look your tea's spilt all over me!

Annie: I'm very sorry Mary.

Mary: Huh! You'd better be careful.

Annie: I'll be very careful next time.

1. Listen
2. Listen and repeat
3. Listen and fill-in (the lines that are underlined)

101 When to apologise

Aim To get students first to identify situations where apology is appropriate and to provide a simple language formula to use.

First revise the expressions of apology in item 77.

001 Diagnosis

Aim Illustration of the following

for operation

the following table

the following table

the following table

the following table

the following table

the following table

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the following table

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the following table

the following table

the following table

the following table

the following table

the following table

the following table

1. Diagnosis

2. Diagnosis

3. Diagnosis

101 Diagnosis

Aim To get the following

and to give a

First revise the expression

Get each student to do things in the classroom which should be followed by a simple apology. This will be difficult because often foreigners do not seem to be sensitive to things which cause offence to English people. Throughout this part you should therefore try and draw their attention to behaviour which gives offence. If possible get over the idea that these are matters of manners, not of something right or wrong. But beware of going on too long, or students will switch off.

Appropriate classroom situations,

- slamming a door (contrast with closing it quietly)
- scrapping a chair (contrast with lifting it)
- knocking over someone's things
- dropping something
- leaning across someone (contrast with walking round or saying 'excuse me')
- bumping into someone

## 102 Explanations of mistakes using the negative

Aim To give a quick explanation of something that has gone wrong using the past simple negative verb forms.

Having established situations requiring a simple apology, this item deals with situations which require an apology and an explanation. Lateness should be included in this item.

This item and item 103 require an explanation using the past simple tense. If you haven't revised this, you may want to now (see item 59-63).

Present situations in the classroom and use slides from the pack whenever possible:

- You're late.
- You've folded it wrong.
- You haven't marked your work.
- This work is bad.

will switch off.

not of something right or wrong. It's not  
gives offence. If possible, get away from  
this part you should therefore try to avoid  
to be sensitive to things which offend  
a simple apology. This will be the best  
Get each student to do this in the class.

#### Appropriate classroom situations

dropping ink, mess  
leaning across someone's desk without  
dropping something  
knocking over something  
stealing a chair (or something else)  
stealing a book (or something else)

102

3 Explain the situation and the

Aim

To give a job of the situation and the  
the aim of the situation.

Having established that the situation is  
situations which lead to a problem or  
included in this part.

This item and item 103 are the same as the  
You haven't covered this yet, so you need to know how to do it.

Present situations in the classroom and excluded from the book are:

This work is bad.  
You haven't covered your work.  
You've failed to do it.  
You're late.

Students respond with a negative explanation:

- Sorry, I didn't know.
- Sorry, I didn't think.
- Sorry, I didn't see.
- Sorry, I didn't look.
- Sorry, I didn't hear.
- Sorry, I didn't understand.

It is not very realistic to practise this in groups so aim for speed of response instead. For fun you could time how long it takes to go round the class, each student giving an explanation of the type above.

### 103 More explanations of mistakes

Aim To give quick explanations using the past simple positive form.

This item practises explanations using positive forms of the past simple. Absence should be included in this item.

On the whole the situations suggested here are ones where the mistake carries more personal responsibility, and therefore a more specific apology and explanation is needed.

Present situations such as these in the classroom with the appropriate slide.

- You've packed the wrong towels.
- You're late.
- You've torn the sheet.
- You've spilt the tea.
- You were away yesterday.

Present and practise the following replies:

- Sorry, I forgot.
- Sorry, I sat on it.
- Sorry, I broke it.
- Sorry, I dropped it.
- Sorry, I was in a hurry.
- Sorry, I was sick.

Use visuals whenever needed and practise round the class.

...with a negative explanation:

Sorry, I didn't know.  
Sorry, I didn't think.  
Sorry, I didn't see.  
Sorry, I didn't look.  
Sorry, I didn't hear.  
Sorry, I didn't understand.

It is not very realistic to practice this in groups in the classroom.  
Instead, for fun you could time how long it takes to give a negative  
explanation giving an explanation of the phrase.

100 More explanations of mistakes

414 To give quick explanations of mistakes

This item practices explanations using a list of common mistakes.  
should be included in the item.

On the whole the situation is good, but there are a few things  
more personal responsibility and therefore more responsibility  
is needed.

Present situations as they are in the classroom.

You've packed the wrong box.  
You're late.  
You've torn the sheet.  
You've spilled the tea.  
You were away yesterday.

Present and practice the following replies:

Sorry, I forgot.  
Sorry, I put on it.  
Sorry, I broke it.  
Sorry, I dropped it.  
Sorry, I was in a hurry.  
Sorry, I was sick.

...and practice round the class.



104 Recorded drills

Aim To practise a variety of apologies and explanations.

These drills practise a mixture of the forms of explanation and apology presented so far in this section.

Drill one

Tape Item 35 available:

Listen and repeat the answer:

Have you got my pen?

Sorry, no, I haven't.

Have you got any change?

Yes, I have.

You haven't got an overall.

Sorry, I left it at home.

You've filled up your card wrongly.

Sorry, I didn't understand.

You're late.

Sorry, I missed the bus.

Have you checked the number?

Sorry, I forgot.

You've packed the wrong dresses.

Sorry, I didn't understand.

Handwritten drills

1. To practice a variety of vocabulary and expressions

These drills practice a mixture of the following expressions:  
examined so far in this section

Unit one

Topic Item 38 available

Listen and repeat the words

have you ever heard of  
something like that

from my own experience  
Yes, I have

Yes, I have  
I don't know

Yes, I have  
I don't know

Yes, I have  
I don't know

Yes, I have  
I don't know

Yes, I have  
I don't know

Yes, I have  
I don't know

Yes, I have  
I don't know

Yes, I have  
I don't know

Drill two

Tape Item 36 available:

How you give the answer:

Have you got my pen?

Have you got any change?

You haven't got an overall.

You've filled up your card wrongly.

You're late.

Have you checked the number?

You've packed the wrong dresses.

105 Prevention of mistakes

Aim A language formula for acknowledging a negative instruction.

Set up a precarious arrangement of objects, probably easiest to use bricks, then issue instructions. Make sure the meaning of the main verb is really understood in each case.

Don't knock it over!

Don't touch it!

Don't pick it up!

Don't move the table!

Don't move!

Don't put your hand there!

Students respond and acknowledge all these with:

No, I won't!

Don't worry, I won't!

You could do this item in the form of a game, alternatively issuing positive and negative instructions with students responding as above.

100

How you give the answer

Have you got the answer?

Have you got the answer?

You have got the answer.

You have got the answer.

You have got the answer.

You have got the answer.

You have got the answer.

You have got the answer.

101

102

A long time ago

Aim

Set up a procedure in which

Issue instructions. Make

In each case

Do this

Do this

Do this

Do this

Do this

Do this

Students respond and

Do this

Do this

How would do this item in the form

How would do this item in the form

106 Recorded drill

Aim To practise the response forms of item 105.

Tape Item 37 available:

Listen and repeat the answer.

Don't be late tomorrow.

No, I won't.

I don't want you to begin this  
job yet.

Don't worry, I won't.

Don't forget to mark up your work.

No, I won't.

Don't touch this switch.

Don't worry, I won't.

You won't pack these in the wrong  
box, will you?

No, I won't.

Unwanted Will

To practice the response form of Unit 10.

Team 37 available

Listen and repeat the response

Don't be late tomorrow

I don't want you to be late

job yet

Don't forget to make up your mind

Don't touch this switch

You won't back down to this

box, will you?

### 3 INDICATING AND CONTRASTING QUANTITY

---

#### Language teaching points

- a) A formal but simple presentation and practice of the following quantitative determiners and pronouns:

some, any, none, no, all

a lot of, a little, a few

others as appropriate

These determiners have all occurred in earlier items, particularly in Section Three, but they have not been specifically taught and it is unlikely that they can be understood or used accurately by the majority of students.

- b) Questions with 'How much/many?'
- c) The structure: 'There is/are ...'

#### Aims

Accurate handling of these determiners and distinguishing in usage between countable and uncountable nouns is a most important aspect of English nominalization. However, in the laundry situation, these are only really important for foreigners handling linen.

All the items in this part should be omitted from the course if the class is not of a high enough standard.

#### Teaching procedure

The distinction between countable and uncountable nouns can be strongly established by always initially presenting the determiners with standard substances for each. Here it is suggested you use beans and sugar. Then go on to practise with a variety of different substances.

This material is particularly suitable for group work.

## INDICATING AND CONTRASTING QUALITIES

### Language teaching points

- a) A formal but not fully formal A
- quantitative, determinative, possessive
- some, very, some, some
- a lot of, a little, a few
- others, none, no

These have been used in the text.

Section Three, which is the main section.

unitary, but the main section is unitary.

of students

- b) Questions with the main section

- c) The structure of the main section

### Aims

Accurate handling of the main section

countable and uncountable nouns

nominalization, flow, and

important for foreign learners

All the items in this section

a high enough standard

### Teaching procedure

The distinction between countable and uncountable nouns

established by always initially presenting the countable nouns

for each. Here it is suggested you use countable nouns

with a variety of different substances.

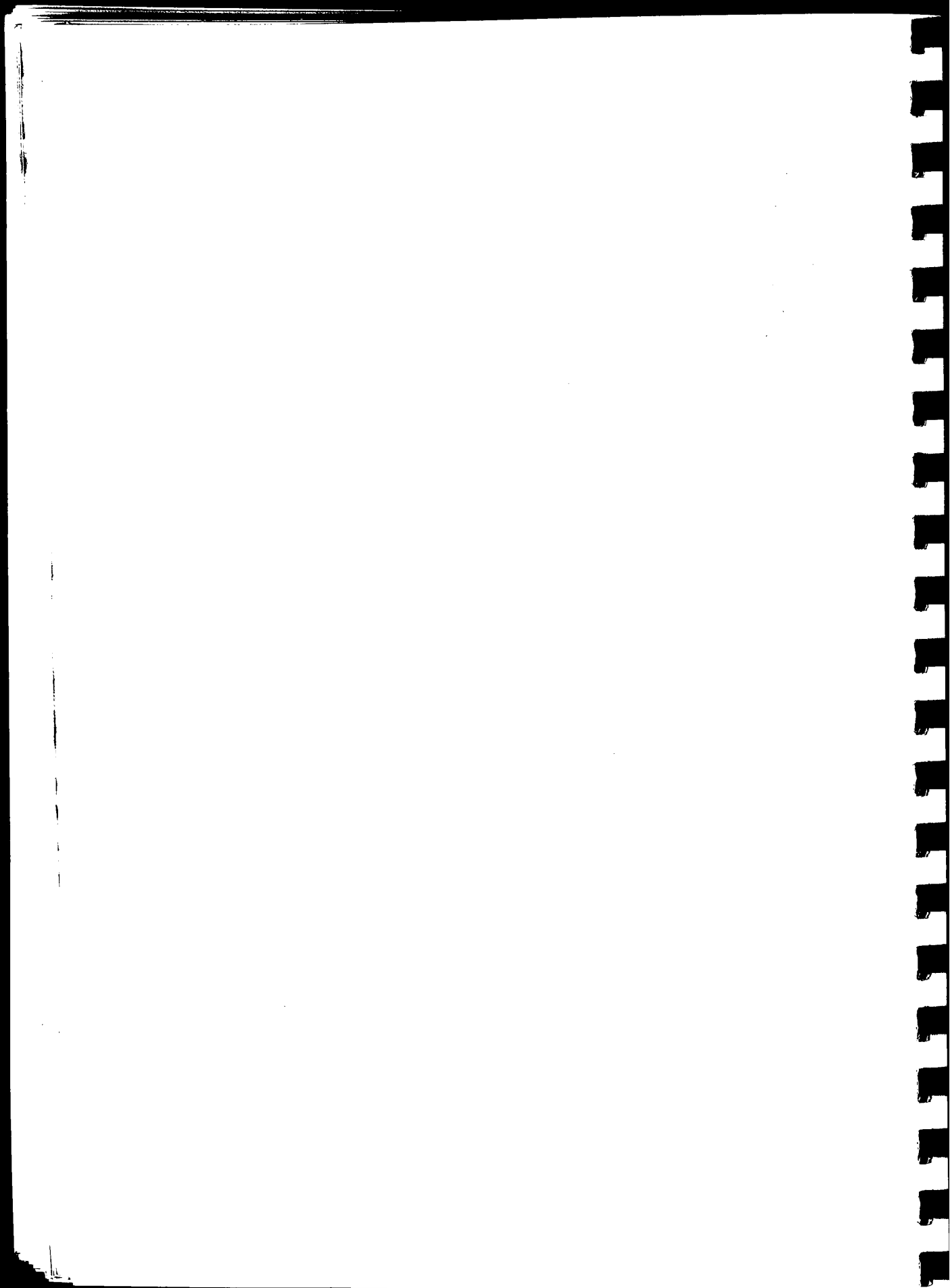
The material is particularly suitable for group work.



These items will be most tedious if taught all together so they should be mixed with material from later in the section.

Equipment

Jars, sugar, beans,  
Sets of laundry items.



107    Some, any, none, no, all

Aim    Classroom presentation and practice with familiar objects.

Always demonstrate first with your basic countable and uncountable substances.

Then go on to practise and extend with laundry objects.

First put beans on most people's desks.

Present and practise the following type of sequence with the class:

Look, there are some beans on Mrs Ribeira's table.

There are some on Mr Gonzales' table.

Are there any on Mr Ali's table?

No, there aren't any.

Then fill some of the jars on your desk with sugar.

Present and practise the following type of sequence:

There's some sugar in this jar.

There's some in this.

There's some in this.

Is there any in this jar?

No, there's none/no sugar.

No, there isn't any.

Then repeat either or both of these sequences with familiar objects. Practise the sequences in groups.

Then present the determiners again with a new sequence and bring in 'all'.

Practise individually, chorally and in groups.

A pile of nurses' dresses/night gowns or whatever is most convenient:

Some of the night gowns have red stripes.

Some of the night gowns have blue stripes.

All of the night gowns have buttons.

None of the night gowns have straps.

...ion of ...

first with ...

... and ...

... people ...

... the ...

... some ...

... no ...

... are ...

... are ...

... only ...

... of ...

... from ...

... the ...

... are ...

... are ...

... are ...

108 Many, much, a lot of, a little, a few

Aim As for item 107

Present and practise with basic structures:

Are there any beans on Mr Ali's table?

Yes, there are a lot of beans.

Yes, there are a few beans.

No, there aren't any beans.

No, there are no beans.

Is there any sugar in this jar?

Yes, there's a lot of sugar.

Yes, there's a little sugar.

No, there isn't any sugar.

No, there's none/no sugar.

Then extend the practice as appropriate with laundry objects.

Then go on to question with 'many' and 'much'.

How much sugar have you got in your jar, Mrs Ribeira?

How many beans have you got on your desk?

Replies should be with 'a lot', 'a little', 'a few'.

'How many' and 'how much' have often been used in earlier items in the course, so make sure they are now really accurately understood and grasped.

109 Game: instructions

Aim To reinforce items 107 and 108

This can be played as a game with the class in two teams and a point for each successfully carried out set of instructions. Or the instructions can be given in groups.

and a little bit of a lot

and a little bit of a lot

and a little bit of a lot

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and a little bit of a lot

and a little bit of a lot

Use basic substances or laundry items.

Pass me a few beans.

Pass me a lot of beans.

Pass me all the beans.

Put a little sugar in the jar.

Put a lot of sugar in the jar.

Put all the sugar in the jar.

#### 110 Dialogue practice

Aim More realistic practice with determiners from items 107 and 108.

Present to the class some dialogues of the following type.

For example, how to ask for sugar in your tea.

A Can I have some sugar, please?

B How much?

A A little, please/A lot, please.

A Can I have some biscuits, please?

B How many?

A A few, please/A lot, please.

These dialogues will help to establish that these determiners do not indicate absolute quantities, but relative quantities.

#### 111 Other quantitative determiners

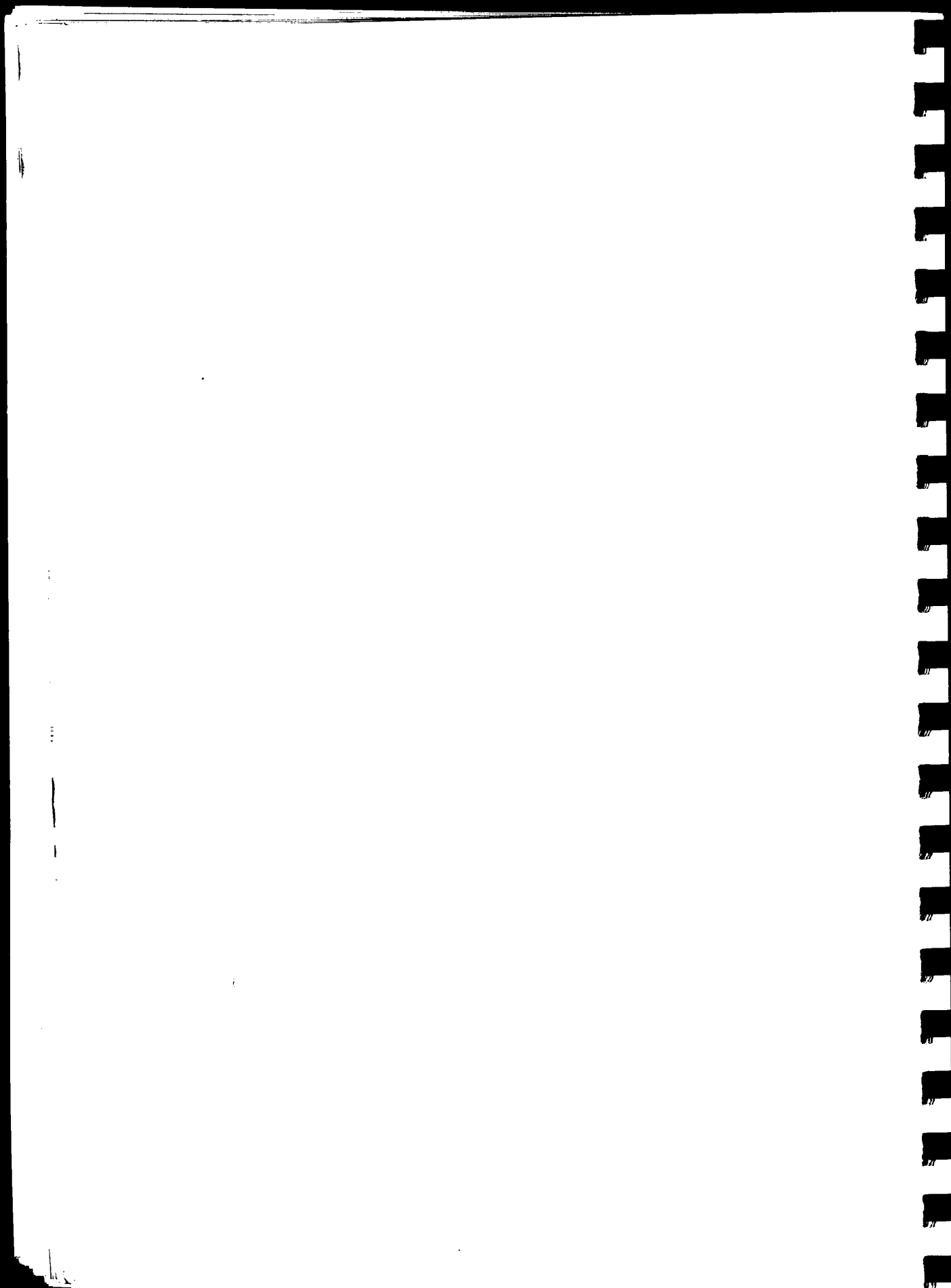
Aim To teach any other essential quantitative determiners.

The quantitative determiners so far presented are probably the most important.

But any of the following may also be important:

many, much, each, every, both, half.

Teach them in a similar way to the earlier items. Omit them if time is short.





#### 4 TALKING A FOREIGN LANGUAGE

---

##### Language teaching points

A simple formula to use to English-speaking people when speaking to a fellow foreigner in a foreign language:

Excuse me speaking my language.

Say at the end what has been talked about.

##### Aims

In Britain, which is a monolingual society, many people tend to be paranoid about foreigners speaking their own language in front of them. Often when language classes are started, indigenous supervisors and employees, quite unrealistically expect that the trainees will immediately stop using their own language. The teacher must try to educate them on this point.

However, most foreigners appear quite oblivious of the fact that English people may be offended, or that it is considered rather rude in Britain to talk away in a foreign language without any explanation. This problem would be eased if foreigners used a simple polite formula and the aim of these items is to provide one.

##### Teaching procedure

These two items contain very little language teaching, so do not spend much time on this part. It will be counter productive if students think their language is being attacked.

## TALKING A FOREIGN LANGUAGE

### Language teaching

A simple formula for teaching a foreign language is to teach the language in a foreign country. This is the method used by the Foreign Office in the past. It is now being replaced by a more scientific method. The Foreign Office is now using a method which is based on the principles of psychology. This method is known as the 'Foreign Office method'.

### Aims

The aim of the Foreign Office method is to enable the student to speak the foreign language fluently and accurately. This is achieved by teaching the student to think in the foreign language. The student is taught to use the foreign language in a natural way, as if he were speaking it in a foreign country. This is done by teaching the student to use the foreign language in a variety of situations, such as in a shop, in a restaurant, and in a hotel.

However, the Foreign Office method has been criticized for being too expensive. It is also criticized for being too slow. Some people believe that it is better to teach the foreign language in a more traditional way, using grammar and vocabulary. They believe that this method is more efficient and more economical. They also believe that it is better to teach the foreign language in a more practical way, using real-life situations. This method is known as the 'practical method'.

one.

### Teaching methods

There are two main methods of teaching a foreign language. The first method is the 'Foreign Office method', which is based on the principles of psychology. The second method is the 'practical method', which is based on the principles of grammar and vocabulary. Both methods have their own advantages and disadvantages. The Foreign Office method is more expensive and more slow, but it is more effective. The practical method is more economical and more fast, but it is less effective.

112 Dialogue: talking a foreign language

Aim A language formula to use when using another language in front of English-speaking people.

This dialogue has been recorded in Punjabi and English. If the majority of your students speak another language, it will have to be re-recorded.

Present and practise the following dialogue:

Tape Item 38 available or to be prepared specially

- Narrator: When she sees English people near her, Jaswinder is careful to say something in English when she is talking to her Indian friends.
- Jaswinder: 'Bye, Mrs James. Have a nice weekend.
- Mrs James: Yes, 'bye Jaswinder. And you.
- Annie: Come on Jaswinder.
- Mrs Kaur: (in Punjabi) Jaswinder, can you help me over the weekend?
- Jaswinder: Excuse me speaking in my language, Annie.
- Annie: That's all right.
- Jaswinder: (in Punjabi) Yes, what's the matter?
- Mrs Kaur: (in Punjabi) Can I leave my son with your mother on Sunday morning?
- Jaswinder: (in Punjabi) Yes, I'm sure you can.  
(in English) Mrs Kaur wants my mother to look after her baby on Sunday.
- Annie: Oh, yes. Well, 'bye, 'bye. Have a nice weekend.
- Jaswinder: And you! 'Bye.
- Mrs Kaur: Goodbye.

- 1 Listen
- 2 Listen and repeat
- 3 Listen and take Jaswinder's part.

Let's learn English

Let's learn English to use when using English language in form of

English language

This dialogue is presented in Punjabi and English. It is a simple

dialogue in English language, it will help you to learn English

Present on the following dialogue

Take them as a guide or to be prepared specially

When she sees English people near her, she

is careful to say something in English

to her Indian friends

'Bye, Mr. James, have a nice evening'

'Yes, 'bye Jaswinder. And you'

come on Jaswinder

(Jaswinder) Jaswinder, can you help me with

homework?

Excuse me speaking in English, Jaswinder

That's all right

(In Punjabi) Yes, what's the matter?

(In Punjabi) Can I leave my car with you for

Sunday morning?

(In Punjabi) Yes, I'll give you my car

(In English) Mrs. K. has written my mother a letter

her baby on Sunday

Oh, yes. Well, 'bye. Have a nice evening

And you, 'bye

Goodbye

If you have students whose language is not Punjabi, and you cannot easily re-record the dialogue, just practise the essential part of the dialogue:

Excuse me speaking in my own language.

### 113 Discussion

Aim To bring out some essential points of behaviour about speaking English or a foreign language.

Be careful not to let this discussion drift on to wide-ranging cultural differences. Try and be precise and make points of behaviour which students will be able to remember and follow. Don't go on too long with a discussion like this.

These suggestions might help in the discussion:

- 1 Discuss places where you should speak English or a foreign language.  
(in the factory/on the bus/at home etc.)
- 2 Use slides to show which people you should speak English to.  
(supervisors, groups of English people, when English people near you etc.)
- 3 Tell students that English people may feel angry if someone speaks another language in front of them because they think they are being talked about.
- 4 Ask students to remember when they first came to England. What did they feel when they found themselves somewhere where everyone was speaking English?

From now on you should rigidly insist on the formula:

Excuse me speaking my language.

whenever a student speaks in his language. Try and make this as constant as 'please' and 'thank you'.

If you have studied with me, you will know that I have  
revised the book and I have added a new chapter on  
the subject of the English language.

## 113 Discussion

### Aim

To bring to the attention of the student the  
English language and its use.

Be careful not to let the student know that you  
are not a native speaker of English. It is better to  
remain silent and let the student know that you are  
not a native speaker of English.

These suggestions are for the student to use as a  
guide. They are not to be taken too literally.

1. The student should be encouraged to use the  
English language as much as possible.

2. The student should be encouraged to use the  
English language as much as possible.

3. The student should be encouraged to use the  
English language as much as possible.

4. The student should be encouraged to use the  
English language as much as possible.

From now on you will be using the English  
language as much as possible.

Whenever a student is asked a question, he  
should answer in English.

'Please' and 'Thank you' are the only words  
which are not in English.

## 5 SOLVING PROBLEMS

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### Language teaching points

No new structural material is presented in this part, but students are shown how they can use English they've already learned to take the initiative in their work situation and solve problems which may present themselves.

A basic behaviour and language formula for getting something needed on the following lines is established:

- |         |  |
|---------|--|
| Stage 1 | State what has happened (usually present perfect tense)<br>Ask where to go and who can help you. |
| Stage 2 | State what has happened to the right person. Say exactly what you want.                          |

### Aims

The aim in this part is to show students how they can use the language they have now learned not only to respond, but to take the initiative in situations and relationships. Naturally they will not be able to do much at this point, but if their English is to go on increasing after the course they must become experimental and enterprising.

### Teaching procedure

The main emphasis is upon recorded dialogues, but there is some opportunity for games and group work. This material can well be mixed in with some earlier material in the section.

## 8 SOLVING PROBLEMS

### Learning teaching points

This new structural material is perfect for the first, but it is not perfect for the second. It is perfect for the first, but it is not perfect for the second. It is perfect for the first, but it is not perfect for the second.

A basic law of teaching is that the teacher should not tell the student what to do, but should guide the student to find the answer for himself.

State what has happened (usually present perfect tense).

Ask where to go and who can help you.

State what has happened in the past (past perfect tense).

Explain what you want.

### Aim

The aim of this lesson is to help the student to understand the difference between the present perfect and the past perfect. The student should be able to use the present perfect to describe an action that has just happened, and the past perfect to describe an action that happened before another action.

### Teaching process

The main aim of this lesson is to help the student to understand the difference between the present perfect and the past perfect. The student should be able to use the present perfect to describe an action that has just happened, and the past perfect to describe an action that happened before another action.



# 114 Dialogue: running out of linen

Aim To present and practise the language needed to avoid running out of something.

This dialogue demonstrates the need to take action when about to run out of something. Although the student is responding to the situation, verbally he has to take the initiative by going and asking. The language of the dialogue is all familiar except for the question 'What do I do then?' Note the need to repeat instructions which should be familiar from the work on messages (items 70-75).

Present and practise the following dialogue:

Tape Item 39 available:

Narrator: Annie nearly ran out of towels yesterday.  
 Annie: Can you help me please, Jaswinder?  
 Jaswinder: What's the matter?  
 Annie: I've nearly run out of towels.  
 Jaswinder: You'd better go and get some more.  
 Annie: Where do I go please?  
 Jaswinder: Go to Mrs James  
 Annie: What do I do then?  
 Jaswinder: Ask for some more work.  
 Annie: Go to Mrs James and ask for some more work.  
 OK. Thanks.

- 1 Listen
- 2 Listen and repeat
- 3 Listen and take Annie's part

# 115 Classroom practice

Aim Classroom practice of the language contained in item 114.

Give a demonstration in front of the class first.

1. The first part of the report discusses the general situation of the country and the progress of the work during the year. It also mentions the results of the various expeditions and the discovery of new species.

2. The second part of the report is devoted to the description of the new species discovered during the year. It includes the names of the species, their characteristics, and the localities where they were found.

3. The third part of the report discusses the results of the various expeditions and the discovery of new species. It mentions the names of the expeditions, the dates of their departure and return, and the results of their work.

4. The fourth part of the report is devoted to the description of the new species discovered during the year. It includes the names of the species, their characteristics, and the localities where they were found.

5. The fifth part of the report discusses the results of the various expeditions and the discovery of new species. It mentions the names of the expeditions, the dates of their departure and return, and the results of their work.

6. The sixth part of the report is devoted to the description of the new species discovered during the year. It includes the names of the species, their characteristics, and the localities where they were found.

7. The seventh part of the report discusses the results of the various expeditions and the discovery of new species. It mentions the names of the expeditions, the dates of their departure and return, and the results of their work.

8. The eighth part of the report is devoted to the description of the new species discovered during the year. It includes the names of the species, their characteristics, and the localities where they were found.

9. The ninth part of the report discusses the results of the various expeditions and the discovery of new species. It mentions the names of the expeditions, the dates of their departure and return, and the results of their work.

10. The tenth part of the report is devoted to the description of the new species discovered during the year. It includes the names of the species, their characteristics, and the localities where they were found.

Teacher: Can you help me, please?

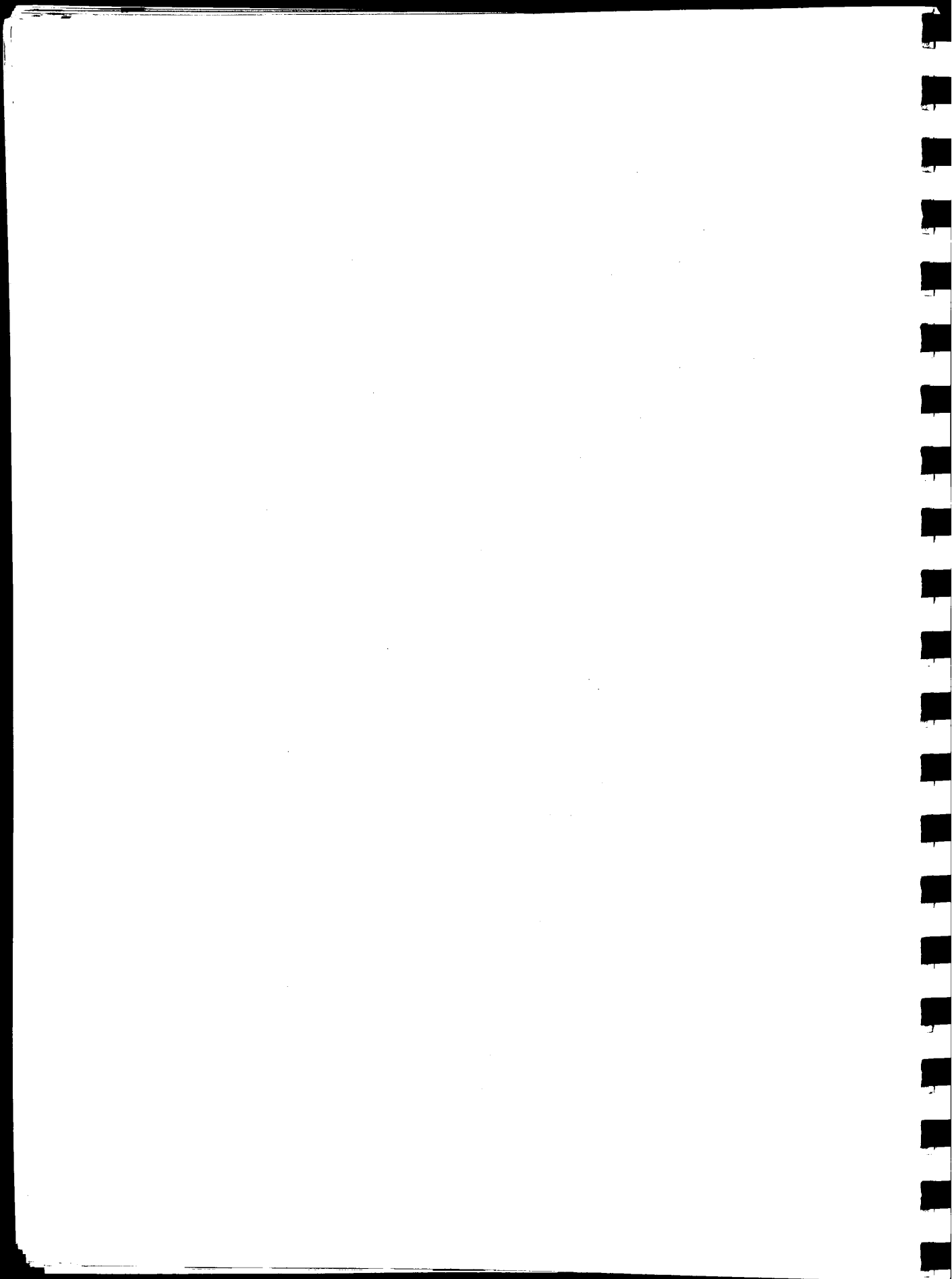
I've nearly run out of sheets.

(Try and get across the idea of 'nearly' here, by still having something left in your hand."

Student: Where do I go for more please?

Go to the sorting room etc.

Now get the class to work in groups. Use laundry item flashcards to give the stimulus for things that students can run out of.



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ENGLISH LANGUAGE COURSE  
for  
OVERSEAS HOSPITAL LAUNDRY WORKERS

LAUNDRY ITEMS

Flash Cards (10)

BLANKETS  
PYJAMA JACKET  
PILLOW CASE  
CHILD'S GOWN  
DOCTOR'S COAT  
NURSE'S APRON  
UNIFORM DRESS  
TOWEL  
SHEET  
NIGHTGOWN

King's Fund Centre



KFC 74/42

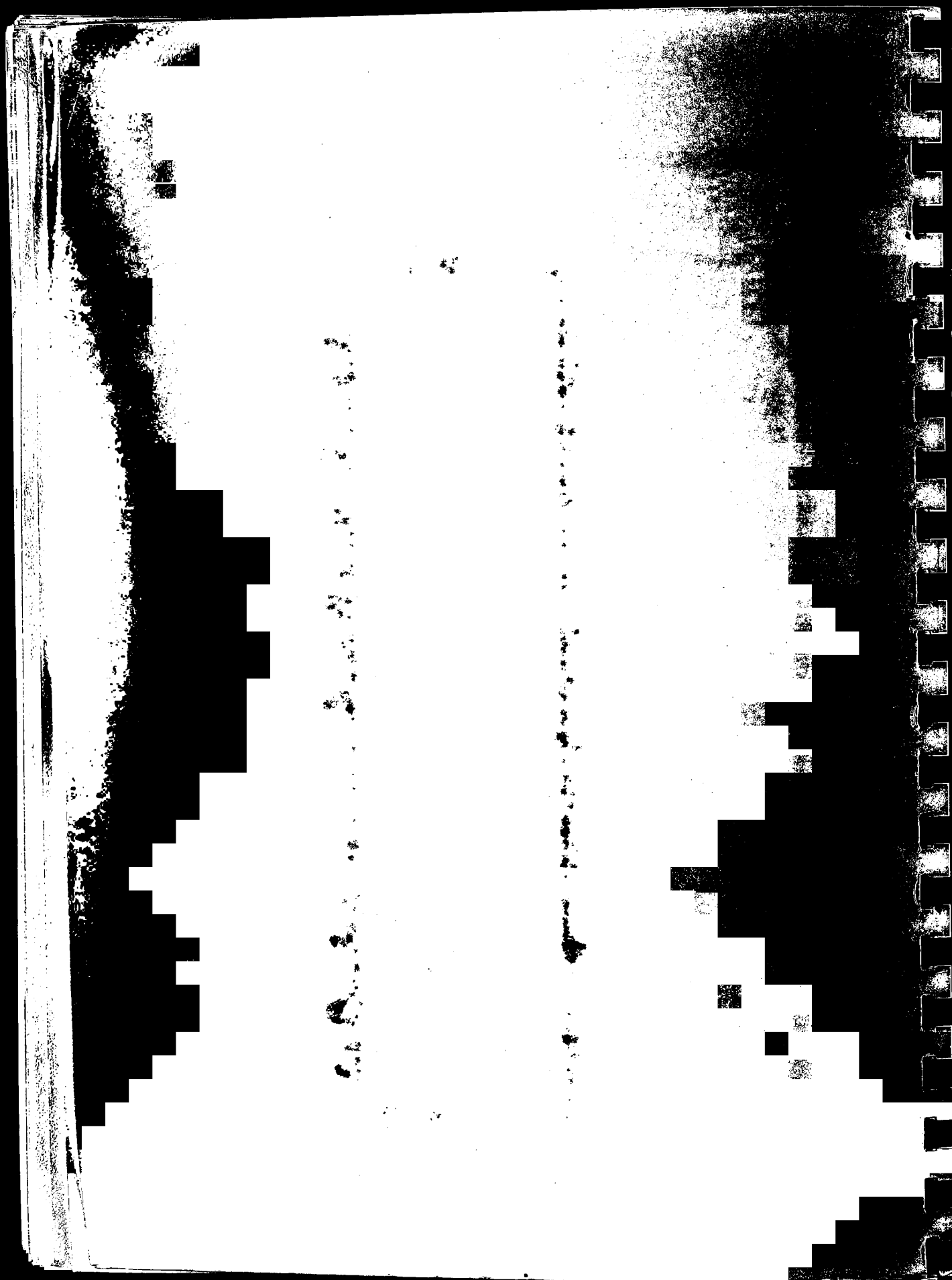
ENGLISH LANGUAGE COURSE  
for  
OVERSEAS HOSPITAL LAUNDRY WORKERS

EVERYDAY ACTIVITIES

Flash Cards (10)

CLEANING  
PICNIC  
SHOPPING  
PAINTING  
WRITING  
COOKING  
SEWING  
IRONING  
GARDENING  
WASHING CLOTHES

King's Fund Centre







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KFC 74/43

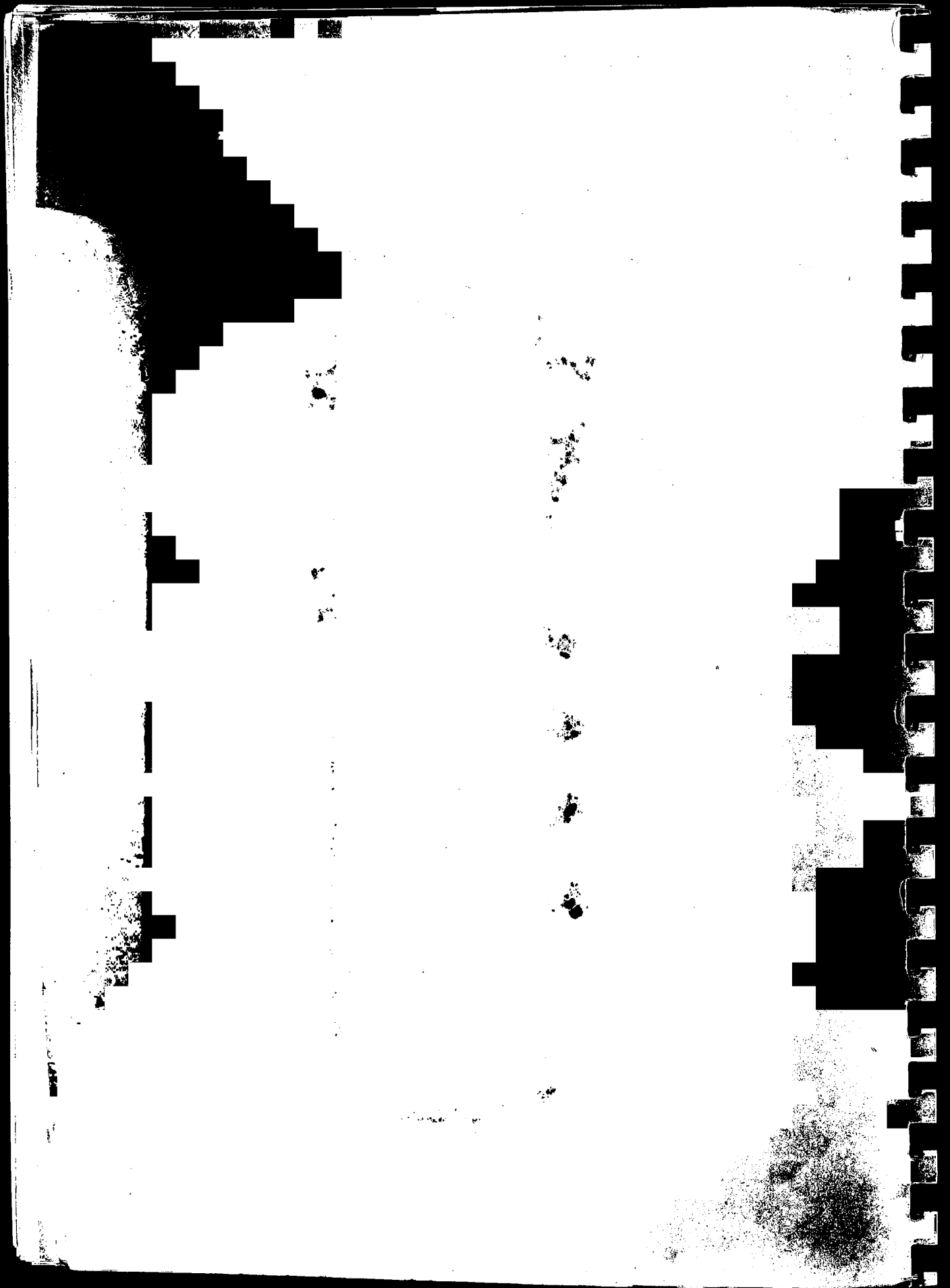
ENGLISH LANGUAGE COURSE  
for  
OVERSEAS HOSPITAL LAUNDRY WORKERS

SAFE OR DANGEROUS?

Flash Cards (8)

ELECTRIC FIRE  
MOTOR CAR  
SPILT LIQUID  
BROOM  
COOKER  
ELECTRIC IRON  
TROLLEY  
CALENDER

King's Fund Centre

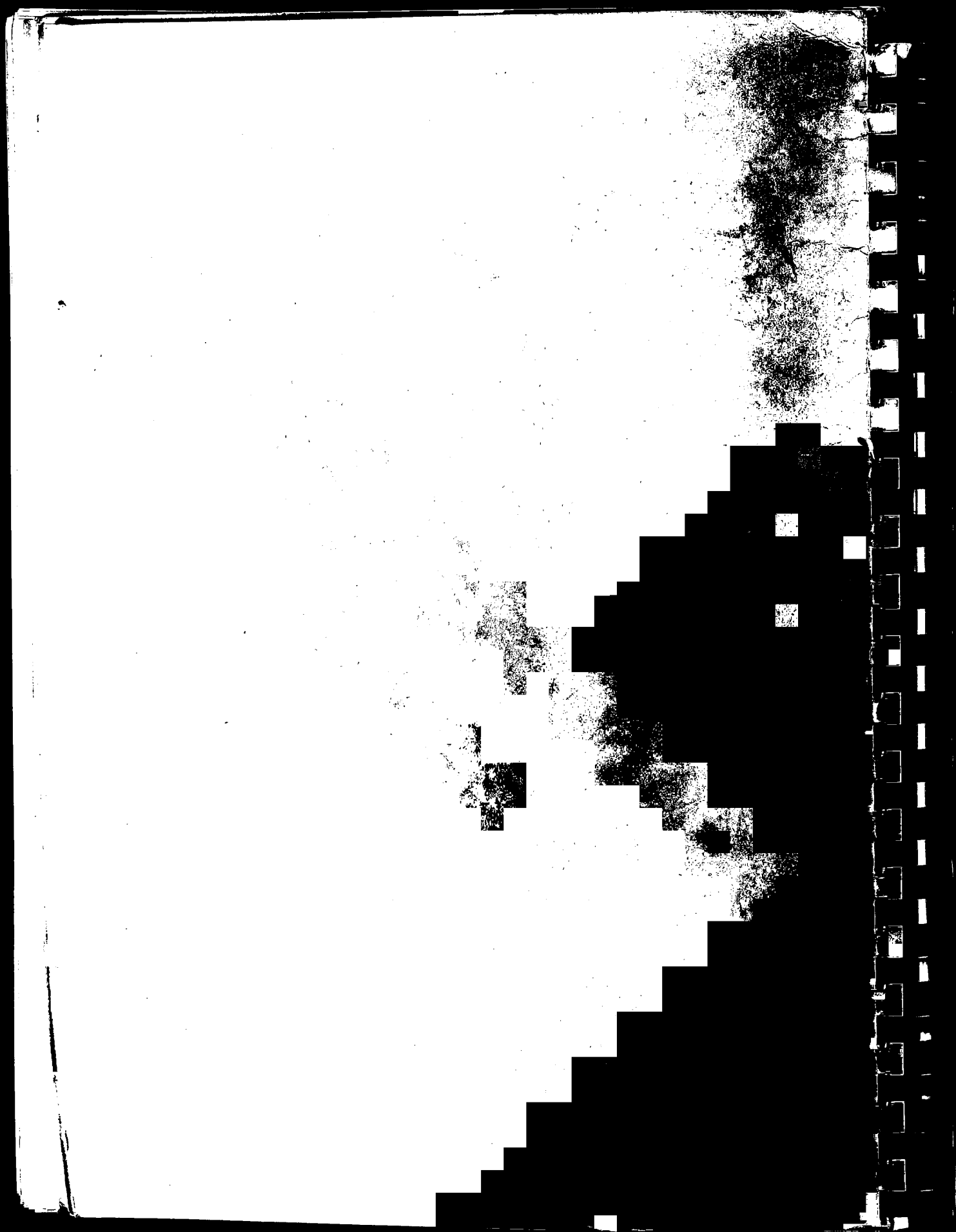


King's Fund



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ENGLISH LANGUAGE COURSE  
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LAUNDRY ITEMS

Flash Cards (10)

BLANKETS

PYJAMA JACKET

PILLOW CASE

CHILD'S GOWN

DOCTOR'S COAT

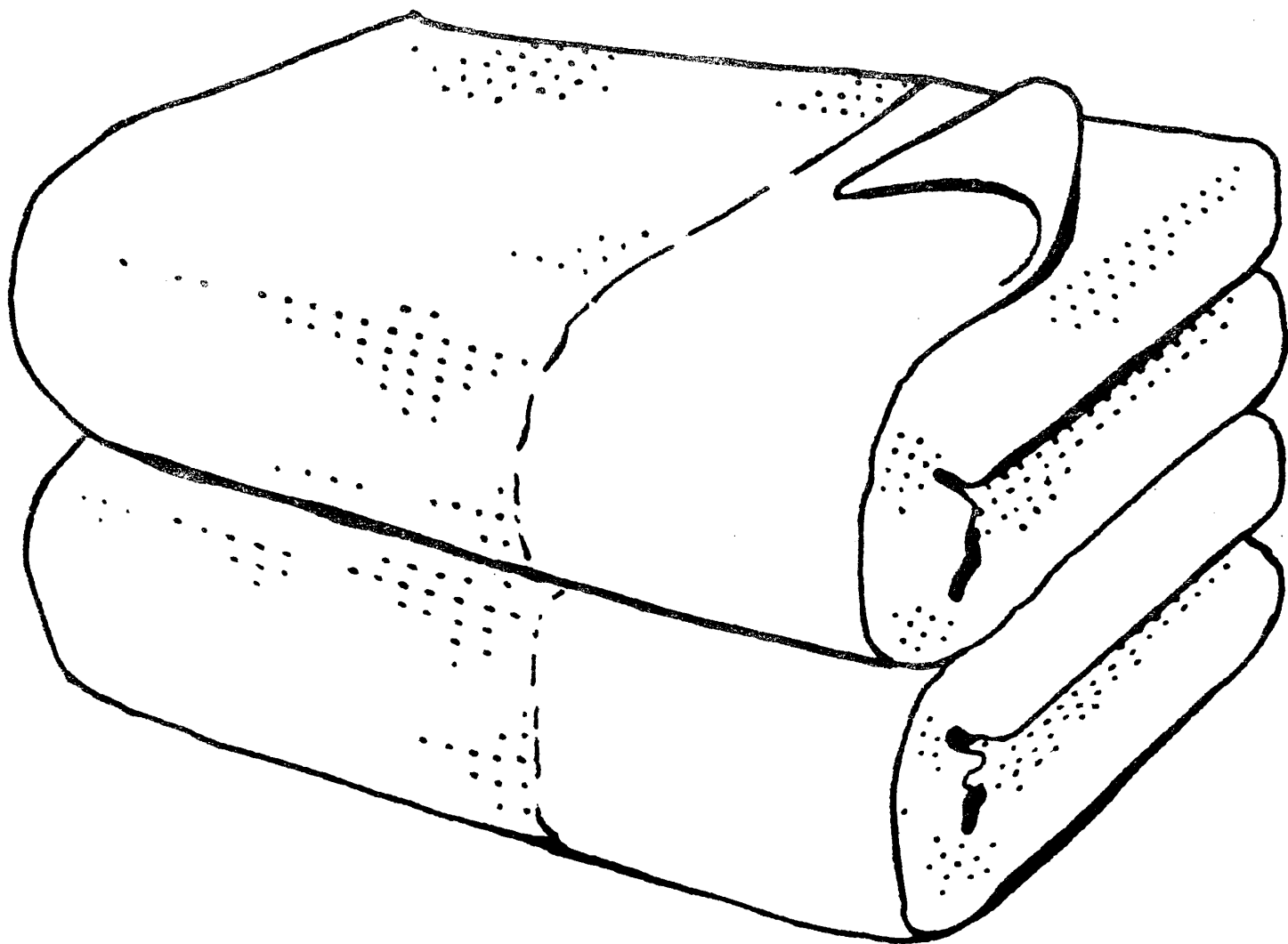
NURSE'S APRON

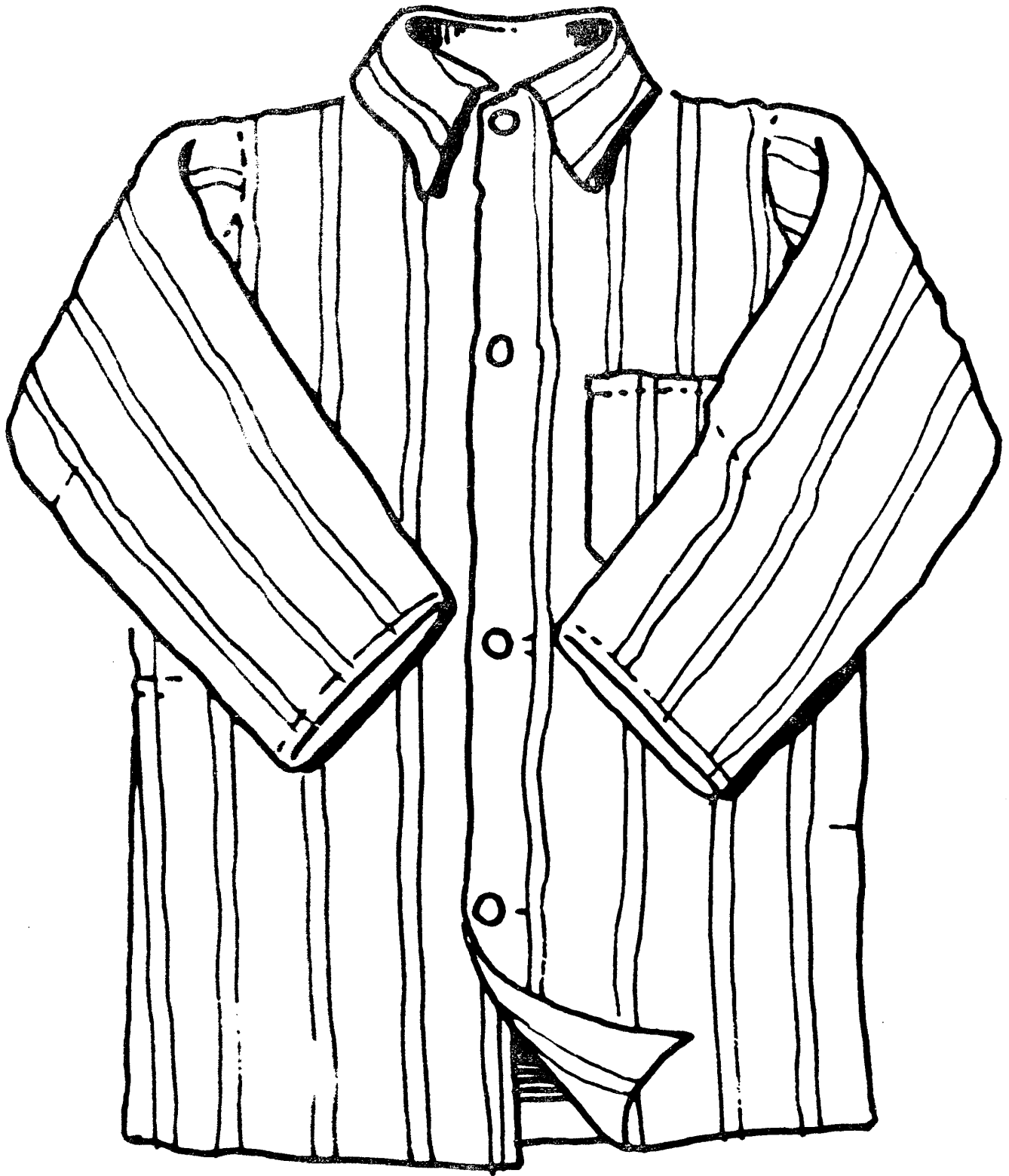
UNIFORM DRESS

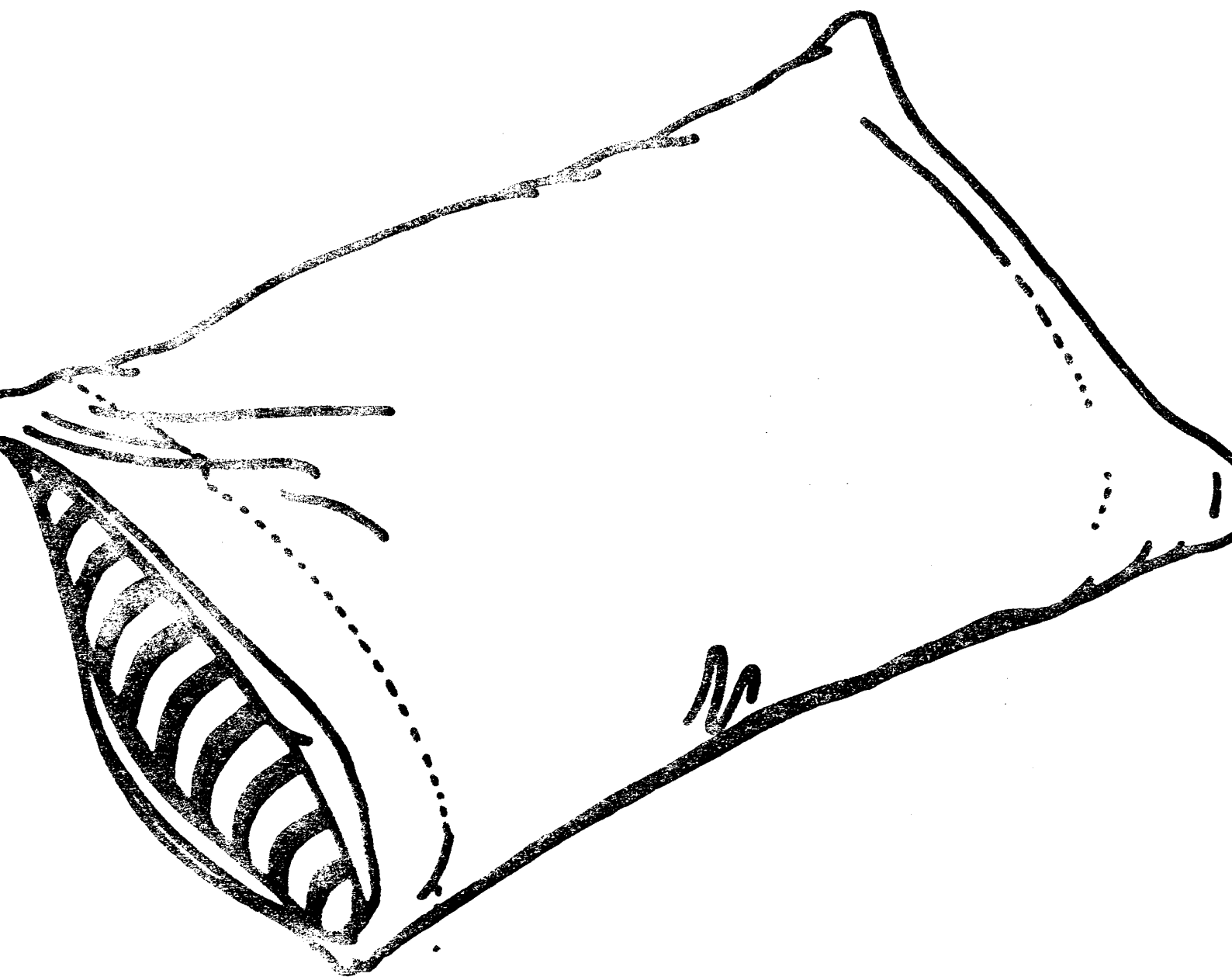
TOWEL

SHEET

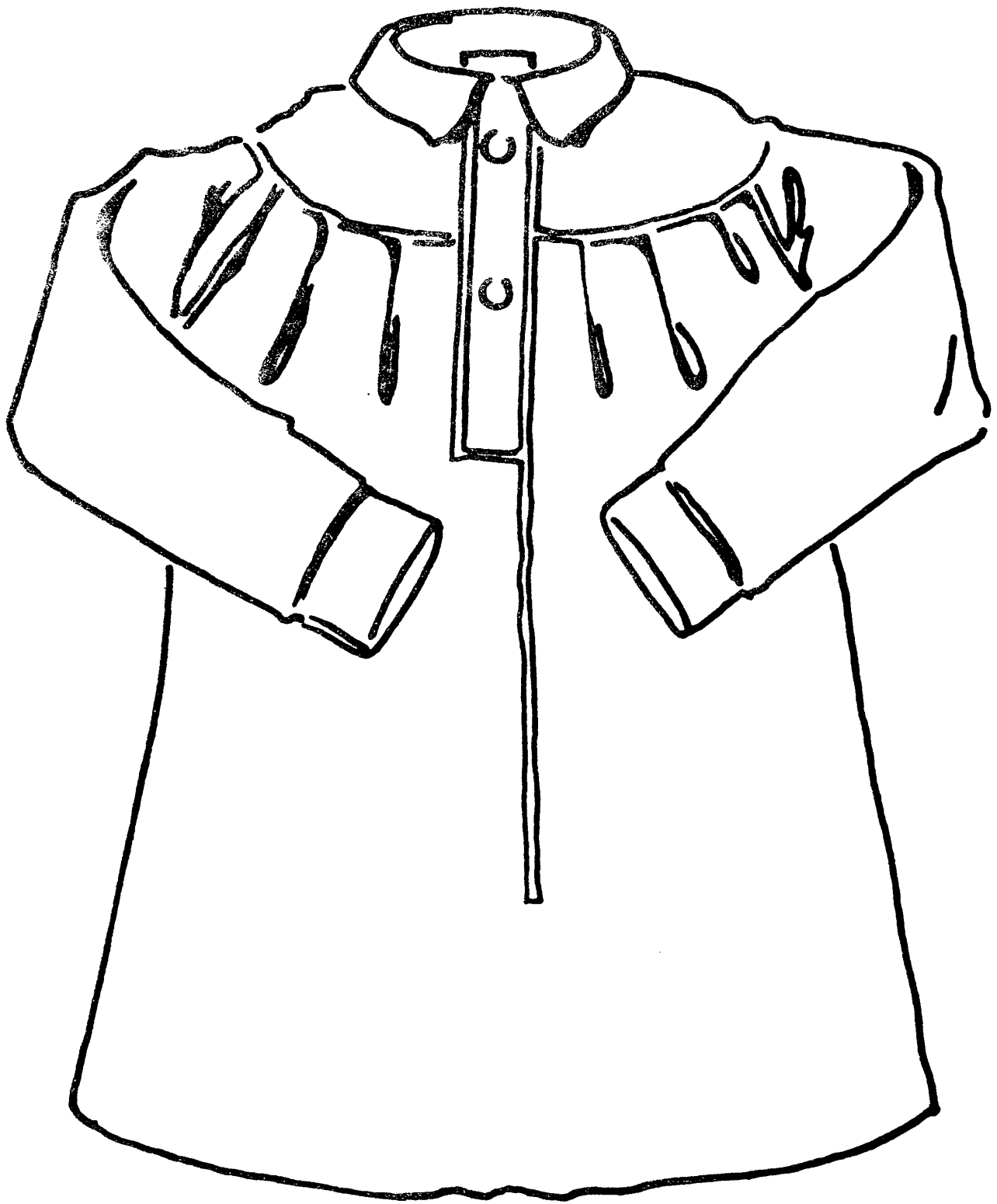
NIGHTGOWN

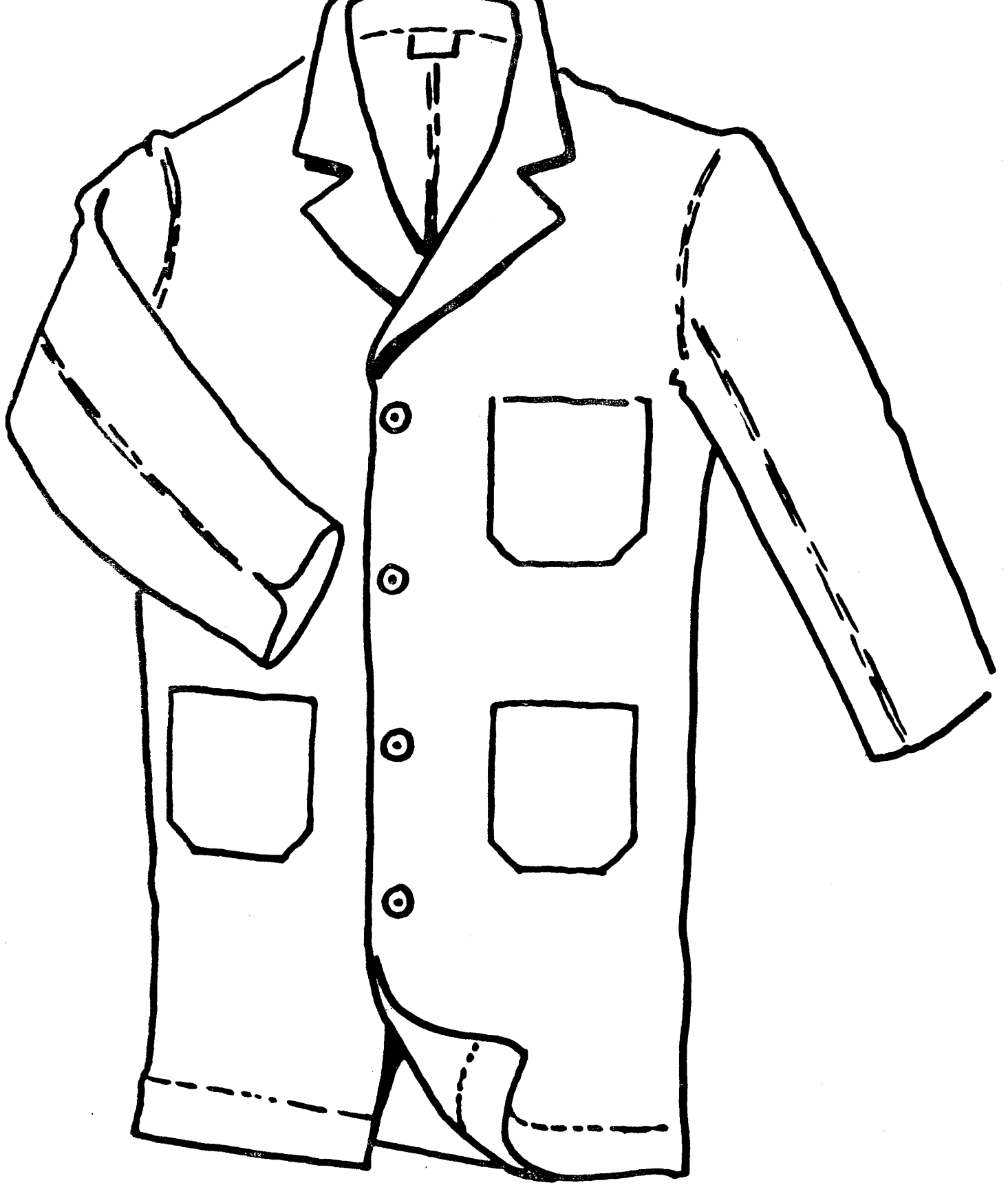


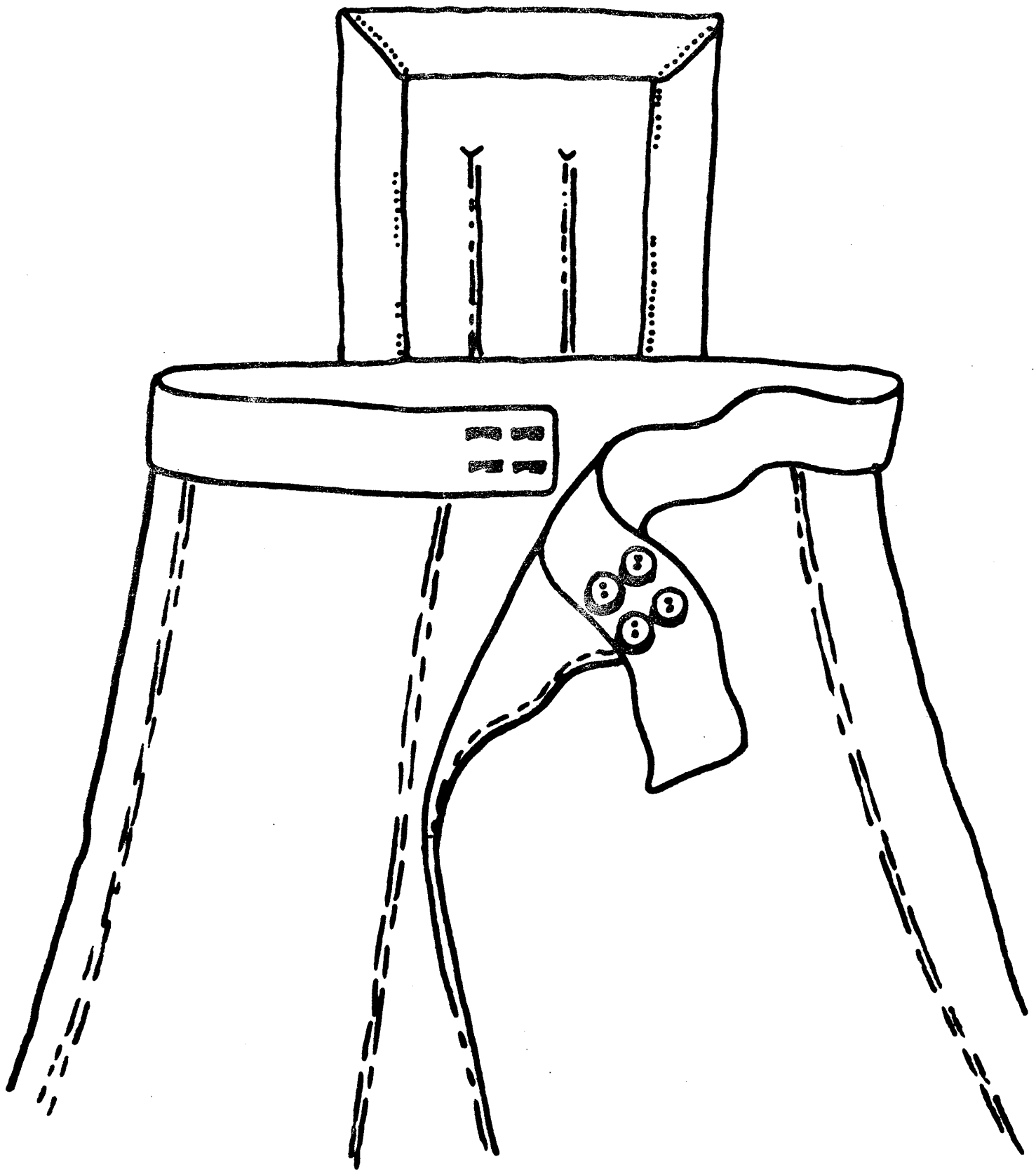


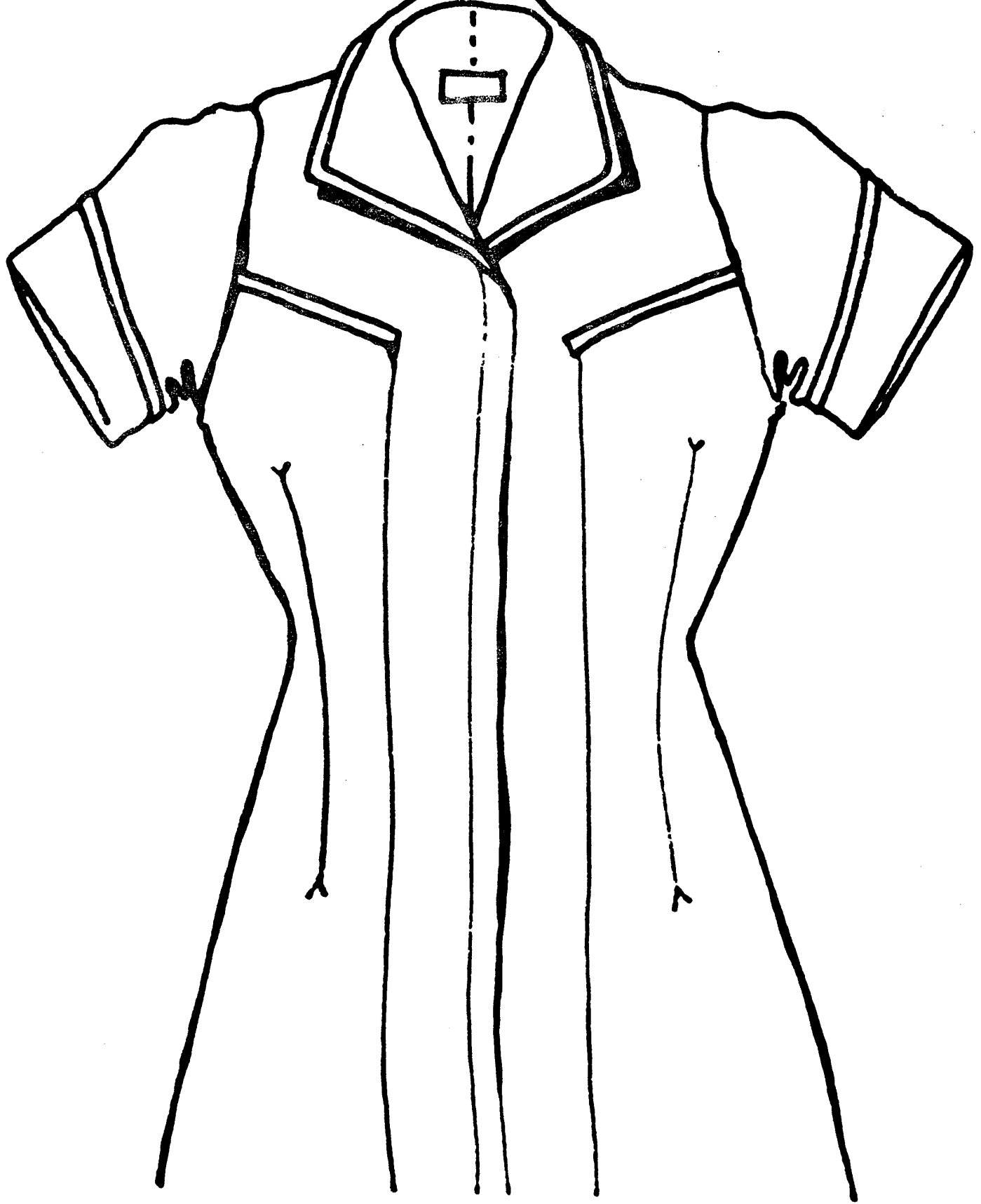


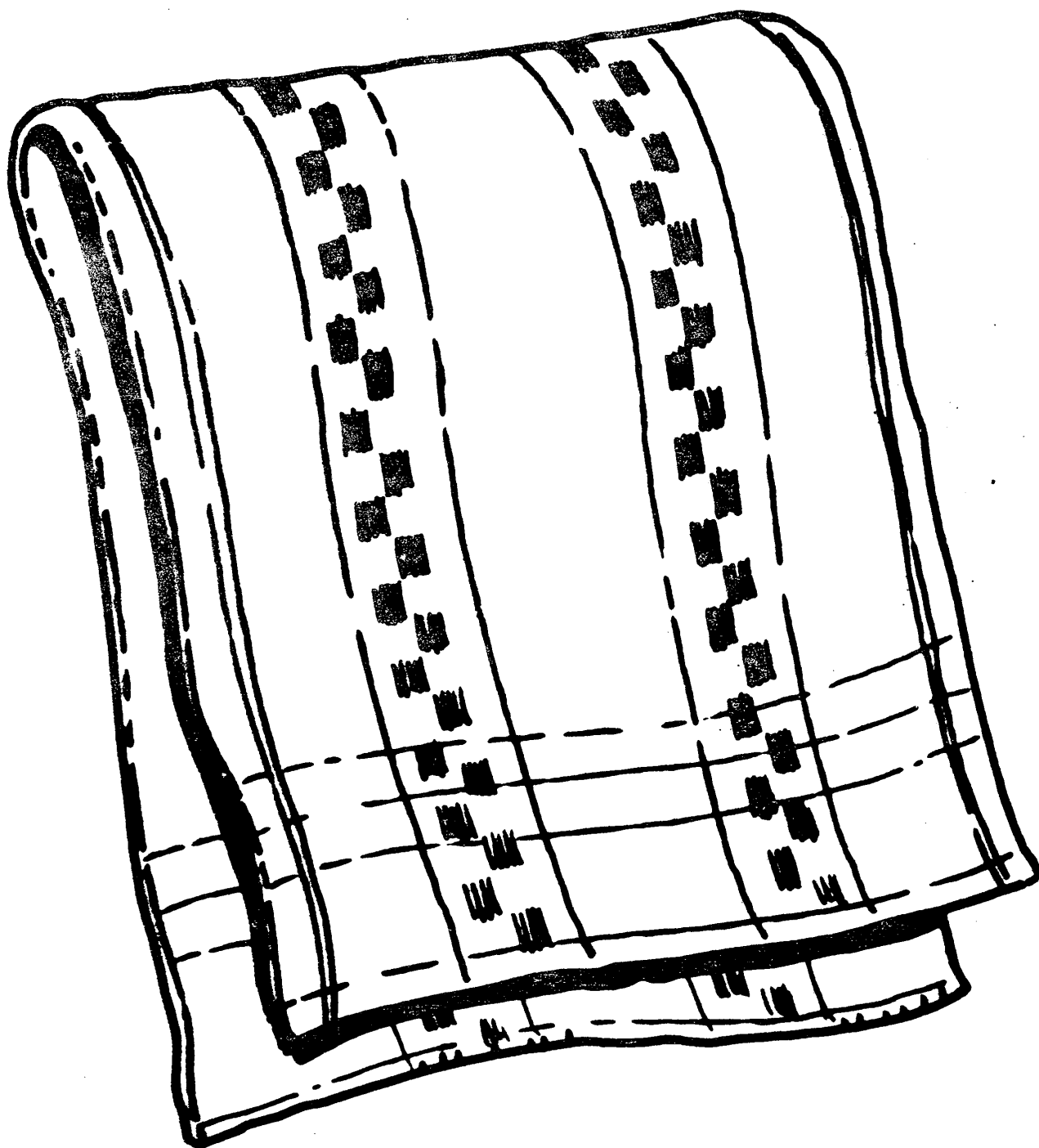


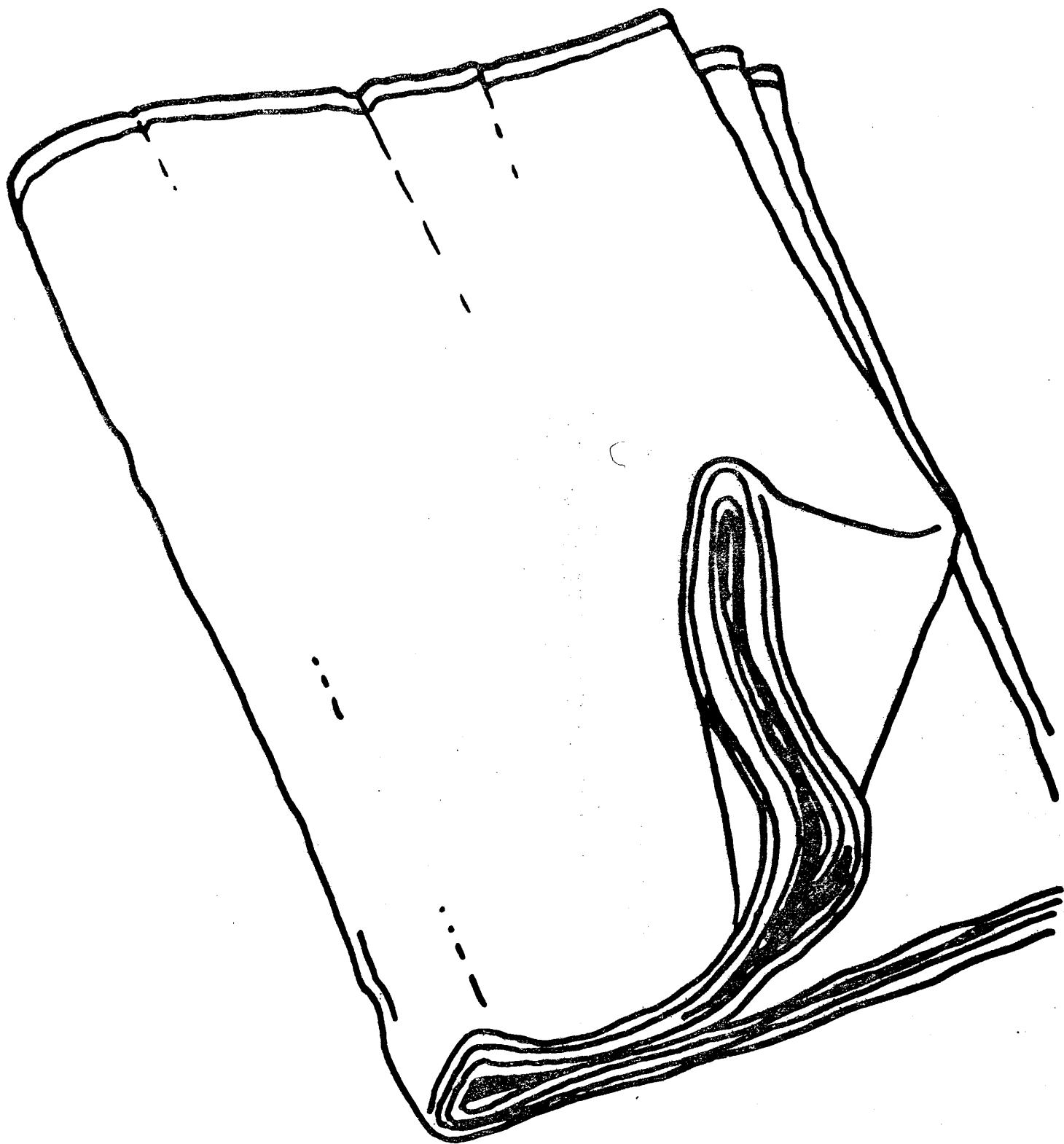


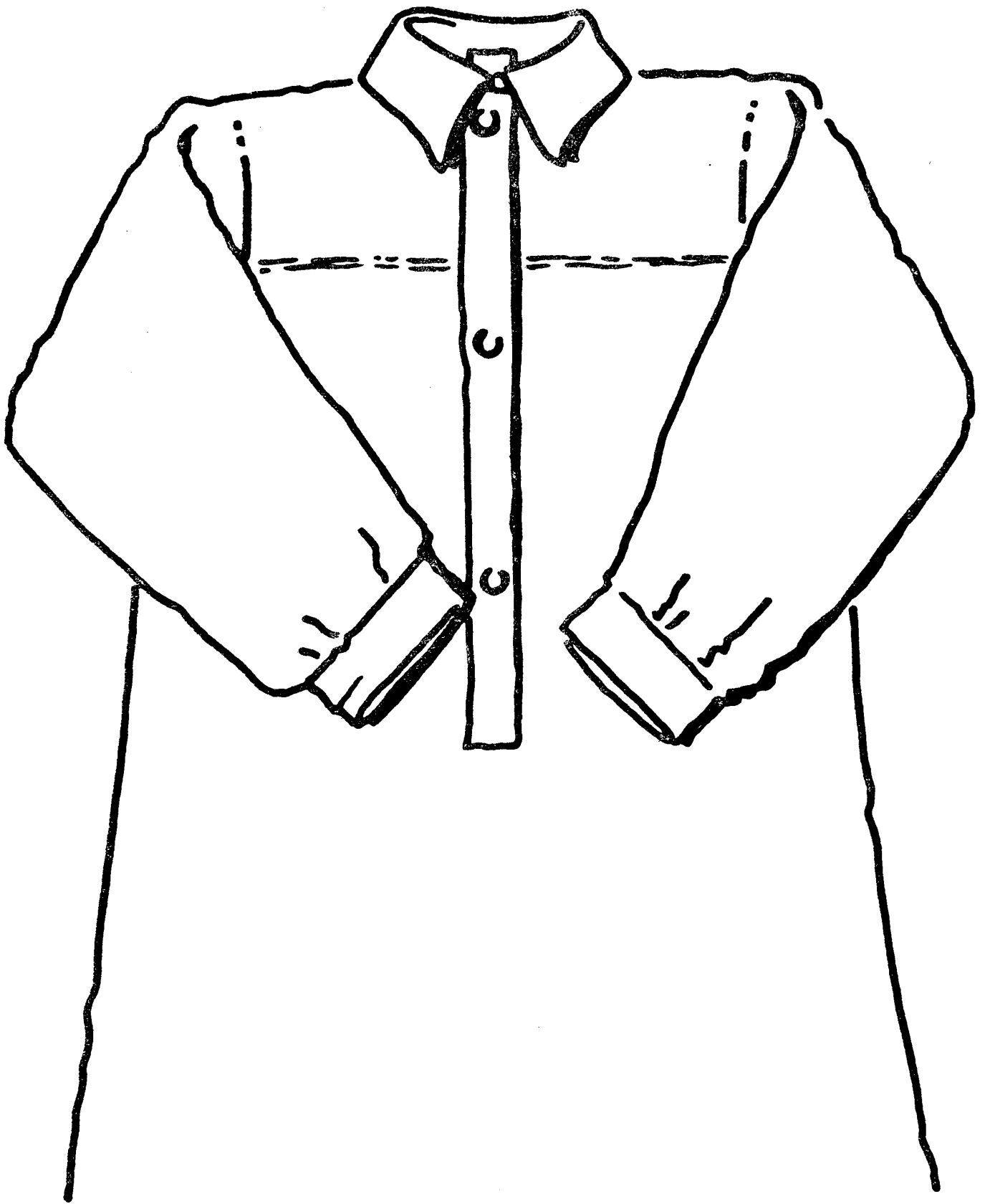












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OVERSEAS HOSPITAL LAUNDRY WORKERS

EVERYDAY ACTIVITIES

Flash Cards (10)

CLEANING

PICNIC

SHOPPING

PAINTING

WRITING

COOKING

SEWING

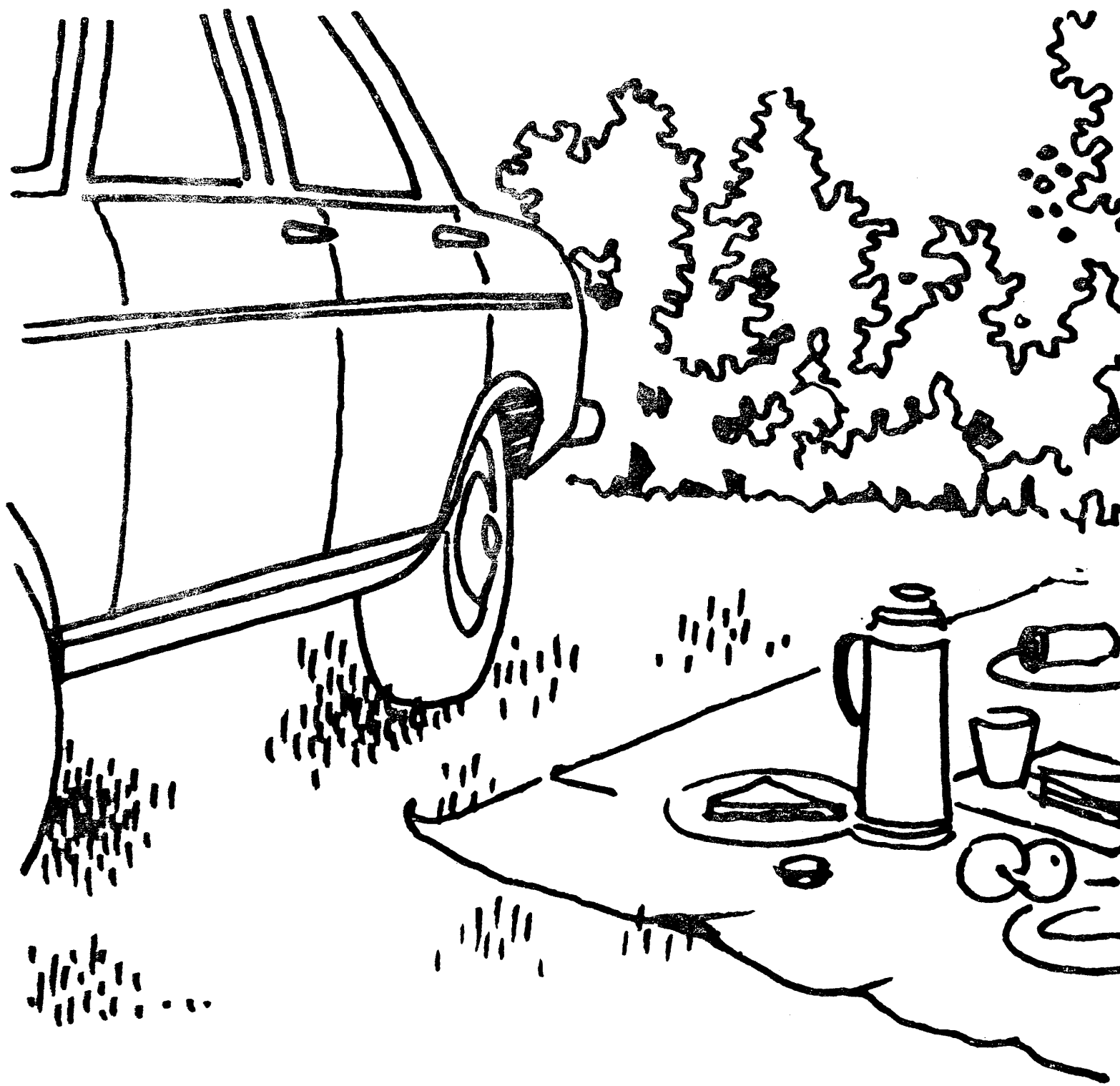
IRONING

GARDENING

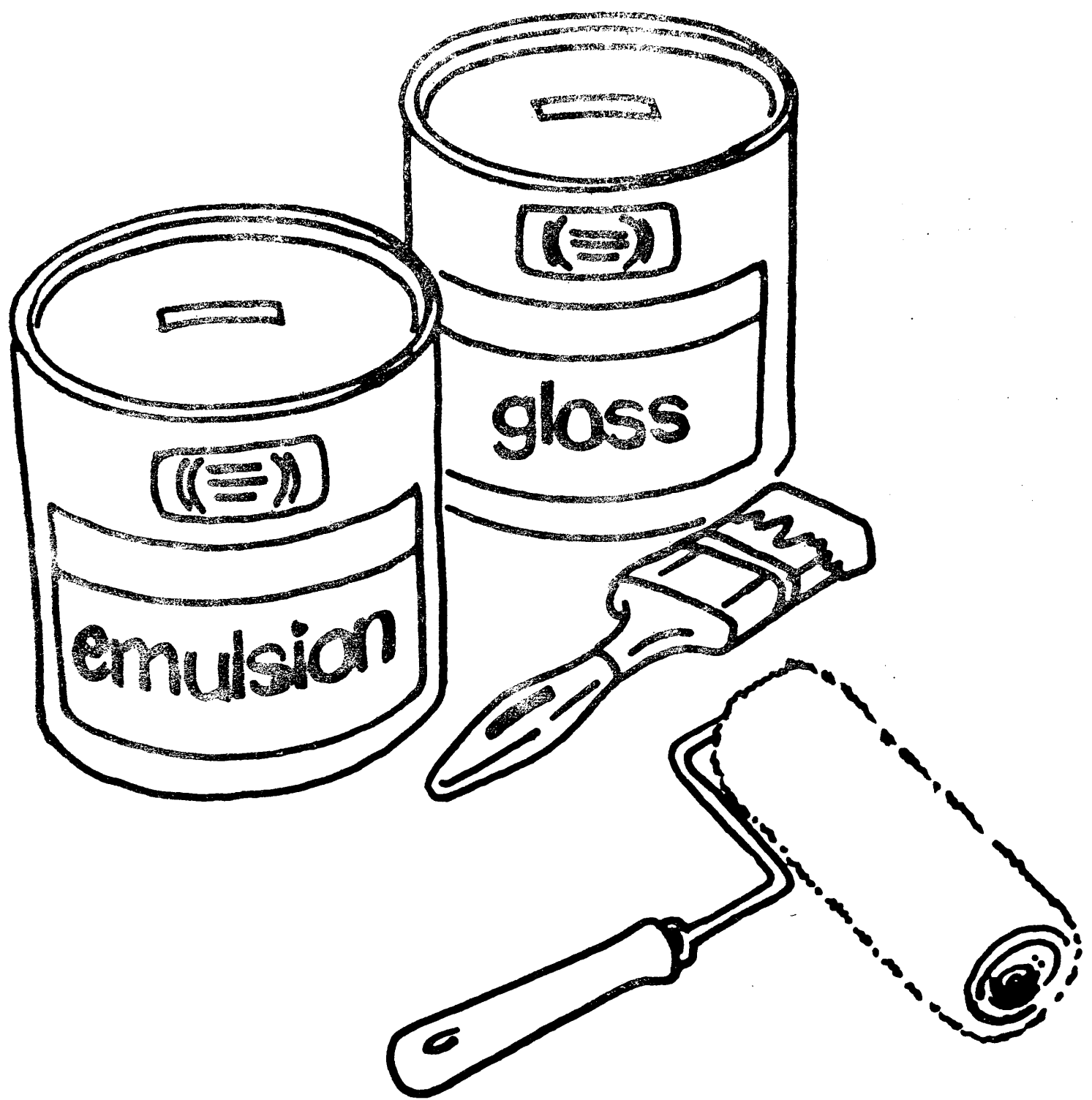
WASHING CLOTHES

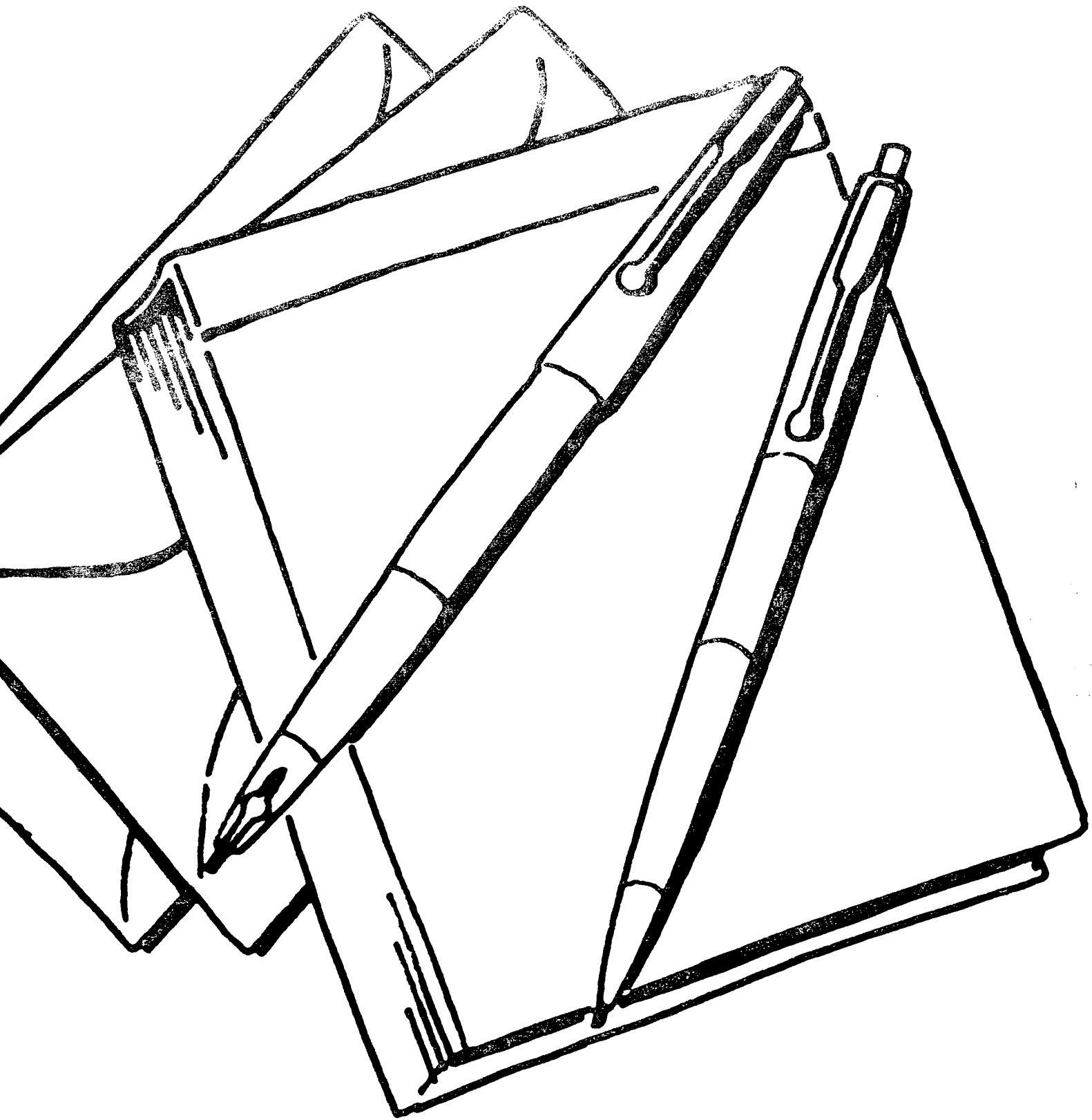




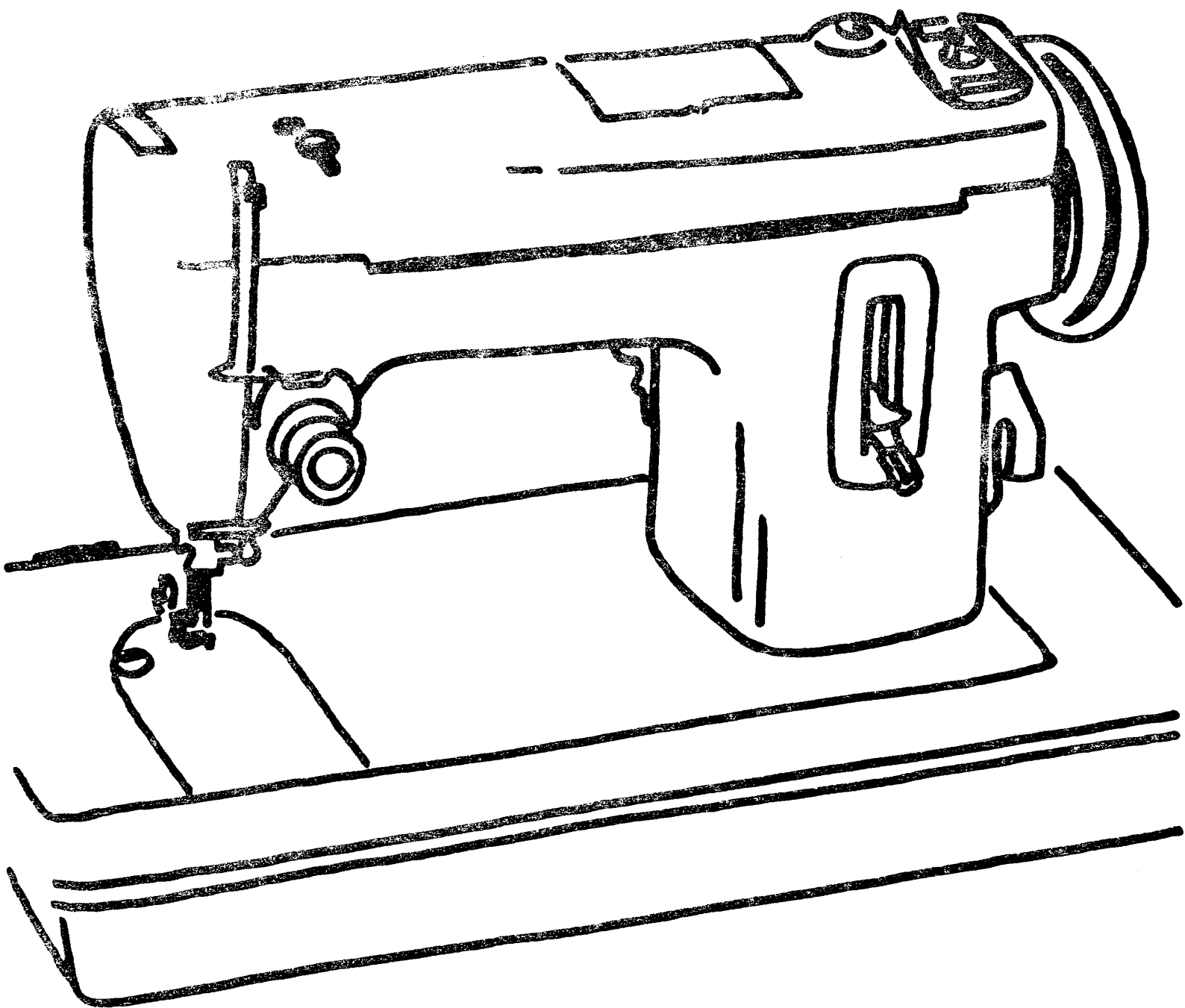


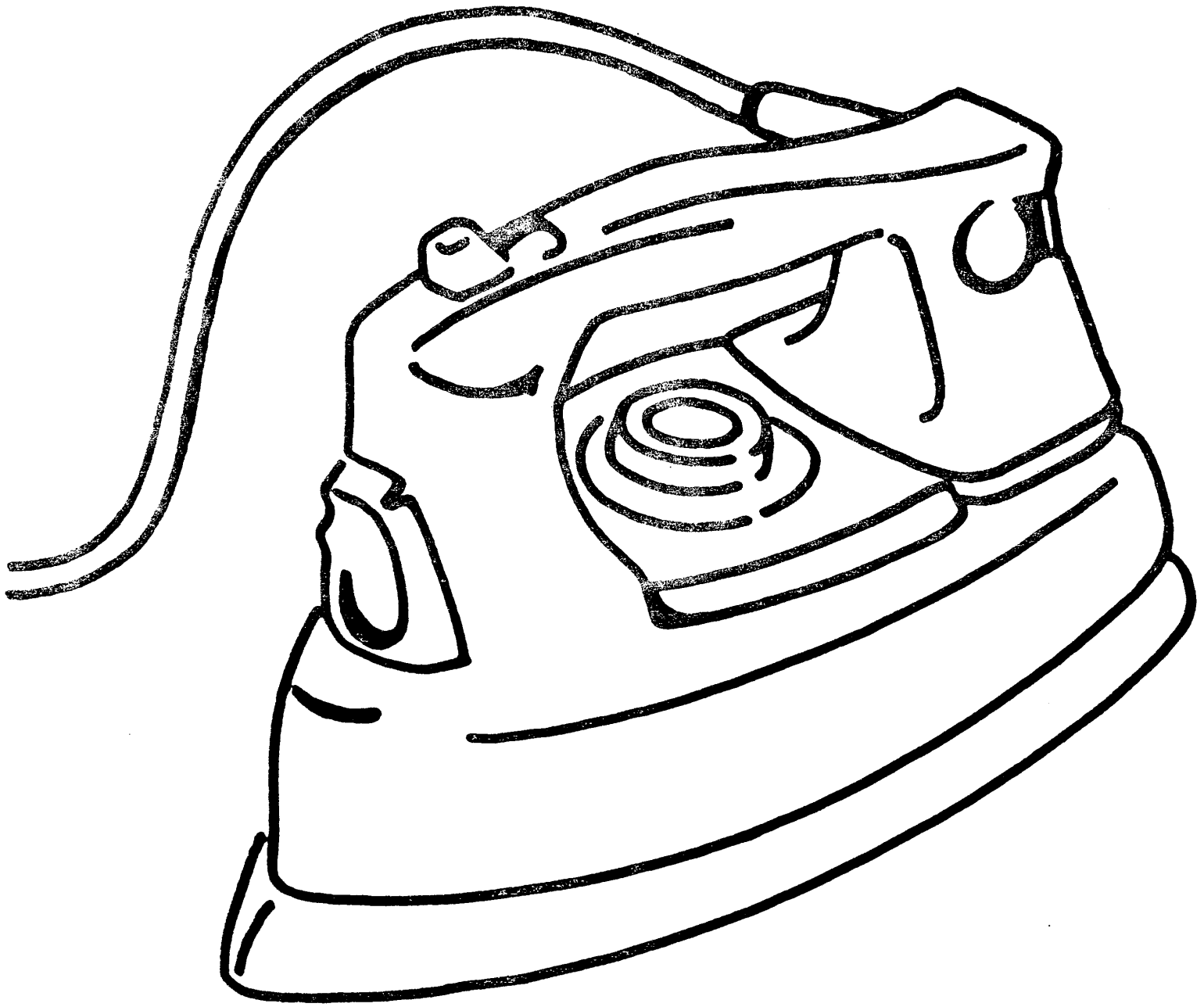




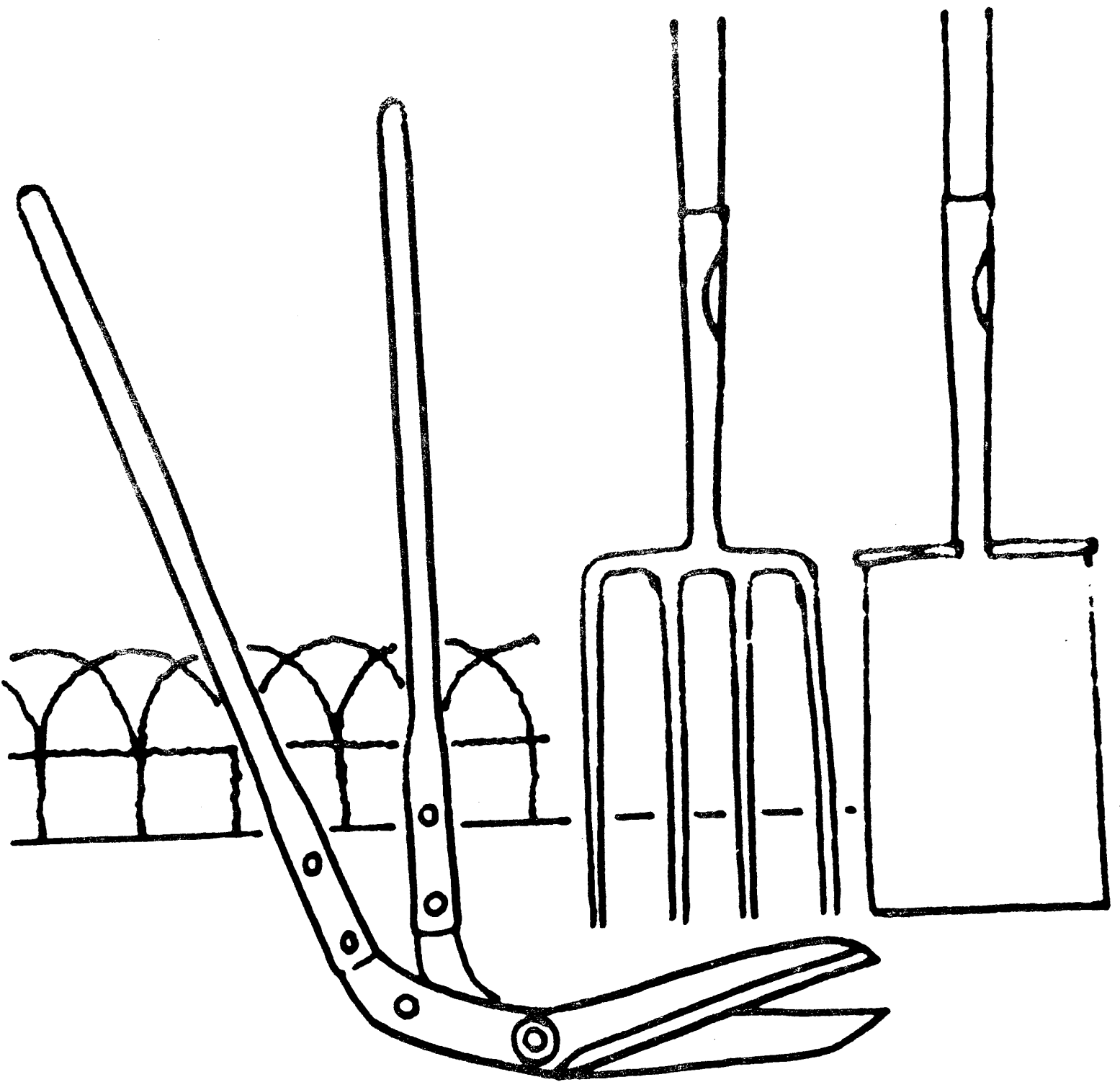


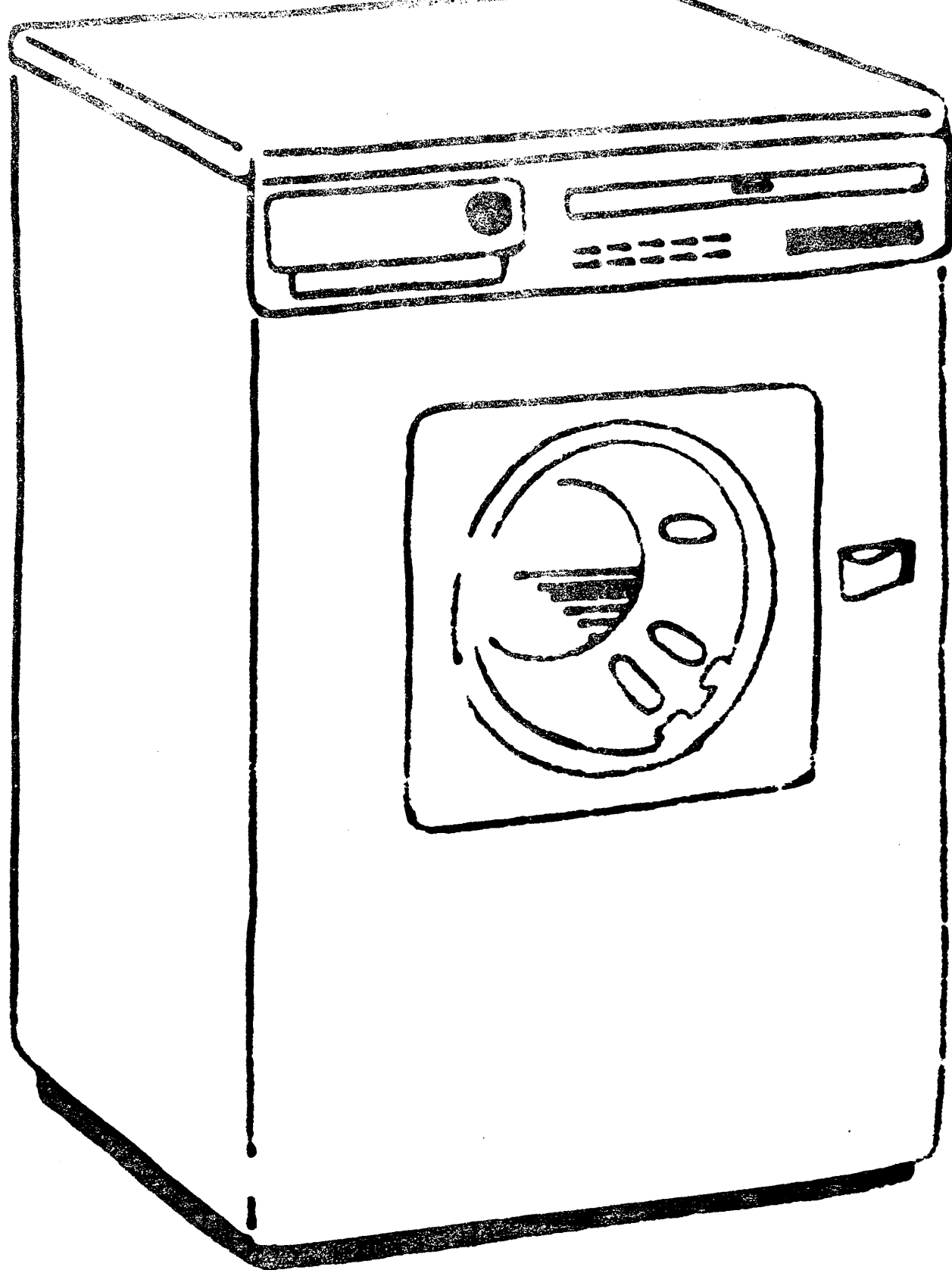












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SAFE OR DANGEROUS?

Flash Cards (8)

ELECTRIC FIRE

MOTOR CAR

SPILT LIQUID

BROOM

COOKER

ELECTRIC IRON

TROLLEY

CALENDER

