

National Technical and Vocational Qualification Framework

NTVQF

Competency-Based Learning Material

NTVQ Level 2

Using English in the Workplace



Bangladesh Technical Education Board

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HOW TO USE THIS COMPETENCY-BASED LEARNING MATERIAL

Welcome to the module **Using English in the Workplace**. This module contains training materials and activities for you to complete.

This unit of competency, **“Use English in the Workplace”**, is one of the competencies of any NTVQ Level 2 Occupation, a course which comprises the knowledge, skills and attitudes required to become a Medium-Skilled Worker.

You are required to go through a series of learning activities in order to complete each learning outcome of the module. These activities may be completed as part of structured classroom activities or you may be required to work at your own pace. These activities will ask you to complete associated learning and practice activities in order to gain knowledge and skills you need to achieve the learning outcomes.

Refer to **Learning Activity Page** to know the sequence of learning tasks to undergo and the appropriate resources to use in each task. This page will serve as your road map towards the achievement of competence.

Read the **Information Sheets**. These will give you an understanding of the work, and why things are done the way they are. Once you have finished reading the Information sheets complete the questions in the Self-Check Sheets.

Self-Checks follow the Information Sheets in the learning guide. Completing the Self-checks will help you know how you are progressing. To know how you fared with the self-checks review the **Answer Key**.

Complete all activities as directed in the **Job Sheets and/or Activity sheets**. This is where you will apply your new knowledge while developing new skills.

When working through this module always be aware of safety requirements. If you have questions, do not hesitate to ask your facilitator for assistance.

When you have completed all the tasks required in this learning guide, an assessment event will be scheduled to evaluate if you have achieved competency in the specified learning outcomes and are ready for the next task.

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MODULE CONTENT

MODULE TITLE: Using English in the Workplace

MODULE DESCRIPTOR:

This module covers the knowledge, skills and attitude in reading, writing and understanding basic English in the workplace. It includes reading and understanding workplace documents, writing simple routine workplace documents, listening to and performing conversations in the English language. It also includes information sheets, self-checks, and activity sheets.

NOMINAL DURATION: 70 hours

LEARNING OUTCOMES:

After completing this module, the trainee **MUST** be able to:

1. Read and understand workplace documents in English
2. Write simple routine workplace documents in English
3. Listen to conversation in English
4. Perform conversation in English

ASSESSMENT CRITERIA

1. Workplace documents are read and understood.
2. Visual information is interpreted.
3. Simple routine workplace documents are prepared using key words, phrases, simple sentences and visual aids where appropriate.
4. Key information is written in the appropriate places in standard forms.
5. Active listening in English language is demonstrated to the required workplace standard
6. Conversation is performed in English with peers, customers, and management to the required workplace standard.

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LEARNING OUTCOME 1

READ AND UNDERSTANDS WORKPLACE DOCUMENTS IN ENGLISH

CONTENTS:

1. Read and understand workplace documents
2. Interpret visual information

ASSESSMENT CRITERIA

1. Workplace documents are read and understood.
2. Visual information is interpreted.

CONDITIONS:

Trainees must be provided with the following:

- Personal Protective equipment

Learning Materials

- Books, manuals
- Modules/references

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LEARNING ACTIVITIES

LEARNING OUTCOME: Read and Understand Workplace Documents in English

LEARNING ACTIVITIES	RESOURCE/SPECIAL INSTRUCTIONS
Reading and Understanding Workplace Documents	<ul style="list-style-type: none"> • Read Information Sheet 3.1-1 • Answer Self Check 3.1-1 • Compare your answer to the Answer Key 3.1-1 • Perform Activity Sheet 3.1-1 • Check using Performance Criteria Checklist 3.1-1
Familiarizing on Basic English Grammar	<ul style="list-style-type: none"> • Read Information Sheet 3.1-2 • Answer Self Check 3.1-2 • Compare your answer to the Answer Key 3.1-2 • Perform Activity Sheet 3.1-2 • Check using Performance Criteria Checklist 3.1-2
Interpreting Visual Information	<ul style="list-style-type: none"> • Read Information Sheet 3.1-3 • Answer Self Check 3.1-3 • Compare your answer to the Answer Key 3.1-3 • Perform Activity Sheet 3.1-3 • Check using Performance Criteria Checklist 3.1-3

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INFORMATION SHEET 3.1-1

Reading and Understanding Workplace English

Learning Objectives:

After reading this INFORMATION SHEET, you will be able to explain the importance of reading and understanding workplace documents in English.

Why do I need to read and understand documents in the workplace?

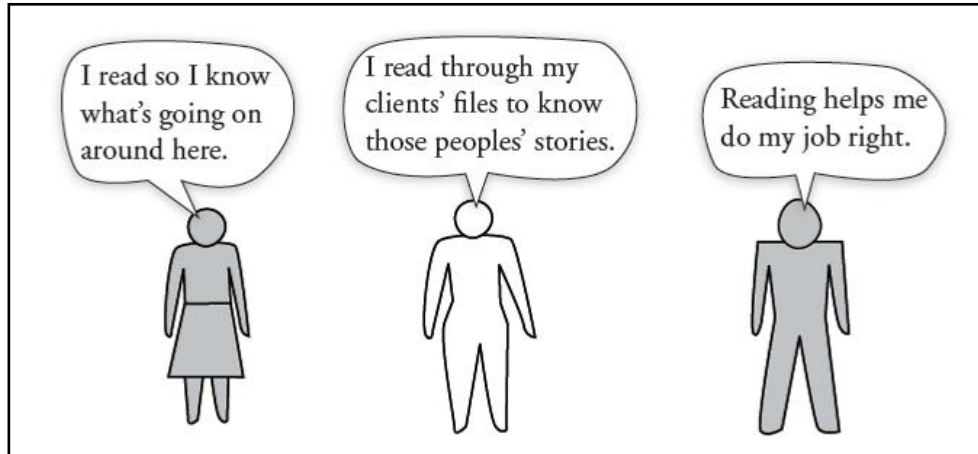


Figure 1. The need to read and understand documents in the workplace.

When people want to keep records of events or their daily work, they write things down. This could be numbers of items made or sold, useful strategies for achieving things, decisions made, meeting times and places, bookings. This way, they can refer back to it when they need to, share it with others and keep records over a period of time. When something is written down, it can be shared with a large number of people quickly.

Reading is an important part of your job. There are many documents that you need to read and understand. Below are some examples of common workplace documents:

- Telephone messages
- Staff rules/Policies and Procedures
- Letters/faxes
- A notice on a staff noticeboard
- Safety signs and warnings
- Your pay slip

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- Your roster
- Training materials
- Schedules and itineraries
- Agendas
- Progress and incident reports
- Job sheets
- Operational manuals

There is a difference between reading and understanding however. When you are reading documents, ask yourself:

Have I read this fully?

What is the person who wrote it trying to say?

Have I missed any important points?

Now that I have this information, what do I do?

Reading and understanding allow you to do your job properly, protect yourself, learn and help others.

When people are talking about reading, there are some common words that they use, here are some of them:

Text These are the actual words, not including any pictures

Hard copy/in print Text printed or written onto paper

Soft copy/

Web-based Text which is online, viewed on a screen

Spoken/oral Words which are said instead of written

Correspondence Letters, faxes, emails etc that you send and you receive

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CC: This stands for 'carbon copy' and means that you are sending a copy of the correspondence to another person but they are not the main receiver.

Example: if you were sending an email to your supervisor but also CC'ing your close colleagues so that they were also aware of the message.

BCC: This stands for 'blind carbon copy' and means that you are sending a copy of the correspondence to another person but they are not the main receiver, and the main receiver cannot see that anyone else has been included.

Example: if you were sending an email to your supervisor but also BCC'ing your close colleagues so that they were aware, but your supervisor would not be able to see that anyone else was included.

Most messages are based on six important elements which you should remember when you are writing, so that your message is clear:

Who is the message from, who should read it, who is it about, who needs to take action?

When was the message written, when was it received, what is the timeline, does something have to be done by a certain time?

Where do you need to go, is there a location mentioned, where are you at the time, where are you from, do you need to go somewhere, or take something to a certain place?

What is being discussed, what is the purpose, does something need to be done?

Why is the message being sent, why is it important, why should people take action, why is there a message that needs to be sent?

How will people take action, how will they respond, how is something going to happen?

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Let us take a look at some common documents you might need to read in your job:

A person calls at 10:30am on Sunday morning October 30th 2011. They say to you:

“Hello, how are you? My name is Arifur Rahman from Grameenphone and I am calling to speak to Naseem Chowdhury. Could you please tell him that I will not be able to make it to our meeting this afternoon and ask him to call me on 017 333 888 76 as soon as he can?”

How will you use this information to fill in this phone message? You may write your answer on a blank sheet of paper with the format below as practice.

Date:	Time:
To:	From:
Action to be taken:	<input type="checkbox"/> Urgent <input type="checkbox"/> Please call <input type="checkbox"/> Will call
Extra Notes:	
Signed:	

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SELF-CHECK 3.1-1

1. Enumerate seven (7) examples of documents you might need to read and understand once you are in the workplace.
2. Why do you need to read and understand any document well, especially in the workplace?
3. Enumerate the six (6) important elements of a clear message.
4. Read the staff roster then answer the questions below:

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
06:00-14:00	Mehbub - Harunur Asif	Mehbub Hamida - Asif	Mehbub Hamida Harunur -	Mehbub Hamida Harunur Asif	Mehbub Hamida Harunur Asif	Mehbub Hamida Harunur -	- Hamida Harunur -
14:00-22:00	Biblop - Nayeem Arifur Tanzin -	Biblop Naseem - Arifur Tanzin -	Biblop Naseem Nayeem - Tanzin -	Biblop Naseem Nayeem Arifur - -	Biblop Naseem Nayeem Arifur Tanzin -	Biblop Naseem Nayeem Arifur Tanzin Asif	- Naseem Nayeem Arifur Tanzin Asif

Please use this information to fill in these questions:

- a. Which days/times of the week will Mehbul be working?
- b. Which day does Naseem have off?
- c. Which staff member/s do both day and night shifts?

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ANSWER KEY 3.1-1

1. Examples of workplace documents
 - a. Telephone messages
 - b. Staff rules/Policies and Procedures
 - c. Letters/faxes
 - d. A notice on a staff noticeboard
 - e. Safety signs and warnings
 - f. Your pay slip
 - g. Your roster
 - h. Training materials
 - i. Schedules and itineraries
 - j. Agendas
 - k. Progress and incident reports
 - l. Job sheets
 - m. Operational manuals

2. Why do you need to read and understand any document well, especially in the workplace?

Reading and understanding allow you to do your job properly, protect yourself, learn and help others.

3. The six (6) important elements of a clear message
 - a. Who
 - b. What
 - c. Where
 - d. What
 - e. Why
 - f. How

4.
 - a. 06:00-14:00 Sunday to Friday
 - b. Sunday
 - c. Asif

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ACTIVITY SHEET 3.1-1

Activity Title	Read and Understand Workplace Documents in English
Purpose	To acquire skills in reading and understanding workplace documents in English
Supplies/Materials	English newspaper, scissors, tape or paste, pen, paper
Procedure:	<ol style="list-style-type: none">1. Cut an article out of an English newspaper.2. Write a brief summary of the article. Be sure to include the six important elements of a message: who, what, when, where, why and how.3. Submit your work to your trainer.
Assessment Method:	Performance Criteria Checklist

PERFORMANCE CRITERIA CHECKLIST 3.1-1

Criteria	YES	NO
Did I... 1. Read and understand the workplace document?		
2. Understand the six important elements of a message?		

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INFORMATION SHEET 3.1-2

Basic English Grammar

Learning Objectives:

After reading this INFORMATION SHEET, you will be able to apply the Basic English Grammar in workplace documents and conversations.

Basic English Grammar

Word types

Noun

The name of a person, place or thing is known as a noun. The words in **bold** are all examples of nouns:

Mahatma Gandhi was a great **leader**
Chandigarh is in the foothills of **Shivalik**.
The **sun** rises in the **East**.
His **courage** won him many **awards**.

Pronoun

A word that is used in place of a noun is known as a pronoun. Examples are (pronouns are in **bold**):

Gayatri is my daughter. **She** is five years old.
Harish and Pradeep are good friends. **They** are also business partners.

In the first example the word **she** is a pronoun which is used in place of noun **Gayatri**.
In the second example the word **they** is a pronoun used in place of **Harish** and **Pradeep**, the two nouns.

Pronouns can be singular or plural

- Singular if they refer to one person (I, you, he, she)
- Plural if they refer to more than one person. (They, we)

They can be in first, second or third person.

- First person if you are referring to yourself; (I, we)
- Second person if you are referring to the person you are communicating directly to; (You)
- Third person if you are referring to other people (He, she, they)

Examples are:

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- Singular First person I have a cold
- Singular Second person You have a cold
- Singular Third person He has a cold/she has a cold/it has a cold

- Plural First person We have money
- Plural Second person You have money
- Plural Third person They have money

Adjective

A word that describes something.

Examples are: angry, beautiful, dirty, fast, hot, blue, efficient, wrong, correct.

- The dog is **dirty**.
- The **blue** car is **fast**.
- The report is **correct**.

Verb

A word that expresses an action (action verb) or a state of being (linking verb).
Examples are: run, talk, eat, drive, go, set, explain, understand, is, are

- Hamida **thought** about tigers every day. (action verb)
- I **am** a teacher. (linking verb)

Adverbs

A combination between an adjective (describing word) and a verb (a doing word). An adverb is a word that describes an action, telling **how**, **when** or **where** an action took place. Examples are: daily, quickly, happily, late, violently.

- Arifur bakes daily.
- She drives carefully.

Prepositions

A word that shows the spatial (space), temporal (time), or logical relationship of its object to the rest of the sentence. Examples are: above, near, at, by, after.

- My house is near the bookstore.

Conjunctions

Words which join sentences or words together. Examples are: and, but, if, or

Two **and** two makes four (joining two words)

Our resources are little, **but** our moral is high (joining two sentences)

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Interjections

A word that shows emotion, which is not always grammatically related to the rest of the sentence. Examples are 'Yay!' (conveying happiness), 'aww' (conveying sadness), 'grrr' (conveying anger) and 'wow!' (conveying surprise).

Articles

These are the words 'a', 'an' and 'the' are usually used before a noun. Words starting with a vowel usually have 'an' before them and words starting with a consonant usually have 'a' before them. Words that refer to things you have discussed previously usually have 'the' before them. Examples are:



This is **an** apple.



This is **a** banana.



This is **the** house where I live.

Sentence structure

English sentences have a simple structure – basically they are arranged into **subject-verb/predicate-object**. We say who is doing it, what is being done and then what it is being done to.

An example is: I am (subject) going (verb) to a presentation on human resources management (object).

English has four main sentence types:

Declarative Sentences are used to form statements. Person A is telling Person B information. This type of sentence ends with a period (.) as punctuation mark.

Example: Arifur is here.

Interrogative Sentences are used to ask questions. Person A wants an answer from Person B. Thus type of sentence ends with a question mark (?).

Example: Where is Arifur?

Imperative Sentences are used for commands. Person A is telling Person B what to do. This type of sentence also ends with a period (.).

Example: Please serve lunch at 2pm.

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Exclamatory Sentences are used to convey a sudden feeling. Person A is exclaiming, ending with an exclamation mark (!).

Example: How hot was the workshop in Danajpur yesterday!

Tenses

In English, different words are used for different time periods. Grammatically, three main time periods exist; the present (what is happening now), the past (what has happened) and the future (what is still to happen).

Present Tense

Explain what someone usually does or what they are doing now.

Examples: I always study English on Tuesday.
I am studying English now.
I have studied English twice this week.
I have been studying English for 2 years.

Past Tense

Show a completed action, say when something was being done, when something was done by.

Examples: I studied English last Saturday.
I was studying Bangla at 5pm last Tuesday.
I had done my English homework by the time I ate dinner last Saturday.
I had been doing my English homework for 30 minutes by 1 pm last Saturday.

Future Tense

Decide to do something at the time of speaking, say something will be completed by a time, say how long something will have been happening in the future by a certain time. Uses will, will be, will have, will have been, shall, shall be, shall have, shall have been, going to, going to be.

Examples: I think I'll do my English homework tonight.
I am going to study English next Saturday.
I will be starting my English lesson at 7.30 pm.
I am going to be studying English when my friends arrive at 9.00 pm.
I will have already done my homework by the time I eat dinner on Tuesday.
I will have been studying English for 30 minutes when my friends arrive.

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SELF-CHECK 3.1-2

1. Give out the vowel letters in the English alphabet.
2. Give all the consonants in the English alphabet.
3. Box the correct article in each sentence:
 - a. I have not yet taken a/an/the lunch break today.
 - b. This is a/an/the only way to start the task.
4. Encircle the nouns and the pronouns in each sentence
 - a. Sheikh Hasina is the current Prime Minister of Bangladesh.
 - b. We met her yesterday, she seems like she will be a very good manager.
5. Insert an appropriate adjective into the following sentences:
 - a. I just attended a _____ training session about safety in the workplace.
 - b. This week, the weather has been very _____.
6. What are the three basic parts of an English sentence structure?
7. Write D if the sentence is a declarative statement, I if the sentence is an interrogative sentence, M if the sentence is an imperative sentence and E if the sentence is an exclamatory sentence.
 - a. Please turn off the machine now.
 - b. Nahid, what are the ingredients in making bread?
 - c. Ouch!
 - d. I am going to visit Arif at his office.

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ANSWER KEY 3.1-2

1. Give out the vowel letters in the English alphabet. – A, E, I, O, U
2. Give all the consonants in the English alphabet.
–B, C, D, F, G, H, J, K, L, M, N, P, Q, R, S, T, V, W, X, Y, Z
3. Box the correct article in each sentence:
 - a. I have not yet taken a/an/the lunch break today.
 - b. This is a/an/the only way to start the task.
4. Encircle the nouns and the pronouns in each sentence
 - a. Sheikh Hasina is the current Prime Minister of Bangladesh.
 - b. We met her yesterday, she seems like she will be a very good manager.
5. Insert an appropriate adjective into the following sentences:
 - a. I just attended a long/efficient/short training session about safety in the workplace.
 - b. This week, the weather has been very hot/cold/humid/windy.
6. What are the three basic parts of an English sentence structure?
 - a. Subject
 - b. Verb/Predicate
 - c. Object
7. Write D if the sentence is a declarative statement, I if the sentence is an interrogative sentence, M if the sentence is an imperative sentence and E if the sentence is an exclamatory sentence.
 - a. Please turn off the machine now. **D**
 - b. Nahid, what are the ingredients in making bread? **I**
 - c. Ouch! **E**
 - d. I am going to visit Arif at his office. **M**

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ACTIVITY SHEET 3.1-2

Activity Title	Understand and Use Appropriate Vocabulary and English Grammar
Purpose	To practice correct Basic English Grammar
Supplies/Materials	Pen, paper
Procedure:	<p>(If you can find a partner, you can work in pairs.)</p> <ol style="list-style-type: none">1. Read the passage below then answer the questions that follow.2. Look at the pictures below and then complete the sentences that follow.3. Submit your work to your trainer.
Assessment Method:	Performance Criteria Checklist

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One day Miss Asma Haque brings a big box in her classroom. She puts the box near the table. The box is tied with a rope. All the students become curious. They want to know what Miss Asma Haque has in the box. She could understand her students' curiosity. She smiles and says, "Do you want to see what I have in the box?" All the students shout excitedly, "Yes, we do." "Okay, could you help me open the box?" Mita, Munir, Asif, Banu and Reba come forward to help their teacher. "Thank you," says Miss Asma Haque.

"Mita, cut the rope with the scissors, please. Thanks. You can go to your seat."

"Asif, open the box. Thank you, Asif."

"Banu, come here. Now tell me what is in the box."

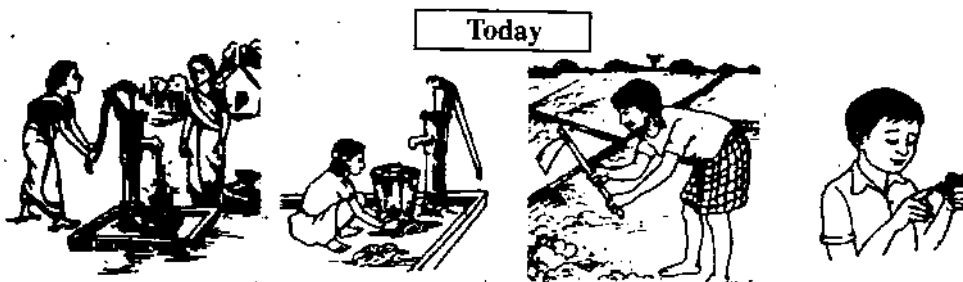
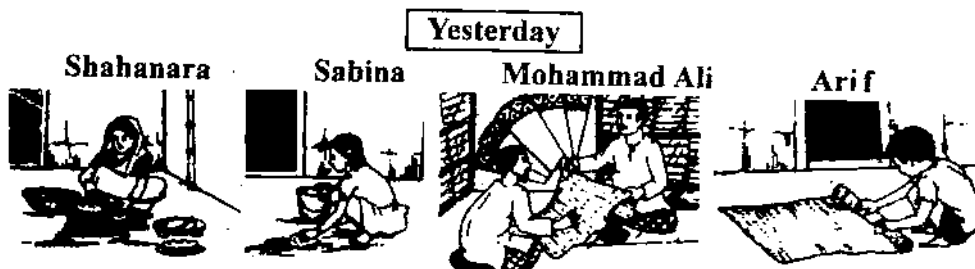
"There is a fork, a round spoon, a flat spoon, a tea spoon, a bowl, a cup, a lid, a frying pan and a plate."

"Thank you, Banu. Go back to your seat."

Answer the following questions in complete sentences:

- What does Miss Asma Haque bring in the class?
- What are the students curious about?
- Who come forward to help Miss Asma Haque?
- What does Miss Asma Haque ask Mita to do?
- Who opens the box?
- Miss Haque asks Banu to do what?

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pumps	rolls	sells	scrubs
works	makes	paints	washes

Look at the pictures above and complete the sentences using the verbs in the box:

Shahanara sometimes _____ chapatis, but she _____ the drinking water from the tube well every day.

Sabina _____ the floor every day, but she only _____ her clothes twice a week.

Mohammad Ali _____ saris on weekdays but _____ in the fields on weekends.

Arif _____ his mat up every day, but he only _____ his nails once a week.

PERFORMANCE CRITERIA CHECKLIST 3.1-2

Criteria	YES	NO
Did I... 1. Understand the Basic English Grammar rules?		
2. Write complete sentences with the three basic parts of an English sentence structure?		

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INFORMATION SHEET 3.1-3 Interpreting Visual Information

Learning Objectives:

After reading this INFORMATION SHEET, you will be able to interpret visual information in the workplace using the English language.

Interpret Visual Information

Workplace Signs

It is very important for any establishment to allot spaces for entry and exit points, in case people need to leave quickly in emergencies. Signs ensure that people do not get disoriented when visibility is reduced, such as in a fire or power outage. Common signs found in workplaces include exit, entrance, no smoking, hazard, caution and notice signs.

Personal safety is a very important aspect of a workplace. It is your responsibility to obey safety rules and exercise common sense in keeping yourself safe, as well as ensuring that your fellow employees are safe. The picture to the right shows some examples of common safety signs.


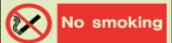












Know your safety signs			
Geometric shape	Meaning	Safety colour	Example of signs
	Prohibition	Red	
	Warning	Yellow	 
	Mandatory action	Blue	 
	Escape route Safe condition Escape equipment	Green	 
	Fire fighting equipment	Red	 

Figure 2. Safety Signs in a Workplace

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Maps

Maps are used to give direction in a workplace. They are also referred to as floor plans, because they show how the layout of the floor is planned. Maps show where details such as exits, electrical outlets and telephone connections are, which assists trades people.

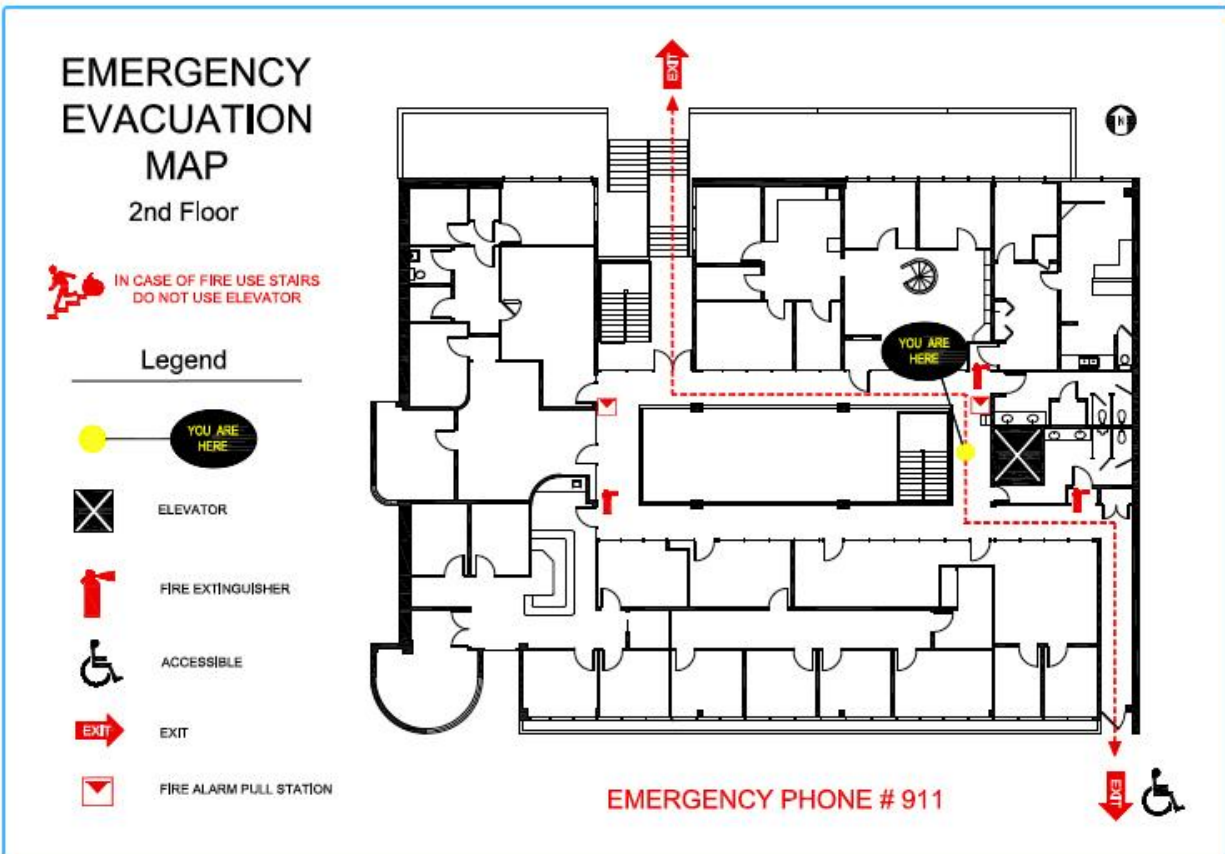


Figure 3. Emergency Evacuation Map

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Diagrams

Diagrams are used to represent processes visually. One of the most common forms of diagrams used to workplaces are flowcharts, which are easy-to-understand diagrams showing how steps in a process fit together. Flowcharts are useful tools for communicating how processes work, and for clearly documenting how a particular job is done. Mapping out a process out in flow chart format helps you clarify your understanding of the process, and helps you identify where the process can be improved.

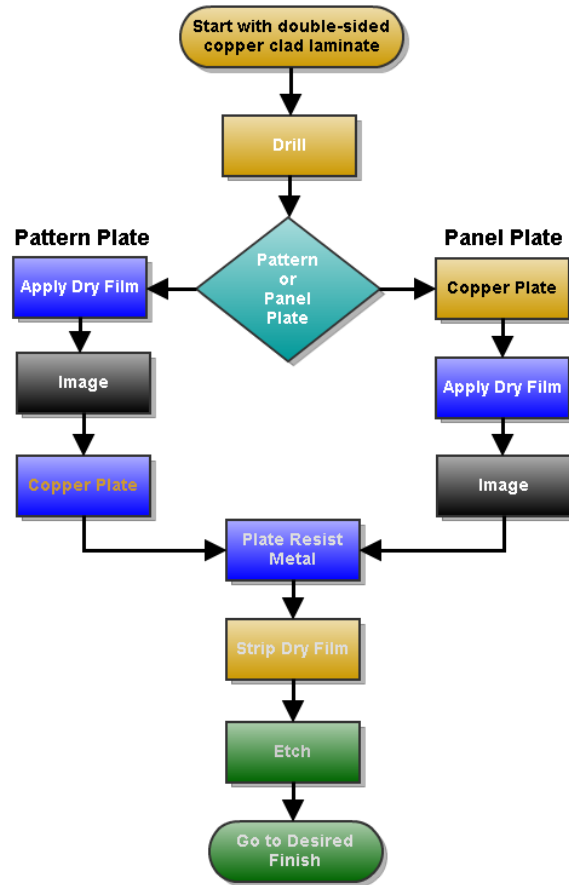


Figure 4. Flowchart Diagram Pattern and Panel Plate

Forms

Most businesses rely on complete and accurate workplace documents for communication, information management and record keeping. Your role may require you to write simple reports and keep records. You might prepare documents to be signed by delegated persons, such as safety reports, or you might be authorised to sign certain documents yourself, such as your time sheet. Some information is protected by privacy and confidentiality policies that determine who can see it.

Organisations are often specific about reporting and record keeping for legal purposes. Workplace guidelines, templates and forms are often provided to save time by ensuring that these tasks are completed correctly. You will need to ask for these templates and use them.

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Figure 6. Honey Wheat Bread Label

Graphs and Charts

Graphs and charts communicate information visually, which means that they can be understood by a large number of people quickly, and can help to cut through language barriers. They are an excellent way to compare statistics, such as to compare last month's productivity to this month, or look at profit over a five-year period.

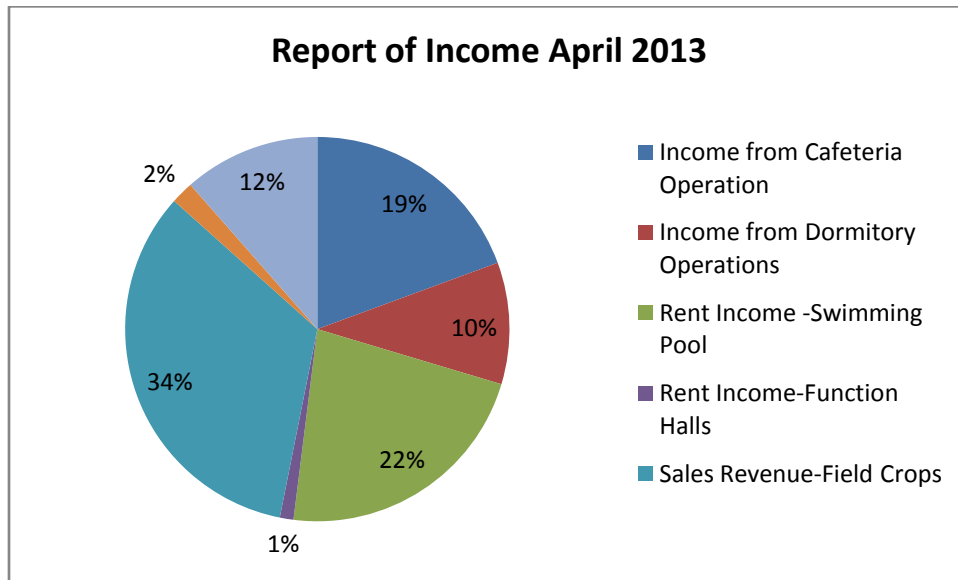


Figure 7. Pie Graph, Report of Income

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SELF-CHECK 3.1-3

1. Please identify what these signs mean:



2. Look at the map below and answer the following question:

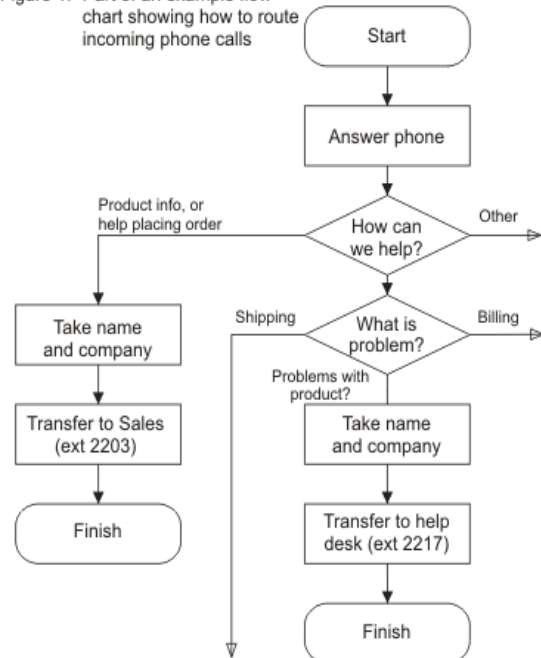


A client is on the phone and she is asking for directions to your office. She is on Road 13A and your office is on Road 13. What do you say to her?

3. Read the flowchart on the right then answer the following questions:

- a. When would you transfer the call to the Help Desk and what is their contact number?
- b. If a person calls and says that they want information on a product they have just bought, what are the steps you would take?

Figure 1: Part of an example flow chart showing how to route incoming phone calls



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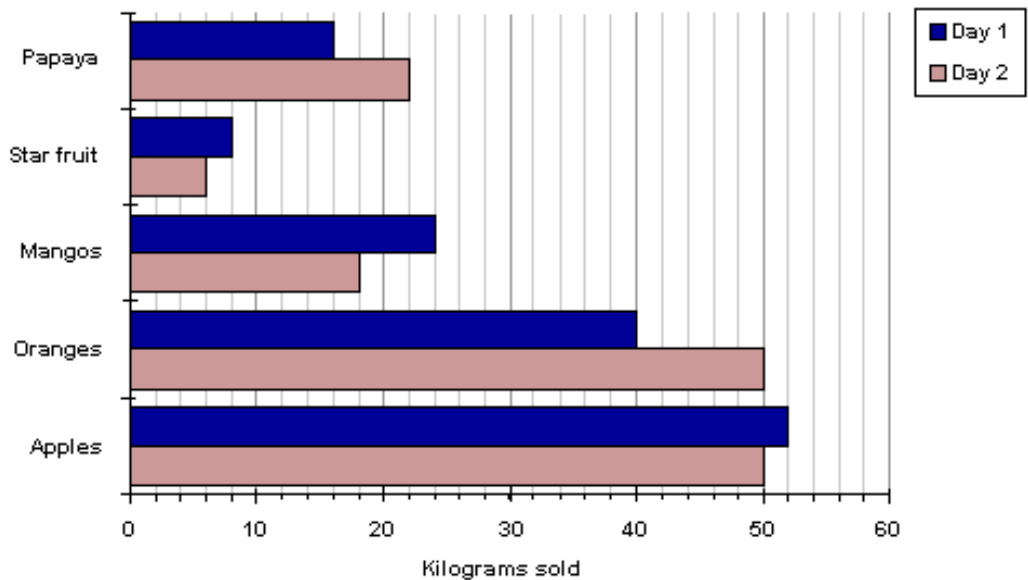
4. Read the label on the right then answer the following questions:

- a. What should you make sure that you are wearing before you use methanol?
- b. When you have finished using methanol, what should you remember to do?
- c. If you make a mistake using methanol, where can you find out more information about what to do?



5. Read the bar graph below then answer the following questions:

- a. How many kilograms of mangoes were sold on Day 2?
- b. Overall, was more fruit sold in Day 1 or in Days 2?



ANSWER KEY 3.1-3

1. Please identify what these signs mean:



High voltage electricity hazard



Emergency Exit here

2. Look at the map below and answer the following question:



A client is on the phone and she is asking for directions to your office. She is on Road 13A and your office is on Road 13. What do you say to her?

Continue along Road 13A in the direction of the Main Power Ground. When you reach the t-junction, turn right. At the next t-junction, turn left and continue along Road 11 until you reach Road 13 (second road on the left). Our office is at the intersection of Road 13 and Road 13E.

3. Read the flowchart on the right then answer the following questions:

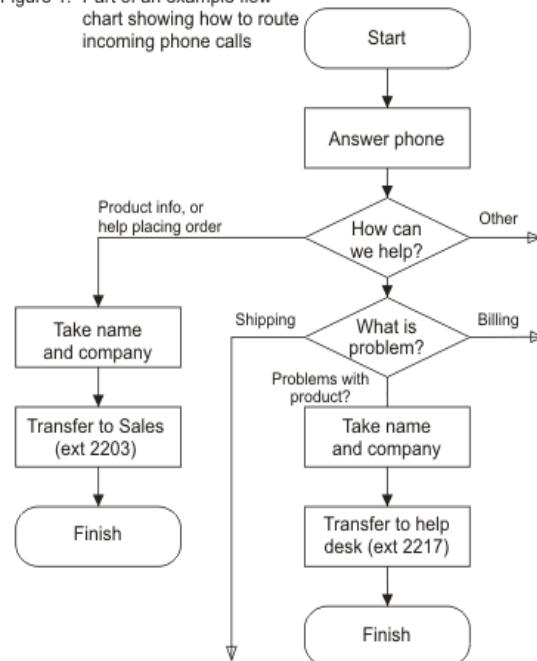
a. When would you transfer the call to the Help Desk and what is their contact number?

When someone has a problem with their product and you have taken their name and company.

b. If a person calls and says that they want information on a product they have just bought, what are the steps you would take?

Take their name and company and

Figure 1: Part of an example flow chart showing how to route incoming phone calls



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transfer to them to Sales.

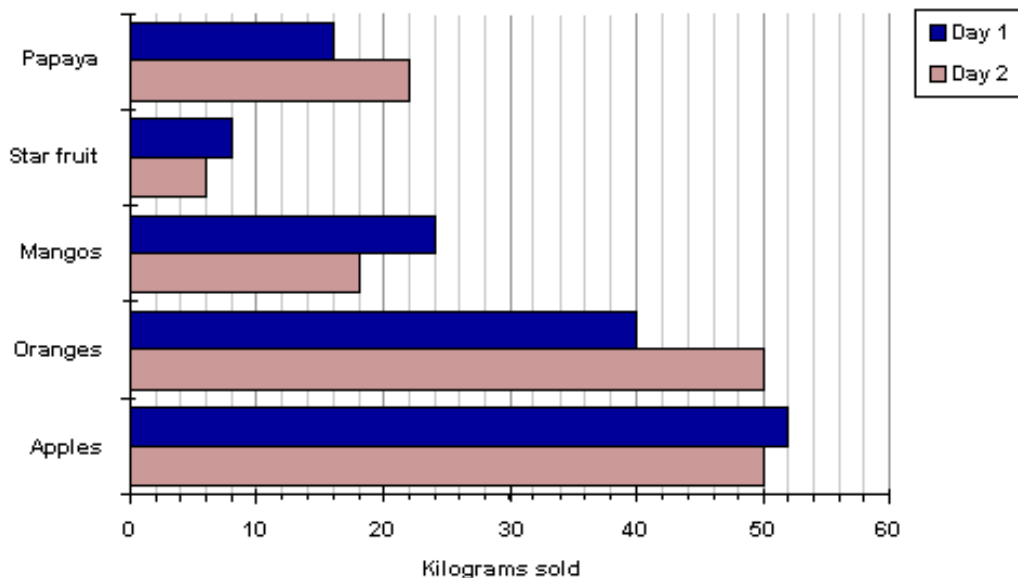
4. Read the label on the right then answer the following questions:

- a. What should you make sure that you are wearing before you use methanol?
Chemical goggles and resistant gloves.
- b. When you have finished using methanol, what should you remember to do?
Wash thoroughly after handling and keep the container tightly closed.
- c. If you make a mistake using methanol, where can you find out more information about what to do?
The Material Safety Data Sheet.



5. Read the bar graph below then answer the following questions:

- a. How many kilograms of mangoes were sold on Day 2? *18 kilograms*
- b. Overall, was more fruit sold in Day 1 or in Days 2? *Day 2*



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ACTIVITY SHEET 3.1-3

Activity Title	Interpret Visual Information
Purpose	To practice interpreting visual information found in the workplace
Supplies/Materials	Glue or paste, pen, paper
Procedure:	<ol style="list-style-type: none">1. Walk around the training center premises, look for signs and then fill in Table 1 on the next page.2. Collect two (2) labels in English of any item related to your qualification and paste them on a blank sheet of paper. Write down notes on the information given from the label.3. Submit your work to your trainer.
Assessment Method:	Performance Criteria Checklist

Table 1

Safety Sign	Where it is located

PERFORMANCE CRITERIA CHECKLIST 3.1-3

Criteria Did I...	YES	NO
1. Interpret workplace signs correctly?		
2. Read information in labels of items accurately?		

LEARNING OUTCOME 2

WRITE SIMPLE ROUTINE WORKPLACE DOCUMENTS IN ENGLISH

CONTENTS:

1. Prepare simple routine workplace documents using keywords, phrases, simple sentences and visual aids where appropriate.
2. Write key information in the appropriate places in standard forms.

ASSESSMENT CRITERIA

1. Simple routine workplace documents are prepared using key words, phrases, simple sentences and visual aids where appropriate.
2. Key information is written in the appropriate places in standard forms.

CONDITIONS:

Trainees must be provided with the following:

- Personal Protective equipment

Learning Materials

- Books, manuals
- Modules/references

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LEARNING ACTIVITIES

LEARNING OUTCOME:

Write Simple Routine Workplace Documents in English

LEARNING ACTIVITIES	RESOURCE/SPECIAL INSTRUCTIONS
Differentiating and Preparing Simple Routine Workplace Documents	<ul style="list-style-type: none">• Read Information Sheet 3.2-1• Answer Self Check 3.2-1• Compare your answer to the Answer Key 3.2-1• Perform Activity Sheet 3.2-1• Check using Performance Criteria Checklist 3.2-1

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INFORMATION SHEET 3.2-1

Preparing Workplace Documents

Learning Objectives:

After reading this INFORMATION SHEET, you will be able to differentiate and prepare simple routine workplace documents in English.

Simple Routine Workplace Documents

Official/business letters

With advancements in information technology, letter writing is no longer the most common way to communicate messages. For informal communication, people are much more likely to turn to mobile telephones, internet-based chat forums and electronic mail. When there is a need for formal communication however, letters are still an effective way to transmit a message.

Some common examples of the modern uses of letter writing include:

- lodging complaints,
- sending or receiving an application or
- transmitting a proposal,
- a letter to government officials or newspapers accompanying a document,
- termination letter or
- recommendation letter

Components of an official/business letter:

- 1 Printed letter of the company
- 2 Typed letterheads with full address and contact numbers, etc
- 3 Reference: (a) your reference (b) Our reference
- 4 Date
- 5 Title
- 6 Address
- 7 Salutation
- 8 Heading
- 9 Body of the Letter
- 10 Complimentary close
- 11 Signature
- 12 Enclosure
- 13 Copies

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Examples of the components of an official/business letter:

1 Grand Metal

2 42, Shantanue Road
Mohammadpur, Dhaka 1207
Phone: 91 98653
Facsimile: 91 98654
E-mail: grandmetal@yahoo.com.bd
Website: www.grandmetal.com.bd

3 Your ref: DT/SR/102

Our ref: McIFSI203

4 Date: 4 June 2006

5 Mr. C. H. Khan

6 General Manager Unique Industries
34, Motijheel C/A
Dhaka

7 Dear Mr Khan

8 Non-payment of invoice 125/16

9 It appears from our records that the above invoice remains unpaid despite several reminders. If the account is not cleared within 20 days from this date, we will be compelled to take legal action.

10 Yours sincerely

11 *Abdur Razzque*
Abdur Razzque
Sales Manager

12 Enc. copy of the invoice

13 C.C. Messrs Sheikh Hossain Ltd. Solicitor.

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Example of the format of an official/business letter:

Printed letter of the company (1)

Typed letterhead (2)

Your ref 00/000 (3)

Our ref 00/000

Date (4)

Mr./Mrs./Ms./Dr. Full name of recipient (5)

Title/Position of Recipient/Company Name (6)

Address Line 1

Address Line 2

Dear Ms/Mrs/Mr Last Name (7)

Heading (8)

Body Paragraph 1

Body Paragraph 2

Body Paragraph 3 (9)

Complimentary close (10)

Signature (11)

Your Name

Your Title

Enclosures (12)

Copies (13)

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Report

A report is a factual description or account of an event or investigation of an issue or a problem. It may also be an objective analysis or evaluation. Depending on its purpose, a report can be a single paragraph safety incident report or a single page media release, or it can be hundreds of pages such as in police investigations or ministerial reports.

Sample Format of a Safety Incident Report:

- What happened
- Where it happened
- When it happened
- How it all occurred
- People, vehicles involved in the accident
- Loss of life and property if any substantial
- Details of rescue and relief operations presently going on
- Details of casualties- dead, injured, hospitalized with clear figures
- Follow-up action to be taken

Format of a Progress Report

- Background of the project itself
- Discussion of achievements since last reporting
- Discussion of problems that have risen
- Discussion of work that lies ahead
- Assessment of whether you will meet the objectives in the proposed schedule and budget

Email

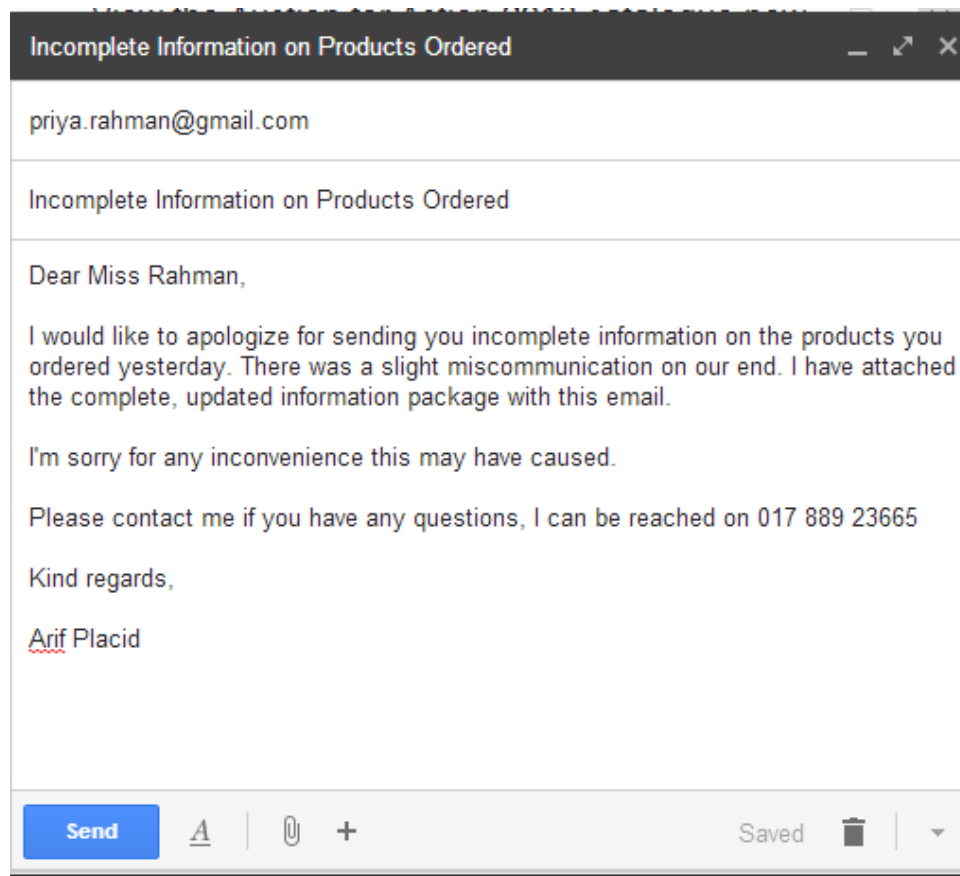
Email is a very important method of communication and one which is getting more popular as the uptake of information technology by business globally increases. There are a few rules to follow however, as emails are very different from hard-copy communication:

- Be concise and to the point – emails are not letters and need to be treated differently.
- If you are replying, answer all questions in the email you are replying to.
- Use proper spelling, grammar and punctuation.
- Be careful when using complicated formatting, rich text and HTML because electronic mail appears differently in different browsers and this can confuse your message.

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- Answer quickly, or if you cannot answer quickly, at least send an email to let the person know that you have received their query and detail what follow-up action you are taking.
- Do not overuse the High Priority option – it is specifically for urgent communication.
- Do not write in CAPITALS – it makes your message hard to read.
- Always include the message thread as it gives your reader context to your message, particularly if you are replying to a specific email.
- Check in email threads for unnecessary attachments.
- Do not attach large documents, as they can slow down the transmission of emails.
- If it is a business email, add a disclaimer for legal purposes and in case of virus transmission or wrong information.
- Read emails to ensure they make sense, as you would with a letter, before you send them.
- Only use the ‘Reply to all’ and CC option if necessary.
- When mailing to a large group, put their addresses in the BCC field to avoid any breaches in privacy.
- Do not overuse abbreviations or emoticons.
- Always include a subject title to ensure emails remain easily searchable later.

Figure 8. Sample of an Email



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Memorandum

Another common workplace communication method is a memorandum (referred to as memo for short). These are usually written to communicate a change in procedures or policies, or an upcoming workshop, event or training session. You will notice that the six key elements of a message are clearly stated in a memo.

Below is an example memo of a manager bidding farewell to one of his employees:

<h1>MEMO</h1>
TO: Abul Hossin DATE: July 5, 2010 FROM: Bshar Chowdhury SUBJECT: Saying Goodbye
<p>I learnt from your resignation letter that you'll be leaving the company at the end of the month and moving to Chittagong.</p> <p>During the past four years, it has been a pleasure to work with you. I have never seen you turning down any job, no matter how big or how small. No deadline was ever too tight, and you produced some excellent work for our company.</p> <p>I wish you the best of luck in your new position.</p>

Figure 9. Sample of a Memorandum

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SELF-CHECK 3.2-1

1. Write an official/business letter

Using the example provided in the Information Sheet, **write an official/business letter** to Mr Abdul Mia, the Manager of New Vimko Plastics (Address: 17, Calcutta (2nd Floor), Kolkata, India) requesting to return faulty equipment. The faulty equipment purchased was as per the following list:

Professional Welding Machine (BX1-250-2)
Battery Charger (CB-30/CB-50)
MMA DC Welding (MMA-85)
Inverter Welding Machine (ZX7-160)
Welder (BX-11)

Some of the parts were missing and the installation instructions are illegible. The faulty equipment will be posted to Kolkata with the letter, and New Vimko Plastics are requested to send replacement equipment as soon as possible. The receipt for the equipment is attached to the letter.

2. Write an email

Using the example provided in the Information Sheet, write a safety incident report using these notes:

Please invite Mr Abul Kashem to meet with me at 10am on the 29th of December in my office in Gazipur to discuss developing a partnership before the next mango season begins.

3. Write a memo

Write a memo to all Unilever staff from the Chief Executive Officer announcing that all staff are now entitled to three-day weekends to ensure work-life balance. All staff will still be paid six days salary per week however.

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ANSWER KEY 3.2-1

1. Write an official/business letter

October 16, 20XX

Mr. Abdul Mia
Manager, New Vimko Plastics
17, Calcutta 2nd Floor
Kolkata, India

Dear Mr. Mia,

Good day.

We have purchased a number of equipment from your company. While most of them are in good working condition, the following were found to be faulty equipment:

Professional Welding Machine (BX1-250-2)
Battery Charger (CB-30/CB-50)
MMA DC Welding (MMA-85)
Inverter Welding Machine (ZX7-160)
Welder (BX-11)

Some of the parts were missing and the installation instructions are illegible. Thus, we are requesting to return the faulty equipment and send us replacement as soon as possible. The equipment will be posted to Kolkata with this letter. Also, attached to this letter is the receipt of equipment.

We are hoping for your positive and immediate response regarding the matter. Thank you very much.

Sincerely,

Zahir Arafat

Zahir Arafat
Manager

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2. Write an email

To: abul.kashem@yahoo.com
Subject: Invitation to Meet

Mr. Abul Kashem,

We would like to invite you to a meeting with Ms. Kanta Imram on the 29th of December 20XX at 10AM in her office in Gazipur. There will be discussions regarding development of a partnership before the next mango season begins.

We would like to know your response as soon as possible. Thank you very much.

Sincerely,

3. Write a memo

MEMORANDUM

To: All Unilever Staff
From: The Chief Executive Officer
Subject: Three-Day Weekends

Date: March 6, 20XX

We are happy to announce that all staff are now entitled to three-day weekends to ensure work-life balance. However, all staff will still be paid six-day salary per week.

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ACTIVITY SHEET 3.2-1

Activity Title	Writing Simple Workplace Documents
Purpose	To practice writing simple workplace documents
Supplies/Materials	Pen, paper
Procedure:	<ol style="list-style-type: none">1. Write a short paragraph about yourself. Include the following points:<ul style="list-style-type: none">• Your name• Where you live• The name of a workplace you would like to work• The type of work you would like to be doing• Which hours you would like to work• Which transport you would like to take• A description of the sort of workplace you would like to work in2. Submit your work to your trainer.
Assessment Method:	Performance Criteria Checklist

PERFORMANCE CRITERIA CHECKLIST 3.2-1

Criteria	YES	NO
Did I... 1. Prepare simple workplace documents using simple sentences?		
2. Write key information in the appropriate places in standard forms?		

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LEARNING OUTCOME 3

LISTEN TO CONVERSATION IN ENGLISH

CONTENTS:

1. Demonstrate active listening in English language to the required workplace standard.

ASSESSMENT CRITERIA

1. Active listening in English language is demonstrated to the required workplace standard.

CONDITIONS:

Trainees must be provided with the following:

- Personal Protective equipment

Learning Materials

- Books, manuals
- Modules/references

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LEARNING ACTIVITIES

LEARNING OUTCOME:

Listen to Conversation in English

LEARNING ACTIVITIES	RESOURCE/SPECIAL INSTRUCTIONS
Developing Active Listening in the Workplace	<ul style="list-style-type: none">• Read Information Sheet 3.3-1• Answer Self Check 3.3-1• Compare your answer to the Answer Key 3.3-1• Perform Activity Sheet 3.3-1• Check using Performance Criteria Checklist 3.3-1

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INFORMATION SHEET 3.3-1

Developing Active Listening

Learning Objectives:

After reading this INFORMATION SHEET, you will be able to develop active listening skills in the workplace.

The importance of listening

Listening is one of the most important skills you can have in the workplace, as well as in life in general. How well you listen has a major impact on your job effectiveness, and on the quality of your relationships with others.

We listen: to obtain information
 to understand
 for enjoyment
 to learn

Given all this listening that we do every day, you would think that we would be good at it by now, however most people are not good at listening. Depending on the research being quoted, we remember between 25-50% of what we hear. That means that when you talk to your boss, colleagues, customers or spouse for 10 minutes, they pay attention to less than half of the conversation. For every 10 words you speak, people listen to between 2 to 5 of them. You hope the important parts are captured in your 25-50%, but what if they're not?

Clearly, listening is a skill that we can all benefit from improving. By becoming a better listener, you will improve your productivity, as well as your ability to influence, persuade and negotiate. What's more, you will avoid conflict and misunderstandings. All of these are necessary for success in the workplace.

To enhance your listening skills, you need to let the other person know that you are listening to what he or she is saying. To understand the importance of this, ask yourself if you have ever been engaged in a conversation when you wondered if the other person was listening to what you were saying. You wonder if your message is getting across, or if it is even worthwhile continuing to speak. It feels like talking to a brick wall and it is something you want to avoid.

Acknowledgement can be something as simple as a nod of the head or a simple "uh huh." You aren't necessarily agreeing with the person, you are simply indicating that

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you are listening. Using body language and other signs to acknowledge you are listening also reminds you to pay attention and not let your mind wander.

You should try to respond to the speaker in a way that will both encourage him or her to continue speaking, so that you can get all the information if you need. While nodding and "uh huhing" says you are interested, an occasional question or comment to recap what has been said communicates that you understand the message as well.

One must remember that hearing and listening are two different things. Sometimes we assume that just because someone has said something and because someone else is 'hearing' what is being said, the one who was listening has understood the 'message' sent by the sender. This is definitely not always the case.

Hearing is something we do automatically (unless you cannot hear). We hear traffic, machine noise, music, the voices in a crowded cafeteria, but we do not always LISTEN to them.

"Listening" requires effort and concentration and, therefore, it can be quite difficult to keep up that effort, so we allow ourselves to become distracted and we stop listening. To improve your listening skills, you should become an active listener.

Becoming an Active Listener

There are five key elements of active listening. They all help you ensure that you hear the other person, and that the other person knows you are hearing what they say.

1. Pay attention

- Give the speaker your undivided attention, and acknowledge the message. Recognize that non-verbal communication also "speaks" loudly.
- Look at the speaker directly.
- Put aside distracting thoughts. Don't mentally prepare a rebuttal!
- Avoid being distracted by environmental factors.
- 'Listen' to the speaker's body language.
- Refrain from side conversations when listening in a group setting.

2. Show that you are listening

- Use your own body language and gestures to convey your attention.
- Maintain eye contact (not staring). This shows that you are interested in what is being said.
- Nod occasionally.
- If you lean slightly toward the person, it shows that you are listening. However, if you lean back, fold your arms or clench your jaw, this shows lack of interest or disagreement.
- Smile and use other facial expressions.

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- Note your posture and make sure it is open and inviting.
- Encourage the speaker to continue with small verbal comments like yes, and uh huh.

3. Provide feedback

- Our personal filters, assumptions, judgments, and beliefs can distort what we hear. As a listener, your role is to understand what is being said. This may require you to reflect what is being said and ask questions.
- Reflect what has been said by paraphrasing. "What I'm hearing is." and "Sounds like you are saying." are great ways to reflect back.
- Ask questions to clarify certain points. "What do you mean when you say?" "Is this what you mean?"
- Summarize the speaker's comments periodically.
- If you find yourself responding emotionally to what someone said, say so, and ask for more information: "I may not understand you correctly, and I find myself taking what you said personally. What I thought you just said is XXX; is that what you meant?"

4. Defer judgment

- Interrupting is a waste of time. It frustrates the speaker and limits full understanding of the message.
- Allow the speaker to finish.
- Don't interrupt with counter arguments.

5. Respond appropriately

- Active listening is a model for respect and understanding. You are gaining information and perspective. You add nothing by attacking the speaker or otherwise putting him or her down.
- Be candid, open, and honest in your response.
- Assert your opinions respectfully.
- Treat the other person as he or she would want to be treated.

It takes a lot of concentration and determination to be an active listener. Old habits are hard to break, and if your listening habits are as bad as many people's are, then there will be a lot of habit-breaking to do! Be deliberate with your listening and remind yourself frequently that your goal is to truly hear what the other person is saying. Set aside all other thoughts and behaviors and concentrate on the message. Ask questions, reflect, and paraphrase to ensure you understand the message. If you don't, then you'll find that what someone says to you and what you hear can be amazingly different.

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Start using active listening today to become a better communicator, improve your workplace productivity, and develop better relationships.

The Listening Process

Listening is a demanding process involving: 1) the listener 2) the speaker 3) the content of the message and 4) any accompanying visual support.

Imagine a workplace message being transmitted between listener and speaker using tools (a hammer, towels, a fax machine, etc) or a video, as opposed to a message left on a telephone without visual support by an unidentified speaker. The message may be the same in both situation, but it is perceived in different ways. Let's examine each component of the process.

The listener

If the listener is familiar with or is interested in the topic, comprehension will increase. If not, a listener may struggle and then tune out the message.

The speaker

When we speak, we usually do not speak in full sentences. Colloquial language and reduced forms also make comprehension more difficult. A speaker's rate of delivery may be too fast, too slow, or may have many hesitations for a listener to follow. All of these may affect concentration.

The content

Content that is familiar is easier to comprehend than content that is unfamiliar. In the workplace, this becomes a bigger advantage when employees are listening, and talking about work.

How can you improve your listening skills?

Effective listening skills can be acquired through:

Radio: Listening to English language radio stations enhances your listening capacity and understanding of the language. You can listen to any program, from news features to cultural specials, even advertising teaches you about spoken English.

Music: English language songs are the most popular songs globally. You can listen to these anytime and anywhere, even on foreign-language radio and television stations. Visit a local store and purchase some music on CD or legally download some from the internet. A good exercise is to listen to a song and then try to write out the lyrics.

Listening to webcasts: A webcast is a media file distributed over the Internet using streaming media technology to distribute a single content source to many simultaneous

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locations locally or internationally. These can be in the format of stations like the BBC or Voice of America, or they can be posted on blog sites or corporate websites.

Watching television: Television is the most common resource for hearing and listening to English. The pictures help you understand what is being said. You can watch television on the internet if you do not have access to English language channels.

Movies/cinema: Watching movies and going to the cinema is another common medium to improve your listening skills. Non-English speaking countries have cinemas that show films in English, usually with sub-titles. Make it a habit to go to these films. Even if you may not know how to read English, you will still be hearing the flow of conversations in English. Movies are excellent for this too, and you can pause and rewind them to listen a second time to parts of a conversation that you did not understand.

Making English speaking friends: A great way to learn and practice English is through actual conversation with English-speaking friends. You can also do this through online forums and chat rooms, or social networking mediums. Your friends, by correcting you, become your teachers as well.

Reading: When you are just beginning, start with reading children's storybooks. As your vocabulary improves, move onto magazines, newspapers and novels. Reading itself is listening as when we read aloud or in our minds we are actually hearing ourselves read the words.

Use interactive skills to communicate effectively with others

“Interactive skills” in communication is not an easy term to define. In its simplest possible form, it means how people get along with each other in the workplace in a way that allows them to get the job done. It means:

- Receiving and passing on information in a clear and timely manner
- Working together in teams to solve the day-to-day problems that they face in their work environment
- Being sensitive to other people’s emotions, problems and personality
- Being aware of what is considered appropriate to say and do in the workplace and what is not
- The capacity to get along with fellow workers regardless of their age, gender or ethnic background

‘Cultural differences’ are a very important consideration when we talk about interactive skills. We all appreciate the importance of speaking clearly, but this becomes even more important when we are speaking to someone from a different cultural background.

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SELF-CHECK 3.3-1

1. Why do we need to listen? Enumerate four (4) reasons.
2. What are five (5) key elements of becoming an active listener?
3. Enumerate five (5) ways to improve your listening skills.
4. Read and discuss the following case study:

As you arrive for work, your supervisor tells you that he has to attend a meeting with the manager in 5 minutes and asks you to inform the rest of the staff on this shift of some changes in the normal roster for next week. He points out the new roster and the changes made on the notice board. What should you do before the supervisor leaves for his meeting? Choose the option below that best describes what you would do:

- a. Say, "Okay, I'll deal with it", then walk away to start work.
- b. Repeat the message in your own words, before walking away to start work.
- c. Look at the new roster on the board to check you understand it and repeat the message in your own words, before the shift supervisor goes to his meeting.

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ANSWER KEY SELF-CHECK 3.3-1

1. Why do we listen? Enumerate four (4) reasons.
 - a. To obtain information
 - b. To understand
 - c. For enjoyment
 - d. To learn
2. What are five (5) key elements of becoming an active listener?
 - a. Pay attention
 - b. Show that you are listening
 - c. Provide feedback
 - d. Defer judgment
 - e. Respond appropriately
3. Enumerate five (5) ways to improve your listening skills.
 - a. Listening to radio
 - b. Watching television
 - c. Watching movies
 - d. Reading
 - e. Making English speaking friends
4. Read and discuss the following case study:

As you arrive for work, your supervisor tells you that he has to attend a meeting with the manager in 5 minutes and asks you to inform the rest of the staff on this shift of some changes in the normal roster for next week. He points out the new roster and the changes made on the notice board. What should you do before the supervisor leaves for his meeting? Choose the option below that best describes what you would do:

- a. Say, "Okay, I'll deal with it", then walk away to start work.
- b. Repeat the message in your own words, before walking away to start work.
- c. Look at the new roster on the board to check you understand it and repeat the message in your own words, before the shift supervisor goes to his meeting.

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ACTIVITY SHEET 3.3-1

Activity Title	Listening to Others (Group Activity)
Purpose	To practice active listening
Supplies/Materials	Pen, paper
Procedure:	<ol style="list-style-type: none">1. Each member of the group is given a small piece of paper and a pen and is asked to write down their name and then three things that they like.2. Each member is then asked, one at a time, to go up front of the room and say their name and the three things that they like3. When everyone is finished, they are given pieces of paper, and asked to write down everyone's names and asked to write down everyone's names and the three things that they liked.4. After doing the activity, complete the table below.5. Submit your work to your trainer.
Assessment Method:	Performance Criteria Checklist

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List some traits of a good/active listener:	List some traits of a bad/inactive listener:	List some reasons why active listening is important in a workplace:

PERFORMANCE CRITERIA CHECKLIST 3.3-1

Criteria	YES	NO
Did I... 1. Demonstrate active listening in English language to the required workplace standard?		

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LEARNING OUTCOME 4 PERFORM CONVERSATION IN ENGLISH

CONTENTS:

1. Perform conversation in English with peers, customers and management to the required workplace standard.

ASSESSMENT CRITERIA

1. Conversation is performed in English with peers, customers and management to the required workplace standard.

CONDITIONS:

Trainees must be provided with the following:

- Personal Protective equipment

Learning Materials

- Books, manuals
- Modules/references

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LEARNING ACTIVITIES

LEARNING OUTCOME:

Perform Conversation in English

LEARNING ACTIVITIES	RESOURCE/SPECIAL INSTRUCTIONS
Performing conversations in English with peers, customers and management	<ul style="list-style-type: none">• Read Information Sheet 3.4-1• Answer Self Check 3.4-1• Perform Activity Sheet 3.4-1• Check using Performance Criteria Checklist 3.4-1

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INFORMATION SHEET 3.4-1

Performing Conversations in English

Learning Objectives:

After reading this INFORMATION SHEET, you will be able to perform conversations in English.

Conducting Conversation in English

Give yourself time

Giving yourself time to think plays an important part in speaking any language. We sometimes need time to decide what to say, or how to say it exactly, and it is important in English that these 'thinking gaps' should not consist of silence. If we are trying to decide what reply to give to something that has just been said, complete silence can be disturbing and possibly offensive to the other person, and so we either fill the time with a suitable word or phrase, or ask for the question to be repeated. Silence can also invite another person to interrupt with what they wish to say, because they think you have finished speaking.

Examples of common words and phrases used:

General-purpose pause-fillers.	Erm... Er ... Um...
While thinking of an explanation	Ah, now ... Well...
When looking for information	Let me see ... Let me have a look ...
While working out an answer	Let me think ...
When admitting something	Well, actually... Well, really . . .

Encounters, greetings and goodbyes, introductions

The language of social encounters - saying hello, saying goodbye, introducing one person to another, or being introduced yourself - forms a 'significant part of the English language. There are conventions that have to be observed to avoid seeming impolite and, just as important, to give a good initial impression of yourself to others.

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Your tone of voice is very important here, as there is no point in using the correct words, but in an aggressive or unsympathetic way.

Remember that the phrase *how are you?* is a genuine question, and politeness demands that you not only answer the question (e.g. *fine, thanks*) but also ask the other person how he or she is (e.g. and how are you?). Also, always look out for when other people might be trying to close a conversation by using a goodbye phrase, and be sure not to extend the conversation if someone is trying to finish it.

Here are some examples from conversations that demonstrate speakers greeting each other, introducing themselves and introducing others:

Greetings and exchanges Hello, how are you?
Fine, thanks. How are you?

Goodbyes Is that the time? I'm terribly sorry, but I really must be going.
Well, I'd better be going.
I'm sorry, but I've really got to go.
Goodbye. Thank you so much for.....
Not at all, it's been a pleasure.
Goodbye! See you again soon.

Introductions Nazia, this is Harunur. Harunur, this is Nazia.
Rasel, do you know Nazia or Harunur?
No, I don't, actually. How are you both?

Simon, I want you to meet Naseem.
Naseem? Hello, my name is Simon Ross.
Oh, hello, pleased to meet you Simon.

Getting information

When you are trying to get information, it is very important that you do it in the right way. First of all, make sure that the other person knows that you would like to ask him or her something. Secondly, you must not be too abrupt, or you will give offence. Furthermore, since we use questions as a way of starting a conversation, it is important to know how to get the required information without becoming involved in a lengthy conversation.

To get someone's attention Excuse me . . .
I'm sorry to trouble you...
Could you help me? I'm trying to (find)...
Could you help me? I need to (find)...

To get information Could/can you tell me . . . ?

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Giving information

If someone asks you for information, then you can answer the question quite straightforwardly, but if you want to tell someone something unasked for, then you must introduce the information in an appropriate way or you may give offence. Furthermore, when giving instructions or information, you should do it in a logical sequence, usually based on the order of actions for instructions and the order of importance or prominence for other types of information.

Standard ways of attracting attention Excuse me, .
I say, ...
I was wondering...

Examples of sequencing At...
When you reach...
When you get to . . .
First you ...
... then you. ..
... and finally you ...
When you have (done something) . . .
After you have (done something) . . .

Agreeing

Although 'yes' or 'mmm' are often enough to indicate agreement, many other phrases are also used for this purpose. Yes and mmm are often used to indicate that you want the other person to continue his or her line of thought. It is difficult to give offence when agreeing with someone (though over-enthusiastic agreement may be interpreted as sarcastic), but it is important to differentiate between levels of agreement.

On the other hand, disagreement is one of the most sensitive areas of communication. While many people, particularly Australians and Americans, accept a degree of abruptness, other speakers of English can be quick to take offence to direct disagreement and see it as a person threat even when no offence may be intended. It is good practice to minimize the areas of disagreement by means such as introductory phrases and intonation patterns so that you, and other people, can retract opinions without losing face

These phrases imply a degree of reserve Yes, I suppose so.
No, I suppose not (negative opinion)
Yes, I suppose you're right.
That certainly applies in some situations
Correct, however do consider that...

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Getting what you want, making requests, giving and refusing permission

Getting what you want in one way or another is really the central part of learning any language.

Requesting items or information, giving permission or preventing someone from doing something all need to be done carefully to ensure that you get the desired outcome. Remember: Being polite and always including please/thank is an important part of the English language.

If you do not know a person, start the conversation with 'excuse me' or a similar phrase to attract their attention. Refusing a reasonable request normally requires a brief explanation of why the request was refused.

Requests Can I have ... ?
 Could I have ... ?
 May I have ... ?
 Do you think I could have ...?
 I would very much like ...

Responses Yes, all right.
 Yes, of course.
 Certainly.
 By all means. Go ahead
 Sure

Refusals I am sorry, but ...
 I am sorry, I'm afraid you can't, you see...
 I'd like to, but ...
 I can't really, because ...
 Actually- you can't, because ...

Apologizing

All of us need to apologize from time to time, for no matter how careful we are, things do go wrong and arrangements break down. In many Western countries, people use apology forms very frequently, from apologizing to a person who has bumped into them to apologizing for being five minutes late to a meeting. The type of apology used depends on how serious the matter is for which you are apologizing.

Asking questions to seek or clarify information

Sometimes, no matter how attentive you were in listening to a verbal message, you may still have a doubt in your mind as to what needs to be done or what were the specific details. Some people find it difficult to seek further clarification and tend to leave the matter as it is. This will usually lead to further misunderstandings and complications.

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When a message is not fully understood you should seek clarification by asking questions. Provided you know what kind of questions to ask and how and when to ask them, you should be able to gain further information that will help you clarify the situation and avoid any misunderstanding. There are two different types of questions that will result in different types of responses. These are (1) closed questions and (2) open questions.

Closed questions are those that receive a specific answer – usually yes or no:

Did you clock on this morning?
Do you wish to take one week or two weeks off?
Have you had lunch yet

Open questions are those that draw out more than a yes/no answer and in many cases invite an opinion:

How are you going to spend your upcoming Eid break?
What do you think of the current political party?
Why is KFC not a healthy meal option?

As far as using questions in the workplace is concerned, you have to make sure what information you need to get before you decide on the type of question/s you should ask. If you are after a brief yes/no answer, ask a closed question. If you need a detailed answer, ask an open question.

Telephone English - Important Phrases

There are a number of phrases and idioms in the English language that are almost only used when telephoning. Let's first take a look at an example dialogue:

Operator: Hello, Frank and Brothers, How can I help you?
Peter: This is Peter Jackson. Can I have extension 3421?
Operator: Certainly, hold on a minute, I'll put you through...
Frank: Bob Peterson's office, Frank speaking.
Peter: This is Peter Jackson calling, is Bob in?
Frank: I'm afraid he's out at the moment. Can I take a message?
Peter: Yes, Could you ask him to call me on 8988 5261, I need to talk to him about the Nuovo line, it's urgent.
Frank: Could you repeat the number please?
Peter: Yes, that's 8988 5261 and this is Peter Jackson.
Frank: Thank you Mr Jackson, I'll make sure Bob gets this message asap.
Peter: Thanks, bye.
Frank: Bye.

The language is fairly informal and there are some important differences to everyday English. Here are some key language and phrases used:

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Introducing yourself

This is Ken.
Ken speaking

Asking who is on the phone

Excuse me, who is this?
Can I ask who is calling, please?

Asking for someone

Can I speak to Jack?
Could I speak to Jack?
May I please be put through to Jack?
Is Jack in today?

Connecting Someone

I'll put you through
Can you hold the line? Can you hold on a moment?

When someone is not available

I'm afraid ... is not available at the moment
Their line is busy at the moment, could you call back?
Mr Jackson isn't in... Mr Jackson is out at the moment...

Taking a Message

Could/can/may I take a message?
Could/can/may I tell him who is calling?
Would you like to leave a message?

Leaving a Telephone Message

Sometimes, there may not be anyone to answer the telephone and you will need to leave a message. Follow this outline to make sure that the person who should receive your message has all the information he/she needs.

WHO you are (your name)

WHERE you are calling from (your organisation)

WHEN it is (the time)

WHY you are calling/WHAT for (the reason)

HOW they can return your call

Here's an example of a message:

Ken: Hello Tom, this is Ken. It's about noon and I'm calling to see if you would like to go to the Bangladesh/West Indies game on Friday. Could you call me back? You can reach me at 367-8925 until five this afternoon. I'll talk to you later, bye.

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How can you further improve your English speaking skills?

Listen as often as possible: Listening is the basic and foremost step to improve your skills. There is unlimited English material available globally, including songs, movies, radio, television, seminars, debates and public speeches. Pay attention to how speakers pronounce various words and phrases and model your pronunciation on what you hear.

Practice makes perfect: Practice what you have learned wherever and whenever you can. Any practice is good, whether you are speaking to someone who is a native English speaker or not. Start with short sentences, pause regularly to think about what you are saying and rehearse lines by yourself to present to others.

Phonetic Alphabets: Read the phonetic alphabet page which is given at the beginning of most good dictionaries. It is a guide to pronouncing new words. For example the vowel sounds move around considerably with location. In the US **ó** often sounds similar to **a** or sometimes **o**. In the south UK **a** is the same as **as**, but in the US and north UK usually the sound is like **a** (the actual sound of **a** is also different).

Problematic Sounds: We all have difficulties with certain sounds. For example, **French speakers** have difficulties with "**th**"; **Mandarin speakers** have difficulties with "**r**" or "**l**", and **Arabic speakers** have difficulties with "**p**" and "**b**". Practice producing the correct sound of the words, and use words that are similar except for one letter, such as "**pair**" and "**bear**"; "**pond**" and "**bond**"; "**pie**" and "**buy**" etc.

Word Stress: Every English word has its own stress. For example, the word "**survive**" has two syllables (**sur** and **vive**), but only the second syllable is stressed. We say **sur'vive** and not **'sur vive**. A dictionary will show the syllable stress by an apostrophe (') before the syllable to be stressed. Word stress is important as someone can misunderstand you because of the wrong word stress, even if you have managed to get the pronunciation correct.

Don't speak too fast: Take time to think about what you are saying, and who you are saying it to. If you speak too quickly, it is easier to mispronounce words and mix them up. It is better to speak slowly and clearly than quickly and confused your message.

If you are working in class alone, you can practice conversational English using this website: <http://www.talkenglish.com/Speaking/Regular/Greetings1.aspx>

Here are some conversations that demonstrate speakers giving themselves time to think about what they are trying to say. Practice in pairs:

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Conversation 1

Mehbub: What I wanted to ask you was, well, um, have you been to that new Indian restaurant in Gulshan?

Sumona: Well, actually, erin fact I didn't know there was one.

Mehbub: Oh, er . well you see, or. .. there's one on Road 138, and well ... er ... I was thinking of going on Saturday evening, and I was wondering whether ... er ... you would like to come with me?

Sumona: Oh ... very well really, er ... that's very kind of you, I'll check that I'm free when I get back to the office and, er.. send you an email.

Conversation 2

Arifa: David how soon would you be able to do it for me?

David: Well now . . . let me see . . . How soon could we do it?

David: Because.....well actually, you see.....I was hoping to find someone who could do it by the weekend.

Arifa: Ah, that's a problem.....I'm not quite sure how to say this, but the deadline is tomorrow morning. If you cannot do it by then, ah, I will have to do it myself tonight.

Here are some conversations that demonstrate encounters, greetings and goodbyes and introductions. Practice in pairs:

Conversation 1

Fidel: Justin, this is Janet. Janet, this is Justin.

Justin: Hello, how are you?

Janet: Fine, thanks, how are you?

Justin: Excellent, and how do you know Fidel?

Janet: We were batchmates at North South, weren't we Fidel?

Fidel: It seems like a long time ago now.

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Conversation 2

Henry: Ah, Rashed, do you know Brian Carter?

Rashed: No, I don't, actually. How are you Brian?

Brian: I'm doing fine, and how are you?

Rashed: Great. Look I have another meeting to get to though and the traffic looks terrible so I'm going to head off. Great to meet you Brian and good to see you Henry.

Henry: See you Rashed, good to catch up with you.

Brian: Good to meet you Rashed, see you later.

Here are some conversations that demonstrate getting information. Practice in pairs:

Conversation 1

Satish: Could you help me? I'm looking for a book called The Final Revolution. Could you tell me if you have it? I couldn't find it on the shelves.

Mohammad: Just a minute ... ah.....we don't have it ourselves ... but. .

Satish: Oh ... er. ...well. .. could you possibly tell me how I can find a copy?

Mohammad: We could get a copy for you. It would take a couple of weeks ... if you just fill in this pink form ... we'll let you know as soon as it's in.

Conversation 2

Linda: Excuse me. Do you happen to know if there's a branch of the Wiseman Insurance Company near here?

Rajib: Just a minute ... let me think ... their nearest branch is the one in Peter Street opposite the bus station.

Linda: And ... er ... would you say it was, possible to walk there or is it too far?

Rajib: Well, er. ... it would take about twenty minutes to walk, I should think. But you could take a number 22 bus, which goes straight to the bus station.

Linda: Thank you very much.

Here are some conversations that demonstrate giving information. Practice in pairs:

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Conversation 1

Archita: You've dropped something!

Arifur: I beg your pardon?!

Archita: Sorry! Do you know you've dropped something?

Arifur: Oh, have I? Oh, yes, so I have! My container. Thank you very much for telling me.

Conversation 2

Linda: Excuse me, Mr Kundu. I hope you don't mind my saying so, but Mr Rahman has been waiting to see you for over half an hour already.

Haripada: What? For how long? Why didn't you tell me?

Linda: Actually, I did sir –half an hour ago, but you were busy and told me to ask him to wait.

Haripada: Oh dear! I'm afraid I forgot. Tell him I'll see him immediately.

Here are some exchanges that demonstrate agreeing. Practice in pairs:

Conversation 1

Brian: Something really must be done about the problem of violence at football matches.

David: I couldn't agree more.

Brian: I mean, it's beginning to ruin the game for everybody.

David: Right . . . right . . .

Conversation 2

Janet: Don't you think the West should take the lead in reducing nuclear arms?

Simon: Well, yes, I suppose so.

Janet: I mean, if the West doesn't, nobody will.

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Simon: Yes, I suppose you're right, but there are definitely some things that need to be considered along with that.

Here are some exchanges that demonstrate refusal. Practice in pairs:

Conversation 1

William: Excuse me; can I borrow your pen?

Silas: Yes, sure.

William: Thanks very much.

Conversation 2

Soeb: Could I borrow your umbrella when I go to the shops?

Rafique: I am sorry, but I will need it myself in a few minutes.

Soeb: Oh, all right.

Here are some exchanges that demonstrate apologizing. Practice in pairs:

Conversation 1

Rod: Hello, Tanzin? I'm sorry to be late. I'm afraid I was called to the phone just as I was going to leave.

Tanzin: That's perfectly all right. I'm glad you could come. You don't know Mahmud, do you? I hope you don't mind us having started before you got here.

Rod: Oh no! Not at all.

Conversation 2

Arthur: Rafique, will you be able to make this afternoon's staff meeting? It will start at 3pm.

Rafique: I won't actually, sorry Arthur – I will be in a meeting until 3:30pm.

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SELF-CHECK 3.4-1

1. Write down some possible open and closed questions:

Write an open and a closed question about healthy food:

Open:

Closed:

Write an open and closed question about being a vegetarian:

Open:

Closed:

2. Write down a conversation using the following scenario:

Leaving a Message

Student A: You want to speak to Ms Braun about your account with her company, W&W. If Ms Braun isn't in the office, leave the following information:

Your name

Telephone number: 347-8910 (or use your own)

Calling about changing conditions of your contract with W&W

You can be reached until 5 o'clock at the above number. If Ms Braun calls after 5 o'clock, she should call 458-2416

Student B: You are a receptionist at W&W. Student A would like to speak to Ms Braun, but she is out of the office. Take a message and make sure you get the following information:

Name and telephone number - ask student A to spell the surname

Message student A would like to leave for Ms Braun

How late Ms Braun can call student A at the given telephone number

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ACTIVITY SHEET 3.3-1

Activity Title	Engaging in Conversations with Others (Pair Activity)
Purpose	To practice every day English conversations
Supplies/Materials	Pen, paper, a partner.
Procedure:	<ol style="list-style-type: none">1. Each pair will act out a conversation based on the given scenarios2. The pair will be given time to practice before doing the actual role playing.3. Present your play to your trainer.
Assessment Method:	Performance Criteria Checklist

Scenario 1 Requesting Travel Information

Person A: Choose a city in your country. You are going to travel to this city for a business meeting over the next weekend. Telephone a travel agency and reserve the following:

Round-trip flight
Hotel room for two nights
Restaurant recommendation
Prices and departure times

Person B: You work in a travel agency. Listen to student A and offer him/her the following solutions:

Round-trip flight: Air JW \$450 Coach, \$790 First Class
Hotel room for two nights: Hotel City \$60 a night in the downtown area,
Hotel Relax \$100 a night near the airport
Restaurant Recommendation: Chez Marceau - downtown - average price
\$35 per person

Scenario 2 Product Information

Person A: You need to purchase six new computers for your office. Call JA's Computer World and ask for the following information:

Current special offers on computers
Computer configuration (RAM, Hard Drive, CPU)
Guarantee
Possibility of discount for an order of six computers

Person B: You work in at JA's Computer World answer student A's questions using the following information:

Two special offers: Multimedia Monster - with latest Pentium CPU, 256 RAM, 40 GB Hard Drive, Monitor included - \$2,500 AND Office Taskmaster - cheaper CPU, 64 RAM, 10 GB Hard Drive, Monitor not included - \$1,200
1 Year guaranty on all computers
Discount of 5% for orders of more than five computers

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PERFORMANCE CRITERIA CHECKLIST 3.4-1

Criteria	YES	NO
Did I... 1. Demonstrate conversations in English with peers, customers and management to the required standard?		

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REVIEW OF COMPETENCY

Below is a performance criteria checklist for Using English in the Workplace

Performance Criteria	Yes	No
1. Workplace documents are read and understood	<input type="checkbox"/>	<input type="checkbox"/>
2. Visual information is interpreted.	<input type="checkbox"/>	<input type="checkbox"/>
3. Simple routine workplace documents are prepared using key words, phrases, simple sentences and visual aids where appropriate	<input type="checkbox"/>	<input type="checkbox"/>
4. Key information is written in the appropriate places in standard forms.	<input type="checkbox"/>	<input type="checkbox"/>
5. Active listening in English language is demonstrated to the required workplace standard.	<input type="checkbox"/>	<input type="checkbox"/>
6. Conversation is performed in English with peers, customers and management to the required workplace standard.	<input type="checkbox"/>	<input type="checkbox"/>

I now feel ready to undertake my formal competency assessment.

Signed:

Date:

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