



*Communicative Competency for Female Refugees on the Shop Floor:
Improving communication skills in the workforce*

INTELLECTUAL OUTPUT 2

COCOFE

E-LEARNING

PLATFORM

COURSE COMPANION BOOK



Co-funded by the
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Topic: Greetings

Lesson #1

Lesson purpose:

Learning how to greet according to the relationship and context, adequate body language, related vocabulary and politeness standards.

Lesson Objectives:

The objective of this first lesson is to support the learners to become autonomous in a greeting situation. They will be able to identify the level of proximity they have with their interlocutor which will define the behavior (e.g body language) and the level of language to be adopted in this situation.

Learning Outcomes:

At the end of the lesson, learners should be able to:

- Use the colloquial forms used to greet in their hosting countries
- Understand the body language displayed in this situation
- Practice greeting formulas (with an emphasis on pronunciation)

Activity 1: Formal Work Environment



A. Meeting someone for the first time

Good morning Good afternoon Good evening	Nice to meet you Nice to meet you too	My name is What is your name?
--	--	--

Sample conversation: Meeting someone for the first time

A: Good morning.

B: Good morning, my name is Ana Anderson. What is your name?

A: Nice to meet you, Mrs. Anderson. My name is Billy Brown.

B: Nice to meet you too, Mr. Brown

Body language: It's important to keep in mind that while greeting someone for the first time we have to maintain eye contact and smile. A handshake is usually the best option. It's important to take into account that we should always respect people's personal space. Sometimes, the way to greet a person may vary according to their gender!

Let's watch this video to see more examples:

<https://www.youtube.com/watch?v=RLs9Ily5WT0>

B. Meeting someone we already know

Good morning How are you? Good afternoon today? Good evening	How are you What is your name? I'm fine, thank you.	My name is
--	---	------------------

Example of conversation: Meeting someone you already know

A: Good afternoon! How are you?

B: Hey! Good afternoon, I'm doing fine, thanks. How are you today?

A: I'm fine too, thank you.

Body language: Similar to meeting someone for the first time, 3 things should be kept in mind:

- smile,
- eye contact
- handshake

C. Leaving someone

Good morning Good afternoon Good evening (from 6pm) Goodbye Goodnight	It was a pleasure seeing you It was nice to meet you	Have a nice day! Have a nice weekend!
---	---	--

Example of conversation:

A: It was a pleasure seeing you. Have a good evening!

B: Nice to meet you too, see you later!

Body language: Remember the 3 key aspects: smile, eye contact and handshake!

Activity 2: Informal Greetings



A. Meeting someone for the first time

Hi! Hello! Nice to meet you!	I'm ... My name is... What is your name?
------------------------------------	--

Conversation example:

A: Hello! My name is Ana. What is your name?

B: Hi! My name is James.

Body language: Even in more informal settings, when meeting someone for

the first

time, our body language should be based on 3 points: **smiling, eye**

contact and handshake

Let's watch this video!:

https://www.youtube.com/watch?v=4pDlaA_bkgc

B. Meeting someone we already know

Hi! Hello! It's great to see you!	How are you? / How are you doing? / What's up? / How is it going? Very well, thank you / Fine / Great!
---	--

Conversation example:

A: Hi!

B: Hello! How are you doing?

A: Oh, I'm doing fine, thank you! What about you?

B: I'm doing great, thank you!

Body language: In informal contexts and depending on the relationship we may have with the person, more physical touch can be used, such as hugs.

C. Leaving

Bye See you (later)! Nice seeing you! Have a nice day / weekend!	It's been nice meeting you!
---	-----------------------------

Conversation example:

A. It's been nice meeting you, hope to see you again soon!

B. Likewise, have a nice weekend!

A: You too, see you later.

Let's watch this video to see other examples of informal greetings:

<https://www.youtube.com/watch?v=hwQotcEqC4U>

Activity 3: Formal or Informal?



LESSON 1: GREETINGS

Instructions

In groups or in pairs, think about the different situations that we might face at work:

- Meeting someone for the first time
- Job interviews
- Chatting with co-workers
- Asking for more information from a co-worker
- Work meeting
- Coffee break
- Lunch time

Discuss how you will approach all the situations in a formal or informal way, then try to add at least 3 more situations to each category.

Now, discuss the different ways the groups have classified the settings, paying special attention to those situations that may seem more difficult to decide whether it's formal or informal.

Activity 4: Time to Practice!



1. Instructions: In pairs, act out the following situations. Make sure to use different phrases and remember the body language tips! Then each pair should pick one of the situations and act it out in front of the whole group. The group will then guess whether it's formal or informal.

1 <https://clickonenglish.blogspot.com/2016/01/formal-informal-greetings.html>

FORMAL	<p>1.Meeting someone for the first time at 10 am</p> <ul style="list-style-type: none">a.Greetb.Introduce yourselfc.Leave <p>2.Seeing someone you know at 6 pm</p> <ul style="list-style-type: none">a.Greetb.Ask how they are doingc.Leave
INFORMAL	<p>3.Meeting someone for the first time at 3pm</p> <ul style="list-style-type: none">a.Greetb. Introduce yourselfc. Leave <p>4.Seeing someone you know at 8pm</p> <ul style="list-style-type: none">a. Greetb. Ask how they are doingc. Leave

Quiz

1.“How are you doing?” is usually used in ...

- a. a formal situation.
- b. an informal situation.
- c. both.
- d. none - it should be avoided.

2.“Nice to meet you” is used when ...

- a. you've just met someone.
- b. you say goodbye to someone.
- c. you meet with someone you already know.
- d. you are in an informal situation only.

3.“What’s up?” is used...

- a. in a formal situation.
- b. in an informal situation.
- c. in a neutral situation.
- d. in both formal and informal situations.

LESSON 1: GREETINGS

4. In a formal setting, you should ...

- a. smile.
- b. keep eye contact.
- c. handshake.
- d. all the above.

5. In a formal setting you should never...

- a. Say “what’s up”
- b. Go for a hug
- c. Use familiar language
- d. All of the above

6. In an informal setting ...

- a. we might change the handshake for a hug depending on the relationship we have with the other person.
- b. language can be more familiar.
- c. it’s okay to use a handshake too.
- d. all of the above.

7. “Have a nice day” can be used for ...

- a. greeting someone.
- b. ending a conversation.
- c. inviting someone somewhere.
- d. all of the above.

8. “Nice to meet you too” is said...

- a. after someone says “nice to meet you”
- b. after someone says their name.
- c. to someone you already know.
- d. none of the above.

9. Good evening should be used...

- a. after 12pm.
- b. after 3 pm.
- c. at any time.
- d. after 6 pm.

10. In formal or informal situations you should...

- a. smile.
- b. hold eye contact.
- c. respect personal space.
- d. all of the above.

Answers: 1-b; 2-a; 3-c; 4-d; 5-d; 6-d; 7-b; 8-a; 9-d; 10-d

LESSON 2: APPROPRIATENESS OF LANGUAGE

Topic: Appropriateness of Language

Lesson # 2

Lesson Aims:

Learning to use appropriate language (formal and informal) for daily communication, identifying what characteristics distinguish a formal and informal conversation as well as being able to understand in what social contexts formal and informal language is required in their everyday lives.

Lesson Objectives:

The objective of this second lesson is to teach learners to recognise and distinguish between formal and informal conversations in different social contexts as well as being able to follow and respond to the conversation developed in each social context. Useful information, words, vocabulary and tips will be provided.

Learning Outcomes:

By the end of this lesson, learners should be able to:

- Distinguish between formal and informal language
- Identify what language should be used to different social contexts
- Phrase information depending on their social context
- Use key phrases/questions where these key phrases should be used
- Use key words and where these key words should be used
- Distinguish which tone of voice should be used depending on their social context
- Practice the understanding of body language
- Practice active listening
- Practice facial expressions

Activity 1: Formal Vs Informal language.



Appropriateness of language is usually referred to as the use of formal language and informal language. Formal language is used when talking to authorities or services or in a professional environment. To speak formally, we need to use appropriate grammar and phrases. Formal language shows the seriousness and importance of a situation as well as politeness and respect.

Informal (casual) language is used around those you know well or when you want to get to know someone on a more personal level. It can also make the other person to feel at ease. Many slang expressions are used in everyday conversations. Informal language gives the audience a sense of closeness and genuineness. It shows your personality and makes you and others feel more comfortable.

Exercise: The 2 columns contain words and phrases that mean the same thing in both formal and informal ways. Draw a line to connect the words that have the same meaning

Answers: 1-F,2-B,3-H,4-G,5-I,6-E,7-D,8-A,9-C.

Well done for doing that! Or better say, bravo, since we are friends now. Now, using the same words as above, categorise them according to their formality or informality on the relevant columns below:

LESSON 2: APPROPRIATENESS OF LANGUAGE

1. Shoot me an email	2. Wait	3. My mistake, I apologise	4. Guy/ guys	5. I don't have a preference	6. Cuz	7. I don't know	8. I'm outta here	9. Gonna
A. I need to leave now	B. Hold on	C. Going to	D. Because	E. Send me an email	F. You all; all of you	G. My bad	H. Whatever	I. I dunno

FORMAL

INFORMAL/CASUAL

Answers: I.: 2,3,5,7,A,C,D,E,F II: 1,4,6,8,9,B,G,H,I

Activity 2: Formal and Informal conversations

Have a look at the following conversations and draw a line to match which of the examples are part of a formal language and which of the examples are part of an Informal language.

A. Formal Language

B. Informal language

1. Good night you two! Sleep tight.

4. That really is quite impressive. Well done!

LESSON 2: APPROPRIATENESS OF LANGUAGE

2. Would you please allow me to make a suggestion? I think that...

3. Hi, How are ya?, How's it going?, How ya doin'?

5. You know what ya need to do? Cool!

6. Thank you for taking the time to talk with my mother and for being so helpful to us.

Answers: A-2, A-4, A-6, B-1, B-3, B-5.

Now, let's try this exercise again with short dialogue conversations:

Read the conversation and mark next to each conversation F if you think the conversation is

formal or I if you think the conversation is Informal:

1.

A: Hello

B: Good morning, how can I help you?

A: I would like to book an appointment with Dr J.

B: Of course. Dr J will be available tomorrow morning at 9pm.

A: Unfortunately, I will not be available tomorrow morning. Is there any other availability please?

B: The next available slot is on Wednesday at 3pm.

Will this work for you ma'am?

A: Yes, I am available on Wednesday at 3pm. Thank you very much!

LESSON 2: APPROPRIATENESS OF LANGUAGE

2.

A: Hi!

B: Hello madam. If you need anything, let me know.

A: Yes, thank you. Can I have this shirt in size small please?

B: Sure! Here you go. If you want to try it the fitting rooms are on your left.

A: Great! Thanks a lot!

3.

A: Hey, what's up? How's it going?

B: Hey! I'm good, how about you? Do you want to go to the cinema tonight? They're showing Twilight!

A: Sounds like fun! What time should we go?

B: There's a showing at seven o'clock.

A: Perfect, I'll buy popcorn if you buy a drink!

B: Ok, no problem. See you later!

A: Cool, see you in a bit.

4.A: Good evening, may I speak to the hotel manager please?

B: Speaking, how can I help you?

A: Hello, I'd like to book two rooms for four nights from next Monday, please.

B: No problem, would you like double beds or single beds?

A: Singles are fine, thank you. Is breakfast included in the price?

B: Yes, it is. That will be £100 altogether. How would you like to pay?

A: I will pay when we arrive. Many thanks for your help.

B: No problem. See you next week. Goodbye.

A: Goodbye!

Answers: 1-F, 2-I, 3-I, 4-F

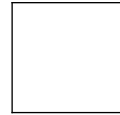
Activity 3:

Where to use what?

Mark with F (formal) or I (Informal) the images in order to show which type of language is the most appropriate to be in different places during your daily communications.

LESSON 2: APPROPRIATENESS OF LANGUAGE

1. Governmental buildings



2. Work environment

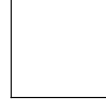


3. Supermarket



LESSON 2: APPROPRIATENESS OF LANGUAGE

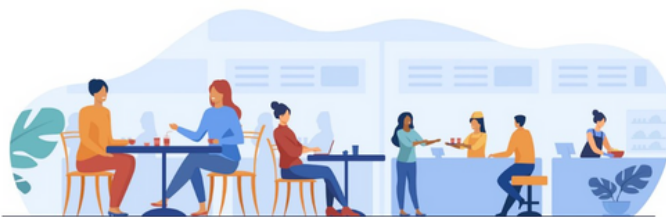
4. Grocery stores



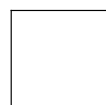
5. Meet up with friends



6. Cafes



7. Shops

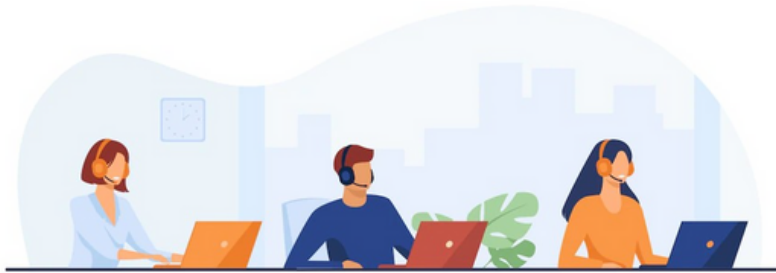


LESSON 2: APPROPRIATENESS OF LANGUAGE

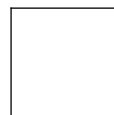
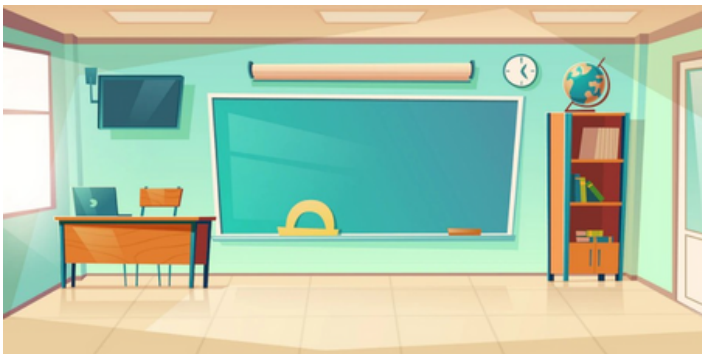
8. Bank



9. Social Services

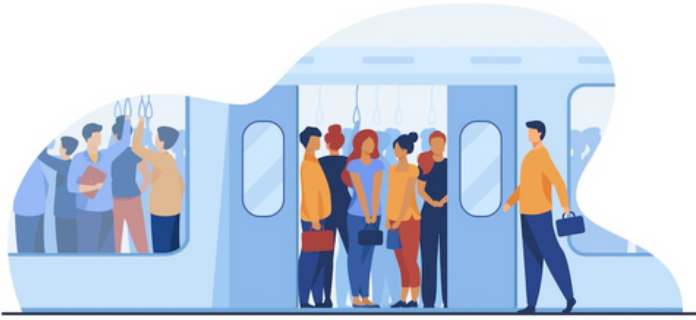


1. School



LESSON 2: APPROPRIATENESS OF LANGUAGE

2. Public Transportation



Answers:

FORMAL: 1, 2, 8, 9, 10, 12

INFORMAL: 3, 4, 5, 6, 7, 11

Source: <https://www.freepik.com/>

Activity 4:

Let's spice things up!

Watch the following video from the from the successful American television sitcom, *Friends*, where Rachel and Ross attend the hospital to see Rachel's father.



LESSON 2: APPROPRIATENESS OF LANGUAGE

Oh dear, Ross! Despite the overall mistakes Ross made with Rachel's father, did you notice the different conversations going on? Can you identify how characters interchange from formal to informal use of language depending on who they were talking to? Have a look at the statements below and mark them with TRUE or FALSE regarding the appropriate use of language of the main characters.

1. Ross was talking in a formal way to Rachel's father. T/F
2. Rachel was talking in a formal way to the nurse. T/F
3. The conversation between Rachel and Ross was informal. T/F

Answers: 1-F, 2-T, 3-T

Now, circle the correct answer:

1. Rachel was talking in a formal/informal way to the nurse. Her tone of voice was funny/curious/serious.
2. Ross was friendly to/making fun of/ sad when talking to Rachel. He was using an informal, casual/formal tone of voice, as they are friends and they know each other well.
3. Rachel's father was funny/sarcastic/awkward when talking to Ross. He was talking in a formal/ informal way towards Ross.

Answers: 1. Formal, serious. 2. Friendly, informal, casual 3. sarcastic, informal

LESSON 2: APPROPRIATENESS OF LANGUAGE

Some tips regarding the appropriateness of language and the use of formal and informal language:

Overall it is important to interchange our attitude, our way of talking as well as the tone of voice we use to different people in different social contexts; as we could see between the conversations in the video.

Formal and informal words can be distinguished from:

- Sophisticated words (formal):
- Linking words (formal):
- Simple words (informal, casual):
- Polite words (formal and informal):
- Synonyms of words (formal): sorry, apologies, excuse me
- Our tone of voice: serious (formal), funny (informal)

All of these as well as our body posture and facial expressions accompanying each sentence convey the formal and informal language used in different social contexts. It is also important to pay attention to other speakers, be good listeners and respond accordingly. This helps us read the situation and adopt the appropriate language needed to be used in that specific context.

LESSON 2: APPROPRIATENESS OF LANGUAGE

Quiz:

1. Appropriateness of language refers to...
 - a. formal and informal language
 - b. correct use of language
 - c. knowledge of many words
 - d. knowledge of many synonyms
2. What does informal language make you feel?
 - a. less important
 - b. more comfortable
 - c. not so clever
 - d. stupid
3. Where should formal language be used?
 - a. hospital
 - b. school
 - c. public services
 - d. all the above
4. Rachel was talking to the nurse in a...
 - a. funny way
 - b. sarcastic way
 - c. serious way
 - d. sad way
5. When going to a supermarket you should talk in a...
 - a. formal and polite way
 - b. formal way
 - c. informal but polite way
 - d. totally informal way
6. What does the use of formal language show?
 - a. respect
 - b. the importance of a situation
 - c. seriousness
 - d. all the above

LESSON 2: APPROPRIATENESS OF LANGUAGE

7. When others are talking to us, what should we do?

- a. get our own point across
- b. be good listeners
- c. agree with what they are saying
- d. interrupt them

8. What does the use of sophisticated words and linking words show?

- a. that you are clever
- b. that you read a lot
- c. a formal way of speaking
- d. that you know a lot of words

9. What is also useful in order for us to distinguish between formal and informal language?

- a. outfits and clothes
- b. body posture and facial expressions
- c. the person's mood
- d. the time of the day

10. The appropriateness of language depends on...

- a. the weather
- b. the environment
- c. our mood
- d. to who we are talking to

Answers: 1-a; 2- b; 3-d; 4-c; 5-c; 6-d; 7-b; 8-c; 9-b; 10-d

LESSON 3: CONVIVIALITY, IDENTIFICATION AND USE OF POLITE EXPLETIVES AS A SOCIAL BONDING TOOL

Topic: Polite Expletivity

Lesson #3

Lesson Aims:

To raise awareness among students regarding the function of swearing at work.

To introduce the use of colloquial terms which facilitate fluid communication by using terms commonly used among native speakers. Likewise, differences between profanity words used in different contexts will be addressed. Along with these expressions, certain cultural or social aspects will also be worked on in which certain ways of acting can be problematic.

Lesson Objectives:

The objective is to teach learners how to identify and use polite expletives as a social bonding tool. Emphasis will be given to the development of interactions or ways of communicating that are impolite for native speakers as well as the use of swear words and examples of terms that may vary depending on the region.

Learning Outcomes:

By the end of this lesson, learners should be able to:

- Identify common profanities and understand the difference between aggression and workplace banter.
- Identify specific vocabulary considered serious and that should be avoided
- Employ socially accepted vocabulary that can perfectly replace the previous one.
- Recognise polysemy in the terms in reference to this type of vocabulary.

LESSON 3: CONVIVIALITY, IDENTIFICATION AND USE OF POLITE EXPLETIVES AS A SOCIAL BONDING TOOL



Do you swear in your country? Swearing in public can be aggressive, insulting and abusive, but it can also be a social-bonding tool, and at the right time, funny.

- The general rule is that you should not swear, especially because English is not your first language.
- It is also not recommended that you swear because a lot of the meaning of a swear word is conveyed in the context in which it is used and the intonation and stress or the way you say the word.
- You should never use profanities in public unless you have a very high standard of English.
- You should never swear in front of a public official, police, children, a minister of faith, relatives or your boss.
- Don't swear because it may give people a bad impression of you.

Swearing can be used to signal the intensity of physical discomfort. For example, imagine a person cuts themselves with a sharp kitchen knife. They could say, "Oh, damn," "Oh, bollocks," or "Oh, fuck." If the cut is deep and painful, they may say, "Oh, fuck." If they are with children, they may use the less extreme, "Oh, damn."

The word 'bitch' is a female canine. However, it is a term of extreme abuse if used to describe a woman. However, in some contexts it can be used by men to greet close male workmates; for example, "Hi, bitches, how's life?" You should not use this, but you should recognise it.

The work 'fuck,' sometimes referred to as the F-word, is also used by people as an intensifier. For example, "It's fucking cold today, isn't it." You should not use this, but you should recognise it.

Taboo words and swearwords fall into a number of categories:

- Religion: Christ, God, damn, Hell
- Certain words related to procreation, sexual activity and reproductive architecture: fuck, balls, prick, bollocks, arse/ass, arsehole/asshole, tits, bugger, wanker, dickhead
- Evacuation and elimination of body waste: piss, shit, crap, fart, dump, whizz
- Animals: cow, bitch, pussy (cat), dog.

LESSON 3: CONVIVIALITY, IDENTIFICATION AND USE OF POLITE EXPLETIVES AS A SOCIAL BONDING TOOL

Swearing or use of profanities isn't normally acceptable, but in the workplace, it is used because it:

- Can be socially useful
- Can build camaraderie
- It can reduce the effect of pain
- Is used as a grammatical intensifier

REMEMBER: You do not need to use these profanities, but you do need to understand them.

Read the dialogue and complete the following exercise.

ON THE FACTORY SHOPFLOOR

A: Christ, the injection-moulding machine needs to be refilled with pellets.

B: I'll get a couple of sacks.

A: God, damn!

B: What's up?

A: The sack fell on my foot.

B: Hell, are you OK?

A: Yeah, looks like it, thank Christ!

ACTIVITY 1: Complete the gaps with the words given.

thank Christ, Hell, God damn, Christ

1. _____, the injection-moulding machine needs to be refilled with pellets.
2. I'll get a couple of sacks.
3. _____, _____!
4. What's up?
5. The sack fell on my foot.
6. _____, are you OK?
7. Yeah, looks like it, _____, _____!

Answers: 1. Christ, 3. God, damn, 6. Hell, 7. thank Christ

LESSON 3: CONVIVIALITY, IDENTIFICATION AND USE OF POLITE EXPLETIVES AS A SOCIAL BONDING TOOL

Read the dialogue and complete the following exercise.

IN A SUPERSTORES CANTEEN

A: Have you heard. We won't be paid triple-time for night-time overtime from January!

B: Bollocks to that. I'm not working overtime nights if I don't get paid triple.

A: What arsehole wants to pay us less?

B: You-know-who.

A: He's a complete wanker. He couldn't organise a piss up in a brewery.

B: That bloke really gets on my tits.

A: He's a bit of a prick if you ask me.

B: So, what are we gonna do about it.



ACTIVITY 2: Complete the gaps with the words given.

tits, wanker, prick, piss up, arsehole, bollocks

1. _____ to that. I'm not working overtime nights if I don't get paid triple.
2. What _____ wants to pay us less?
3. He's a complete wanker. He couldn't organise a _____ in a brewery.
4. That bloke really gets on my _____.
5. He's a bit of a _____ if you ask me.

Answers: 1. Bollocks, 2. Arsehole, 3. Piss up, 4. tits, 5. prick

LESSON 3: CONVIVIALITY, IDENTIFICATION AND USE OF POLITE EXPLETIVES AS A SOCIAL BONDING TOOL

Read the dialogue and complete the following exercise.

ON A SUPERMARKET SHOP FLOOR

A: Can I just go to the loo? I need to take a shit.

B: Would you please use something less obscene?

A: OK, can I please go to the little girls' room and take a dump, please.

B: Thank you.

A: So, what if I wanna take a piss.

B: Are you trying to wind me up?

A: No, just asking.

B: We're in a shop with kids and parents. The last thing they want to hear is you asking to go to the toilet by using obscene language.

A: OK, Duchess, how about: Would it be possible to take a quick whizz? Better?

B: Better! Did you just fart?

A: I would never break wind in front of customer, boss!

B: Go on piss off and take a shit.



ACTIVITY 3: Complete the gaps with the words given.

fart, take a piss, loo, take a shit, whizz, break wind, the little girls' room, piss off, to wind me up, take a dump

1. Can I just go to the _____? I need to _____.
2. OK, can I please go to _____ and _____, please.
3. So, what if I wanna _____.
4. Are you trying _____?
5. OK, Duchess, how about: Would it be possible to take a quick _____? Better?
6. Better! Did you just _____?
7. I would never _____ in front of customer, boss!
8. Go on _____ and take a shit.

Answers: 1. loo, take a shit, 2. the little girls' room, take a dump 3. take a piss, 4. to wind me up, 5. whizz, 6. fart, 7. break wind, 8. piss off

LESSON 3: CONVIVIALITY, IDENTIFICATION AND USE OF POLITE EXPLETIVES AS A SOCIAL BONDING TOOL

Read the dialogue and complete the following exercise.

A GROUP OF MALE VAN DRIVERS LOADING THEIR VANS IN THE LOADING

A: Alright bitches! Howzigoin?

B: Not bad!

C: I wish it wasn't raining.

A: Don't be such a pussy. It's only rain.

C: Did you hear? That cow of a manager tried to sack Tasko.

B: Why? He took a crap in a hedgerow at the back of the customers property.

A: How did she find out?

B: Those pricks at the prison opposite caught him on CCTV and called the store.

A: I bet Tasko felt a bit of an arse with his bum all over the camera.



ACTIVITY 4: Complete the gaps with the words given.

arse, bitches, crap, pussy, pricks

1. Alright _____! Howzigoin?

2. Don't be such a _____. It's only rain.

3. Why? He took a _____ in a hedgerow at the back of the customers property.

4. Those _____ at the prison opposite caught him on CCTV and called the store.

5. I bet Tasko felt a bit of an _____ with his bum all over the camera.

Answers: 1. bitches, 2. pussy, 3. crap, 4. pricks, 5. arse

LESSON 3: CONVIVIALITY, IDENTIFICATION AND USE OF POLITE EXPLETIVES AS A SOCIAL BONDING TOOL

Quiz

1. What does the expletive 'arsehole' mean?
 - a. A stupid, irritating or contemptible person.
 - b. A person who isn't very polite.
 - c. A nervous person.
2. What does 'to have a dump' mean?
 - a. To dump garbage something.
 - b. To defecate, "poop", expel waste from one's body.
 - c. To have an unpleasant discussion.
3. What would you likely say if you cut your finger and it hurt?
 - a. Oh, bollocks.
 - b. Oh, dear.
 - c. Oh, lovely!
4. What is the little girls' room?
 - a. A playroom for little girls.
 - b. The female changing room.
 - c. The female toilets.
5. What does 'prick' mean?
 - a. Contemptible individual.
 - b. A small hole made in something with a sharp point.
 - c. Brick.
6. What does 'to get on someone's tits' mean?
 - a. To go bird watching.
 - b. To annoy someone.
 - c. To get out with someone.
7. What does 'he can't organise a piss up in a brewery' mean?
 - a. He is unable to arrange things successfully.
 - b. He can arrange a meeting in a brewery.
 - c. He can organise an event very quickly.
8. 'Loo' is another name for what?
 - a. Poo.
 - b. Toilet.
 - c. Boo.

LESSON 3: CONVIVIALITY, IDENTIFICATION AND USE OF POLITE EXPLETIVES AS A SOCIAL BONDING TOOL

9. If someone is an 'arse,' they are what?
- A person's buttocks or anus.
 - A stupid, irritating or horrible person.
 - A person in the army.
10. What is a pussy within the context of expletives?
(only one option is correct)
- A cat.
 - A cow.
 - A cowardly person.

Answers: 1-a; 2-b; 3-a; 4-c; 5-a; 6-b; 7- a; 8-b; 9-b; 10-c

FURTHER READING

If you want to know more, you can look in Michael Swan's Practical English Usage, published by Oxford University Press

LESSON 4: SMALL TALK AND INITIATING CONVERSATIONS

Topic: Small talk and initiating conversations

Lesson #4

Lesson Aims:

Learn what topics to address in small talk conversations, pay attention to body language (your own and your interlocutor's), be able to recognise turns in conversation (tone, irony etc.), learn what kind of language to use (formal/non-formal), be acquainted with active listening.

Lesson Objectives:

The objective of this fourth lesson is to give keys to the learner to be able to start and follow a conversation. Listening are very important to engage with the interlocutor as well as find any turning points in the conversation.

Learning Outcomes:

By the end of this lesson, learners should be able to:

- Recognise appropriate topics to address when initiating a conversation
- Recognise non formal cues when the conversation is changing
- Practice active listening skills

LESSON 4: SMALL TALK AND INITIATING CONVERSATIONS

Activity 1: Small talk

Instructions: In the list below, choose what you think are the best topics for a small talk conversation,

1. Weather
2. Politics and religion
3. Arts and entertainment
4. Sports
5. Family
6. Finances
7. Personal gossip
8. Food
9. Work
10. Travel
11. Celebrity gossip
12. Health
13. Past relationships
14. Hobbies
15. Death
16. Appearance
17. Hometown
18. Sex

Answers: Weather, Arts and entertainment, Sports, Family, Food, Work, Travel, Celebrity gossip, Hobbies, Hometown)



LESSON 4: SMALL TALK AND INITIATING CONVERSATIONS

Examples of questions to start a small talk conversation are:

- How was your day? / How has your day been so far?
- Did you see the football match last night?
- Are you doing anything fun after work?
- Lovely day, don't you think?
- Looks like rain is in the forecast.
- How long have you worked as a [insert job title]/How long have worked at [insert company]?
- Have you tried any new restaurants lately?

Small talk is the kind of conversation you make when you want to talk to someone but neither of you wants to get into a very deep or complicated conversation.

It's "small" because you talk about unimportant things, in a way that fills up silences and makes you both feel more comfortable and friendly with each other.

Topics in small talk conversations can vary from one country to another, but generally you will always find some subjects that are better to avoid when speaking to someone you don't know very well.

Remember, you need to practice if you want to be a good small-talker! Consider starting conversations and rehearsing some topics that you might want to use. This will make you more confident with talking to strangers and will help you to reduce stress.

Activity 2: Formal and Informal language in conversations

Example of an informal conversation, 2 colleagues speaking:

Sandra: "Hi John. How are things going over at the IT department today?"

John: "Hey Sandra. What's up? Everything's fine, but what a busy day. This is the first time I've got up from my seat all day."

Sandra: "I know! I'm dying for some free time! By the way, I'm really looking forward to the party after work today. I hear Pam brought her famous carrot cake! Are you coming to the party too?"

John: "Well, I'm not sure, I have to take my children to the swimming pool, but I'll let you know".

Example of formal conversation, hotel reservation:

Tanya: Good evening, may I speak to the hotel manager please?

Receptionist: Speaking, how can I help you?

Tanya: Hello, I would like to book two rooms for four nights from next Monday please.

Receptionist: No problem, would you like double beds or single beds?

Tanya: Singles are fine, thank you. Is breakfast included in the price?

LESSON 4: SMALL TALK AND INITIATING CONVERSATIONS

Receptionist: Yes, it is. That will be £100 altogether. How would you like to pay?

Tanya: I will pay when we arrive. Many thanks for your help.

Receptionist: No problem. See you next week. Goodbye.

Tanya: Goodbye!



Instructions: Now practice one formal and one informal conversation with your friends. You will have to define the role of each person. For instance, you can simulate a formal conversation with your boss at work about a specific subject or a call to report a car accident, while you can play an informal conversation between friends or with a family member.

Formal/Informal conversations: You need to be able to use informal language to have a talk with colleagues and, in general, you want to be able to understand and communicate with people in everyday situations. Additionally, you need to know how to use formal language whenever to give a business presentation or to talk to the chief/responsible of the company you work in.

Activity 3: Body language

<u>Body language</u>	<u>Possible Interpretations</u>
1. Standing with your hands on your hips	A. Impatience
2. Standing up right	B. Insecure
3. Arms crossed on your chest	C. Disbelief, doubt
4. Resting your hand on your cheek	D. Boredom, tired
5. Touching or rubbing your nose	E. Nervous, insecure
6. Resting your head in your hands	F. Thinking
7. Tapping your fingers	G. Aggressive, disgusted
8. Biting your nails	H. Doubt, lying
9. Playing with your hair	I. Confidence
10. Rubbing your eyes	J. Defensive

Answers :
 1G, 2I, 3J,
 4F, 5H, 6D,
 7A, 8E, 9B,
 10C

LESSON 4: SMALL TALK AND INITIATING CONVERSATIONS

Reflection: Try to answer the following questions:

- Can you think of any more body language and the messages it sends?
- How might our body language support - or contradict - the message we intend to communicate?
- Do you know any body language that is typical of the people from your country?



Body language: As explained in Lesson #1, body language plays an important role in all conversations. Body language refers to the non-verbal signals that we use to communicate. According to experts, these non-verbal signals make up a huge part of daily communication. From our facial expressions to our body movements, the things we don't say can still convey volumes of information. You can express a wide number of emotions through your body, so it is very important to pay attention and interpret body language of the other speakers if we want to make sure not to miss or misunderstand anything.

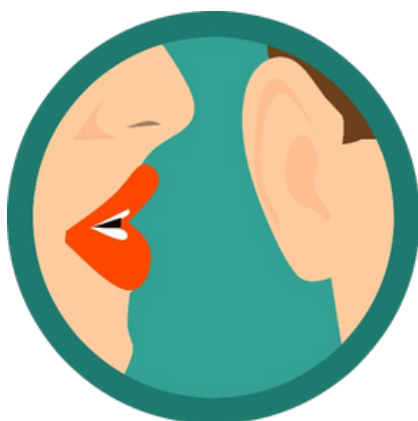
Activity 4: Active listening

Instructions:

- Find a place free of distractions and sit down with a notepad and pen.
- Think of a specific, regular discussion from a time that you're involved in. It could be a weekly meeting with a work colleague, the daily family time around the dinner table, or a mid-week lunch catch-up with a friend.
- Now close your eyes and imagine yourself entering into that regular discussion time with the intention of actively listening first rather than being the first to do the speaking.
- Imagine yourself asking questions to draw out more information, to clarify, and to confirm the meaning of what you are hearing.
- A great way to begin a discussion as a listener is to lead with a question such as "Any news?" or, "What's the progress since our last catch-up?". Keep rehearsing this image in your mind until you can easily visualize yourself listening actively to the other person.
- Once you've got a clear mental image of listening actively, reflect on the following questions: How would your relationship with that person change if you regularly listened first? How would you change if you regularly listened first?
- Record your thoughts on the notepad. Writing helps with the cognitive reinforcement process.
- Finally, think about the next time you'll meet that person for your regular discussion. What is one practical action that you can take at the start of your next discussion in order to listen to them first and allow them to speak?
- Now have this discussion with a friend or a colleague.

To further train your active listening skills, watch the video and do the exercise that is included in it:

https://www.youtube.com/watch?v=r_Y2VyJWYGs



LESSON 4: SMALL TALK AND INITIATING CONVERSATIONS

Active listening: When you practice active listening, you listen attentively to a speaker, understand what they are saying, respond and reflect on what they say and retain the information for later, which keeps both listener and speaker actively engaged in the conversation.

The listener may use active listening techniques like paying close attention to the speaker's behaviour and body language in order to gain a better understanding of their message and may signal that they are following along with visual cues such as nodding, eye contact, or avoiding potential interruptions, like fidgeting and pacing. This is a form of politeness that needs to be applied in all conversations.

Quiz

1. What is a good topic to address in small talk conversations?

- a. Finances.
- b. Hometown.
- c. Health.
- d. Personal gossips.

2. Why do we call it "small talk"?

- a. Because it focuses on unimportant things.
- b. Because it is composed of very short sentences.
- c. Because it is a very short and quick conversation.

3. How would you start a formal conversation?

- a. Hello!
- b. Good Morning!
- c. Hi!
- d. What's up?

4. In what situation would you use informal language?

- a. At the café with your cousin.
- b. At the workplace with your colleagues.
- c. At the supermarket when bumping into a friend.
- d. On the phone when booking a table in a restaurant.

5. When someone is touching or rubbing his/her nose, it means that this person is...

- a. bored.
- b. happy.
- c. lying.
- d. nervous.

LESSON 4: SMALL TALK AND INITIATING CONVERSATIONS

6. If you feel confident, what body language would you have?

- a. Arms crossed on your chest.
- b. Standing upright.
- c. Playing with your hair.
- d. Rubbing your eyes.

7. What is body language composed of?

- a. Words and sentences.
- b. Jokes.
- c. Non-verbal signals.
- d. Metaphors.

8. To practice active listening, you have to:

- a. Pay attention to the speaker's behaviour and body language.
- b. Speak out your mind as often as possible.
- c. Answer all the questions of your interlocutor.
- d. Be silent during the whole conversation.

9. How do you begin a discussion as a good listener?

- a. By asking questions about the person's health
- b. By asking hugging your interlocutor
- c. By telling what you did last evening
- d. By asking the question "Any news?"

10. Why is it important to be a good "small-talker" and to start conversations in a positive way?

- a. To make new friends.
- b. To engage in the right way with your interlocutor.
- c. To multiply your chances to get a promotion at work.

Answers: 1-b; 2-a; 3-b; 4-d; 5-c; 6-b; 7-c; 8-a; 9- d; 10-b

References:

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LESSON 5: TURN TAKING IN CONVERSATIONS

Topic: Turn taking in conversations

Lesson #5

Lesson Aims:

This lesson will address how to take turns during a conversation, that is, switching back and forth from speaking to listening, in order to have a proper conversation. The skill of knowing when to start and when to finish a turn in a conversation will be covered.

Lesson Objectives:

The objective of this lesson is to teach learners to recognise the signals in a conversation so that they know when they have to speak and when they have to stop speaking and start listening. Speakers can manage turn-taking in many ways, which vary in different cultures. This lesson will consider the following areas: pauses, body language, grammatical structures, utterances, intonation, and gestures. Useful vocabulary, phrases and grammatical structures that enable a fluent conversation will be highlighted

Learning Outcomes:

By the end of this lesson, learners should be able to:

- Choose appropriate topics when initiating a conversation
- Recognise non formal cues when the conversation is changing
- Practice active listening skills

LESSON 5: TURN TAKING IN CONVERSATIONS

Activity 1:



Look at the table below and match the statements in A with the correct responses in B

A	B
1. I don't like pasta	A. Yes, it is – where has the sun gone?
2. I feel so tired today	B. Thanks, I got them online – Do you shop online?
3. It's so cold today	C. Me too! When did you last go on one?
4. I love your shoes	D. Oh, why not? I love it!
5. I need a holiday	E. Late night was it?

Answers: 1- D / 2 - E / 3 - A / 4 - B / 5 - C

In column B, notice how each response incorporates a 'follow - up' question – What do you think is the main purpose of these types of questions?

1.To pass the time	2.To be polite
3.To show an interest in the other person	4.To sound more British

LESSON 5: TURN TAKING IN CONVERSATIONS

Look at the following two dialogues. Which one do you think is better at showing turn-taking?

Dialogue A	Dialogue B
Johnny: What I think you should do is, find a job that pays a high salary because that's what is most important in life, it's no good enjoying your job if you don't get paid enough, is it?	Johnny: So, then Sam, what kind of job do you think you might like?
Sam: Well, actually, I personally thin..... (Interrupted by Johnny)	Sam: Well, I haven't completely made my mind up yet, there are a few jobs that I have been thinking about.
Johnny: No, Sam, No, it is not – if you can't pay your bills, it's all very well and good enjoying your job but it's not going to get you very far is it? No, it is not.	Johnny: Oh right, what are they? I think when you are considering which job to take, there are a number of factors that should be taken into consideration – What is your priority / pay or job satisfaction? It's you that has to do the job after all.
Sam: Yes but I wouldn't wa..... (interrupted by Johnny)	Sam: Yes, I think pay is important, but not as important as enjoying the job that I choose, I would hate it if I disliked my job.
Johnny: Listen you need to send your C.V off to the company that pays the highest salary – forget about any low paid jobs you think you might enjoy, because you will not enjoy not being able to pay your bills or go out or going on holiday, No you will not.	Johnny: Well, perhaps try making a list of the job you would like to consider, and make a list of the pros and cons for each...

(Answer: dialogue B)

When participating in conversations, it is important to get the correct balance between talking and listening. Conversations that are 'one sided' involve one person doing all the talking and never stopping to listen to the other person or people; this is not really a conversation at all – it is more of a 'talking at.' Whilst there is a place for this, it is not in any meaningful conversation. Just as much attention needs to be given to listening as it does to talking. Interrupting a person, as shown in dialogue A demonstrates a lack of respect for the other person – there is nothing to be gained from this type of dialogue.

Activity 2:

Joining a conversation:

Sometimes it may be necessary to join a conversation that is already in progress. When we want to join a conversation, it is important that we follow certain rules of etiquette so as not to appear rude. Look at the list below which of the following 3 should you do in order to be successful?

1. Make eye contact
2. Get really close to one of the people standing in the group
3. Talk over somebody loudly
4. Offer a polite greeting such as 'Hi' or 'Hey'
5. Laugh loudly about somebody's choice of clothing
6. Listen for a few minutes to get an understanding of the topic of the conversation

Answers are 1, 4 & 6

LESSON 5: TURN TAKING IN CONVERSATIONS

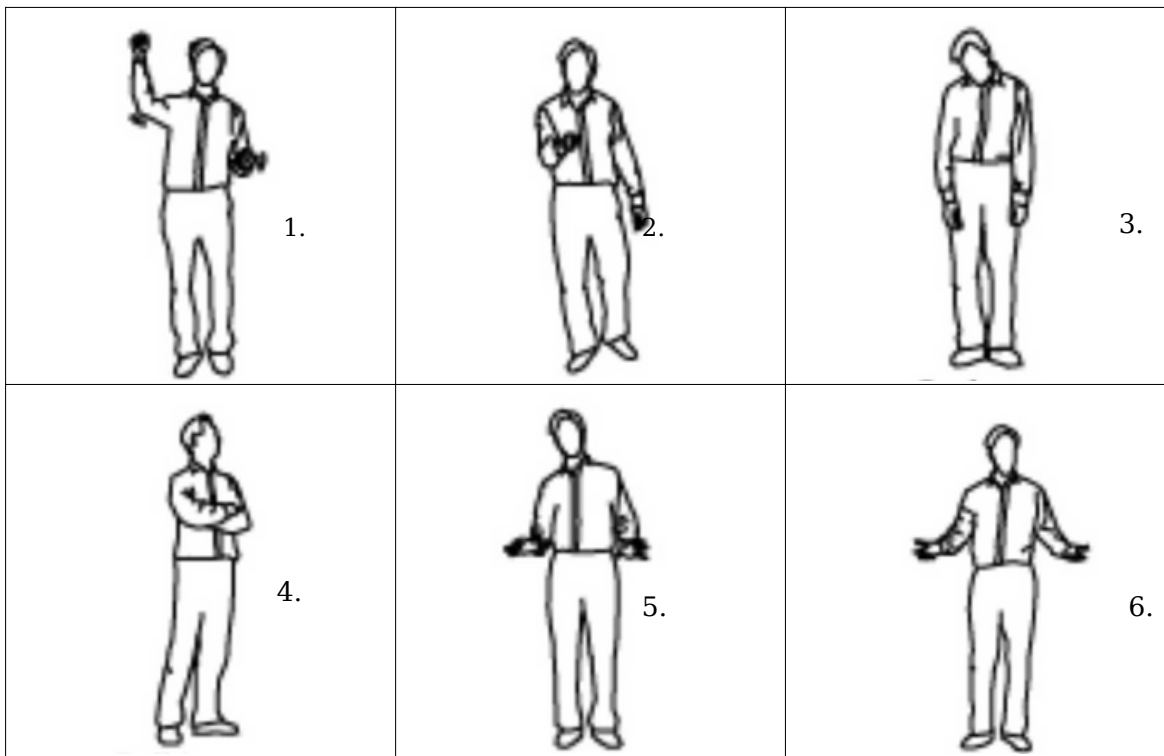
Once we have joined the conversation, we should wait for natural pauses in the conversation, before we make a comment or ask a question about the topic. It is important to stay on the topic and not change it, until the appropriate time comes to do so.

Occasionally, you may wish to join a conversation with people you are unfamiliar with or have not met before. To do this it is important to approach the group and look for clues that it is OK for you to join in; signs that they may not wish to be interrupted include - turning away, frowning or ignoring you. If this occurs find someone else to talk to. If the group turns towards you, smiles or talks to you, then you can usually rest assured that it is acceptable for you to join in the conversation.
 Angry Afraid Interested Moody Sad Excited

Look at the following examples of body language and match the pictures with the words.

Angry	Afraid	Interested
Sad	Moody	Excited

(Images from: https://www.researchgate.net/figure/Emotional-body-language-expressed-by-the-actor_fig3_240838134)



Answers: 1. Excited 2. Angry 3. Sad 4. Moody 5. Afraid 6. Interested

Which of the examples of body language are positive and which are negative?

Answers: 1 & 6 are positive, 2,3, 4 & 5 are negative

LESSON 5: TURN TAKING IN CONVERSATIONS



Activity 3:

Look at the following statements, which ones express agreement and which ones express disagreement?

1. Absolutely, I agree with you on that point!
2. I see things differently.
3. I'm not so sure about that.
4. You are dead right!
5. You have hit the nail on the head there!
6. I couldn't agree more!
7. I tend to disagree with that.
8. I can go with that.
9. Great minds think alike!
10. Sorry but I think you have missed the point.

Answers: Agree - 1, 4, 5, 6, 8, 9 Disagree - 2, 3, 7, 10

Now look at the following 4 scenarios and decide how you would respond to each statement.

 <p>Marmite is so delicious</p>	 <p>Cats are better than dogs</p>
---	--

 <p>Tom Hardy is the best British actor</p>	 <p>London is the most beautiful city in the world!</p>
---	--

LESSON 5: TURN TAKING IN CONVERSATIONS

1. Marmite is a spread that is dark in colour. It is made from yeast and has an intense flavour. Some people love Marmite and some people hate Marmite - there seems to be no in-between - The best responses to this statement would be: *I couldn't agree more* or *you're dead right* - If you agree with the statement and *I'm not so sure about that* if you disagree with that. Food is a popular topic amongst British people and it is an easy way to practice turn taking by asking questions about food preferences E.g 'I love Marmite, what about you?'

2. Cats and dogs are the most popular domesticated animals in Britain. British people treat their pets like their family. The best answers to this statement would be *Absolutely, I agree with you on that point, or I can go with that*. And if you disagree then the best statement would be *I tend to disagree with that*. Again, Pets are another popular topic and a fantastic opportunity for inclusion in conversations E.g 'I've got 2 cats. Do you have any pets?'

3. Tom Hardy is a British actor famous for his roles in films such as Dunkirk, Legend and Mad Max. British people enjoy conversations about celebrities, actors, and films. If you agree with this statement. The best answers would be *I can go with that or Great minds think alike*. If you disagree with the statement then the best option would be *I'm not so sure about that*. When talking about actors you can ask other people what films the actor has been in and this will extend the conversation and demonstrate you are interested in listening to the person in order to understand them better.

4. London is the capital City of England and the United Kingdom. Everybody knows London and just like Marmite you either love it or hate it. If you agree with this statement then the best response would be: *Absolutely I agree with you on that point* or if you disagree then the best answer would be: *I tend to disagree with that*. You could then extend the conversation by stating what you think is the most beautiful city and asking the other people or person if they have ever visited the city.

The phrase 'Sorry but I think you have missed the point' is appropriate to use when you think someone has misunderstood either you or a statement made by someone else, this is often used when a person would like to clarify a point.

"Great minds think alike" - This is used when people have the same opinion or more usual when people make the same choices, for example everybody decides to get coffee at the same time, then you might say 'Great minds think alike'

"You have hit the nail on the head" - This is used when someone gives or finds exactly the right answer.

Images:

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LESSON 5: TURN TAKING IN CONVERSATIONS

As well as agreeing and disagreeing with what other people say, it is important that you ask others for their opinions when you make statements or talk about certain topics, some useful phrases for asking other people about their opinions include the following:

1. What's your opinion?
2. What do you think? Or <u>What</u> do you reckon (this is more informal).
3. Do you have any opinion on this matter?
4. I'd like to hear your views on this matter.
5. How do you feel about this?
6. What would be your opinion if I said....
7. Would you go along with that?
8. What is your take on this?

Activity 4:

Equal emphasis should be placed upon listening and speaking in order to create and maintain the flow of meaningful conversations:

Watch the video clip of the popular American series *The Big Bang Theory* and answer the following questions about the characters Amy and Sheldon:

[The Big Bang Theory Active Listening - english sub](#)



LESSON 5: TURN TAKING IN CONVERSATIONS

1. Sheldon is talking about games consoles including the PlayStation and the Xbox. T/ F
2. Amy is extremely interested in what Sheldon has to say. T / F
3. Amy asks Sheldon to get: A) some bread B) The butter C) A knife
4. Sheldon feels like Amy is not taking him seriously. T/ F
5. Amy agrees to listen to Sheldon properly. T / F
6. Does Amy finally make eye contact with Sheldon when he is speaking? Y / N
7. Amy does not sound enthusiastic when she is speaking with Sheldon. T / F
8. Amy forgets about the butter. T/ F
9. Amy was being sarcastic and had no real interest in what Sheldon was saying. T / F

Answers: 1 - T; 2 - F; 3- B; 4 - T; 5 - T; 6- Y; 7-F; 8 - F; 9-T

Of course, in this clip Amy was not really interested in what Sheldon had to say about games consoles; however, it is a good example of how to show interest in what a person is saying. Here are some 'do's and 'don't's for when you are listening to other people speaking:

Do	Don't
Nod your head in agreement from time to time	Interrupt unnecessarily
Make eye contact	Speak over people
Lean in and turn towards the person, (be careful not to be a space invader)	Speak about topics which may make people feel uncomfortable
Use 'fillers' such as 'mmm' and 'uh huh' occasionally	Change the topic unless it is appropriate
Say when you agree with what the person has said	Hijack the conversation – ask for others' opinions
Listen to everything they have said	Make personal comments about people who are not involved in the conversation
Think about timing	Get distracted by what is going on elsewhere

As with everything all good things must come to an end, even the best conversations. If you wish to end a conversation, below is a list of useful phrases for doing so:

1. It was lovely talking to you, but now I'm afraid I must go home.
2. It has been an absolute pleasure talking, hopefully we can catch up again soon.
3. Anyway, Great talking / chatting with you and I look forward to seeing you again.
4. Oh, Is that the time? I'm sorry, I really must be going!
5. Bye everyone, see you again soon.

LESSON 5: TURN TAKING IN CONVERSATIONS

Quiz

- For a conversation to be meaningful it is important to:
 - be “one sided”. That is to say to involve only one person do all the talking and never stop to listen to the interlocutor.
 - continuously interrupt the interlocutor.
 - get the correct balance between talking and listening.
 - pay more attention to listening rather than talking.

- When joining a conversation that is already in progress, it is recommended to:
 - Talk over somebody loudly.
 - Offer a polite greeting such as ‘Hi’ or ‘Hey’.
 - Avoid making eye contact.
 - Avoid listening for a while in order to get an understanding of the topic of the conversation.

- Which of the following signs means that it is acceptable to you to join in a conversation?
 - People turning towards you and smiling.
 - People turning away.
 - People ignoring you.
 - People frowning.

- Which of the statements below expresses agreement?
 - I’m not so sure about that.
 - Sorry but I think you have missed the point.
 - I see things differently.
 - You have hit the nail on the head there.

- Which of the following phrases for asking other people about their opinions is more informal?
 - What do you reckon?
 - I’d like to hear your views on this matter.
 - What would be your opinion if I said...
 - What is your take on this?

LESSON 5: TURN TAKING IN CONVERSATIONS

6. What shouldn't you do when listening to other people speaking?

- a. Nod your head in agreement from time to time.
- b. Hijack the conversation.
- c. Say when you agree with what the person has said.
- d. Think about timing.

7. What should you do when listening to other people speaking?

- a. Speak over people.
- b. Get distracted by what is going on elsewhere.
- c. Use 'fillers' such as 'mmm' and 'uh huh' occasionally.
- d. Interrupt unnecessarily.

8. Which of the phrases below are appropriate to end a conversation?

- a. It has been an absolute pleasure talking, hopefully we can catch up again soon.
- b. It was lovely talking to you all, but now I'm afraid I must go home.
- c. Oh, is that the time? I'm sorry, I really must be going!
- d. All the above.

9. Which of the statements below is correct?

- a. More emphasis should be placed on listening and less on speaking in order to create and maintain the flow of meaningful conversations.
- b. The whole emphasis should be placed only on listening and none on speaking in order to create and maintain the flow of meaningful conversations.
- c. Less emphasis should be placed on listening and more on speaking in order to create and maintain the flow of meaningful conversations.
- d. Equal emphasis should be placed upon listening and speaking in order to create and maintain the flow of meaningful conversations.

10. What is true about the short video with the dialogue between Amy and Sheldon?

- a. Amy wanted Sheldon to pass her the butter.
- b. Amy was listening carefully to what Sheldon was saying.
- c. Amy wasn't sarcastic in what Sheldon was saying.
- d. Amy was extremely interested in what Sheldon was saying.

Answers: 1-c, 2-b, 3-a, 4-d, 5-a, 6-b, 7-c, 8-d, 9-d, 10-a



LESSON 6: EFFECTIVE COMMUNICATION

Topic: Communication

Lesson #6

Lesson Aims:

Provide learners with the knowledge, resources and tools necessary to communicate effectively in a language other than their own.

Lesson Objectives:

The objective is to provide an overview of communication, taking into account elements such as cadence, timbre and tone. Acquire knowledge about the most typical accent of the country/region, as well as other characteristics that may affect communication. It will also cover how to use non-verbal language, body language gestures that may be helpful or that you should try to suppress depending on the country or region.

Learning Outcomes:

By the end of this lesson, learners should be able to:

- Know some topics they can address when initiating a conversation
- Recognize non formal cues when the conversation is changing
- Practice active listening skills

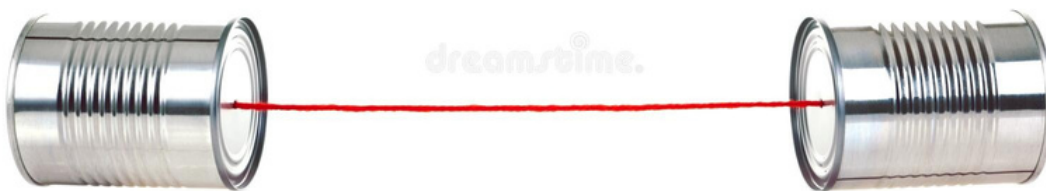
Activity 1:

Communication can be classified into two large groups: **verbal** and **non-verbal**.

- **Verbal Communication** is the process by which two or more people interact by sharing information through *spoken words*.
- **Non-verbal Communication** is when messages are transmitted using *non-linguistic 'signs' or 'signals.'* Non-verbal messages can be transmitted *unconsciously* and can be perceived *involuntarily*.

The identification and combination of both types of language allows us to enrich our communication skills. In the following activity, circle which of the following actions are considered elements of verbal communication and which of non-verbal communication:

- | | |
|--|----------------------------|
| 1. Wink at someone | Verbal / Non-verbal |
| 2. Egyptian hieroglyphics | Verbal / Non-verbal |
| 3. The green light of a traffic light. | Verbal / Non-verbal |
| 4. The sign language of deaf people. | Verbal / Non-verbal |
| 5. Frowning when reading something. | Verbal / Non-verbal |
| 6. Saying hello to someone in the street. | Verbal / Non-verbal |
| 7. Talking to someone on the phone. | Verbal / Non-verbal |
| 8. Greeting someone in the street using your hand. | Verbal / Non-verbal |
| 9. Sticking your tongue out at someone. | Verbal / Non-verbal |



Bjorn Hovdal | Dreamstime.com

Answers: 1-NV 2-NV 3-NV 4-NV 5-NV 6-V 7-V 8-V 9-NV

LESSON 6: EFFECTIVE COMMUNICATION

2. Match the different messages of verbal and non-verbal communication with the corresponding meaning.

Tilt your head from left to right
Say "it's raining cats and dogs"
Cross your arms
Asking someone "time"
Thumbs up
Move your head up and down

Express affirmation
Indicate that it rains a lot
Establish a separation with something or someone
Ask for what time it is
Express negation
Indicate that all is well

Forget about the blessed shilling – King's speech

In this excerpt from "The King's Speech", King George VI of the United Kingdom begins to work on different techniques to improve his communication deficiencies.

3. For the following activity, it is necessary that you act in a totally relaxed way, with smooth and carefree movements.

<p>Walk as if:</p> <ul style="list-style-type: none"> You were stuck in mud You have a limp 	<p>Perform the following actions where specific parts of the body are involved:</p> <ul style="list-style-type: none"> Wipe your feet: it rains, you have mud on your feet Foot tapping: impatience, irritation from lameness
---	---

<p>Try to act out some actions:</p> <ul style="list-style-type: none"> You are a statue (with different types of supports and maintaining balance) Ride a bicycle (without moving from the site) You are locked in a box Jumping a fence You see your reflection in store windows
--

4. Practice the following gestures in front of the mirror, paying attention to the different feelings that you want to reflect.



Surprise



Joy



Disgust



Sadness



Anger



Fear

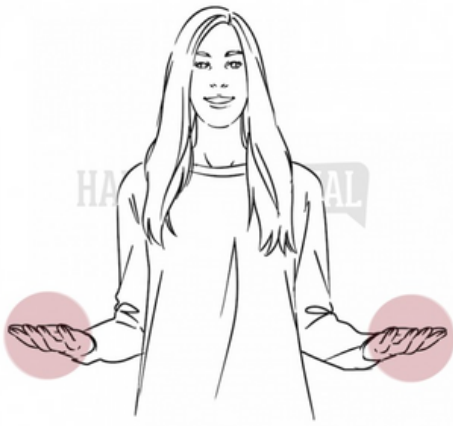
<https://www.researchgate.net/>

The position of the arms is one of the body gestures that can give us the most clues about the comfort of a person in a certain situation.

5. Choose which emotion the pictures on the next page are conveying.

1. Frustration or an attempt to hide nervousness.
2. Unconscious representation of the desire to block the words that are heard.
3. Express sincerity and honesty.
4. Lack of self-confidence by needing to feel hugged.
5. Defensive attitude, withdraw from the conversation.
6. Social greeting that implies pleasure and absence of fear.

LESSON 6: EFFECTIVE COMMUNICATION



A)



B)



C)



D)



E)



F)

<https://www.habilidadsocial.com/>

Remember that you must interpret all these body signals within a global context and with certain limitations. Do not draw conclusions from a single gesture.

Activity 2:

Verbal and non-verbal language can be combined on multiple occasions. In fact, a good skill in both is perfectly complementary. Combining gestures with oral language will help reinforce what we intend to say and make it easier for other people to understand.

Tax i Driver | You Talkin' to me?

In this well-known scene from "Taxi Driver", we see how the protagonist Travis Bickle practices in front of the mirror with a combination of verbal and body language.

1. Answer the following questions about Travis Bickle's verbal and body language.

-What does the pose that Travis assumes, standing, staring, with his head high denote?

- Security
- Caution
- Sadness

-When he points to his chest saying "Are you talking to me?" what kind of communication does he use?

- Oral
- Non verbal
- Both of them

-What kind of tone do you think Travis uses most of his monologue in front of the mirror?

- Serious
- Tall
- Doorbell

-What kind of message does he convey indirectly at the end of the scene, when he is standing with his arms crossed?

- Hostility
- Love
- Interest

2. For the following activity, it is necessary that you act in a totally relaxed way, with movements adapted for the following assumptions that you have to communicate. Make

- Choose a topic with which you agree one hundred percent. The activity will consist of arguing for at least 5 minutes in favour of the opposite point of view from your own. Pay attention to using convincing verbal and non-verbal language, despite the complication of defending something you don't believe in.



Activity 3:

Sarcasm is a form of mockery that implies the opposite of what is said. In this way, it is used to express something ironically. For example:

- "Stop paying so much attention to me!" (said by someone who is being ignored by another)
- "How punctual you are!" (said by one person to another when the latter is late for an appointment).
- "She's always so hardworking!" (said about a person that never fulfils her obligations).

Based on the examples above, answer the following questions.

Lola went to the hairdresser to get her hair done for a party. She wanted to have a simple but very formal hairstyle. Her hairdresser did a very flashy and extravagant hairstyle for her. Upon Leaving the hairdresser, she met a neighbour who said "Wow, looking good!"

What did the neighbour mean?

- A. That the hairstyle was beautiful.
- B. That the hairstyle was ugly and ridiculous.
- C. That the hairstyle was similar to his.
- D. That the hairstyle was very difficult to do.

Luis and Laura decided to enjoy a day in the park. Although the sky was cloudy they came out anyway. When they arrived at the place, it began to rain heavily. Louis said to Laura, "Great weather we're having."

What did Louis mean?

- A. That the weather that they had that day was very good
- B. That day they had bad weather
- C. That he and Laura like to walk on rainy days
- D. That he is an expert meteorologist

Activity 4:

When communicating, it is crucial to use our voices properly, following a series of parameters. Depending on the context and the message we want to convey, these parameters can change, so it is necessary to know how and in what situations to speak in a particular way:

The **tone** of voice is produced by the vibrations of the vocal cords and can be low or high. We can't control the timbre of our voice, but we can certainly control the tone, intensity, and cadence of speaking.

There are two types of tonality:

- A **deep tone** is usually used to give instructions.
- A **high tone**, is used mostly to ask questions.

Do not confuse **tone** with **intensity** or **volume** of voice. **Cadence** is the speed at which we speak, while **timbre** is the specific harmonics of each voice, which is what allows us to distinguish one voice from another.

1. Read the following text aloud, paying attention to the use of tone for exclamations and questions, and modifying the timbre to make the voices of the tiger and the narration different.

LESSON 6: EFFECTIVE COMMUNICATION

The Tiger Who Came to Tea, by Judith Kerr, 1968.

Sophie and her mother are having their afternoon tea in the kitchen when the doorbell rings. They wonder who it might be, but cannot think of who so go to the door and see.

When Sophie opens the door, she finds a tiger who politely invites himself in: "Excuse me, but I'm very hungry. Do you think I could have tea with you?" Sophie's mother lets him in and offers him a sandwich. The tiger eats all the sandwiches on the plate in one big mouthful. 'Owp!', and, still looking hungry, proceeds to do the same with all the buns, all the biscuits, all the cake, washing it down with all the milk in the jug and all the tea in the teapot. He then looks round for more, until he eats every last bit of food and drinks every last bit of liquid in the house, including all the water in the drains.

He then (also very politely,) says "Thank you for my nice tea. I think I'd better go now" and leaves. When Sophie's Daddy gets back, they tell him all about the tiger and what happened and he suggests they go out for a meal. So they go out in the dark, with 'all the street lamps lit' and eat in a cafe. The next day Sophie and her mummy go shopping and remember to buy a tin of tiger food just in case.



Lupus Films

LESSON 6: EFFECTIVE COMMUNICATION

It is important to control the cadence, as well as the rises and falls in tone during the conversation:

Do not raise the tone at the end of the sentence

If you end a sentence by raising the tone of your voice, with a higher pitch, it will seem that you are asking and, therefore, you will generate doubts in the listener - is it a question or a statement?

Speak loud enough

You should speak loud enough so that you can be heard, but so loud that it gets misinterpreted as shouting.

Do not talk too quickly

If you have to convey actual information, avoid speaking too quickly, because it prevents you from breathing regularly and speeds up both your mind and the mind of the person listening to you.

2. Practice repeating the following tongue twisters, increasing the cadence more and more.

<p>Whether the weather be fine, Or whether the weather be not, Whether the weather be cold Or whether the weather be hot, We'll weather the weather Whatever the weather, Whether we like it or not.</p> 	<p>Of all the felt I ever felt, I never felt a piece of felt which felt as fine as that felt felt, when first I felt that felt hat's felt.</p> 	<p>I cannot bear to see a bear bear down upon a hare. when bare of hair he strips the hare, right there I cry, "Forbear!"</p> 
<p>Three thin thieves thought a thousand thoughts. Now if three thin thiefe thought a thousand thoughts, how many thoughts did each thief think?</p> 	<p>Swan swam over the sea, Swim, swan, swim! Swan swam back again Well swum, swan!</p> 	<p>Susan shineth shoes and Sarah saw a shot-silk sash shop full of shot-silk sashes as the sunshine shone on the side of the shot-silk sash shop.</p> 

QUIZ

1. Verbal communication is the process by which two or more people interact by sharing information through...
 - a. gestures.
 - b. sounds.
 - c. words.
 - d. writing.

2. The yellow light on a traffic light is an example of...
 - a. non-verbal communication.
 - b. gestures.
 - c. colour communication.
 - d. verbal communication.

3. How do you express sincerity and honesty with your hands?
 - a. Closing the fists.
 - b. With open palms.
 - c. With the middle finger.
 - d. Putting hands in pockets.

4. How can we control the timbre of our voice?
 - a. With the harmonics.
 - b. Singing.
 - c. We can not.
 - d. Working on the use of proper tone and cadence.

5. When could we use the phrase "Please don't pay so much attention to me!" sarcastically?
 - a. When you want them to ignore you.
 - b. when you are indoors.
 - c. Depending on the context.
 - d. When the other person is ignoring you.

6. The tone is...
 - a. the intensity or volume of the voice.
 - b. caused by vibration of the vocal cords.
 - c. an element of non-verbal communication.
 - d. the speed with which you speak.

LESSON 6: EFFECTIVE COMMUNICATION

7. If through sarcasm we want to tell someone that their car is old, what phrase would we choose?
- I have seen faster horse carts.
 - What a late model car you have.
 - Your car is old.
 - Have you thought about buying a bike?
8. What message is intended to be conveyed by telling someone that it's raining cats and dogs?
- Who can take their animals for a walk.
 - Verbal message.
 - What a terrible time.
 - It's time to take the dog to the vet.
9. A type of social greeting, which implies pleasure and absence of fear, can be achieved...
- biting his hand.
 - raising eyebrows.
 - screaming.
 - holding arm from behind.
10. Staring with head held high, what does it denote?
- Sadness.
 - Safety, trust.
 - Submission.
 - Poor verbal communication.

Answers: 1-c; 2-a; 3-b; 4-d; 5-d; 6-a; 7-b; 8-c; 9-b; 10-b

Topic: Humour

Lesson # 7

Lesson Aims:

During this lesson female migrant women will learn the importance of humour in communication both written and verbal. A special focus will be given on British humour and on how to better understand it.

Lesson Objectives:

The objective of this seventh lesson is to teach learners how to spot, understand and finally use humour themselves. Emphasis will be given on the sense of irony and the enjoyment of sarcasm, which are the two main characteristics of the British humour and on how to interpret them in the best way possible. Then, a general aspect of humour will be given by taking into account the different cultural backgrounds. Finally, learners will be in a position to “use” humour by themselves in their daily lives.

Learning Outcomes:

By the end of this lesson, learners should be able to:

- Recognise when someone tells them something in a humorous way.
- Distinguish humour from no humour within a personal or professional interaction.
- Spot British humour and understand it.
- Use humour by themselves in their everyday life.

Activity 1:

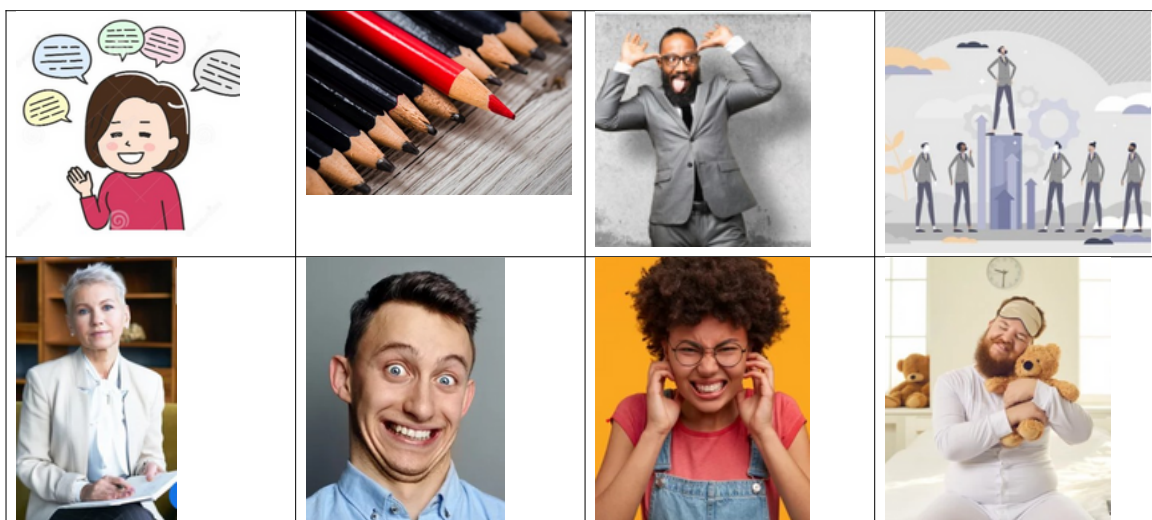
Humour:

Look at the picture below, do you recognise this man?



It is Mr. Bean! Mr. Bean is a British comedic character, who is loved the world over. He is played by the actor Rowan Atkinson. You may have seen one of his shows before.

Serious	Funny	Silly	Loud
Childlike	Talkative	Odd	Competitive



LESSON 7: HUMOUR

**Answers: Top left - talkative 2nd top left - odd 2nd top right - silly top right - competitive
Bottom left - serious 2nd bottom left - funny 2nd bottom right noisy bottom right - childlike**

Pictures: Talkative - <https://www.dreamstime.com/meeting-quiet-woman-talkative-woman-vector-illustration-isolated-white-background-image227543785>

All other pictures from Freepix.

Which 5 of these adjectives do you think can be used to describe Mr. Bean? (Select 5)
(Correct answers: funny, silly, childlike, odd & competitive)

Now watch the clip of Mr. Bean and answer the following questions:

1. Mr. Bean feels like his shoe is:

A. The wrong colour B) Uncomfortable C) making him feel hot D) comfortable

2. Mr. Bean takes off his shoe AND his:

A. Watch B) Jacket C) Sock D) hat

3. Mr. Bean puts his shoe on top of a:

A. Car B) Motorbike C) bus D) Van

4. After the vehicle drives off Mr. Bean:

A. Runs B) Walks C) crawls D) hops

5. Mr. Bean tries to buy:

A. One shoe B) two shoes C) a jacket D) a hat

1. Mr. Bean does not get his shoe back T / F ?

LINK TO VIDEO:

[Lost Shoe | Funny Clip | Mr Bean Official](#)



How did you feel when you watched the clip?
 Did it make you laugh or did you think it was silly and unenjoyable?



British humour comes in many different shapes and sizes, and it is certainly unique, which is why it can very easily be misinterpreted or misunderstood.

Mr. Bean comes under the umbrella of 'Slapstick comedy'. This type of comedy uses clumsiness and embarrassment in order to entertain audiences.

Below is a list of other types of humour that are common in British culture - try to match each type of humour with its definition below:

1. Sarcasm and irony	A) Situations involving people who find social situations challenging and awkward and often lead to the person doing or saying something which is considered strange or inappropriate.
2. Understatement	B) Indirect remarks about a person / situation or object that appear innocent but are, in fact, bad, mean, or rude.
3. Satire	C) Usually involving amusement at death or something gruesome – sometimes referred to as 'dark humour'.
4. Banter	D) Making fun of people who are either higher or lower in social status.
5. Macabre	E) A form of teasing, which could appear offensive – but is aimed in a jokey sense, usually between people who are very familiar with one another.
6. Innuendo	F) Portraying situations that are usually quite significant, seem far smaller, otherwise known as 'playing it down' or 'dry' humour.
7. Social ineptitude	G) Humour that ridicules or criticizes people's stupidity – popular in dealing with politics.
8. Laughing at everyday life	H) This type of humour intends to convey the opposite meaning of the words that are spoken – it can only be identified by the person's tone or context of the situation.
9. The class system	I) Jokes about the normalities of life which aid in dealing with either difficult, mundane, or common situations.

(Answers: 1 = H / 2 = F / 3 = G / 4 = E / 5 = C / 6 = B / 7 = A / 8 = I / 9 = D)

Activity 2:

British humour may come in either written or spoken form. The humour encountered through speaking can come from anyone who has the potential for conversation; whether they be friends, neighbours, colleagues, employees or customers, even perfect strangers you might meet at the bus stop. Written humour can be enjoyed through print - newspapers, magazines, flyers / leaflets, work emails, neighborhood - networking platforms or social media.

Take a look at the following dialogue between 2 friends, Sarah and Jade and decide which type of humour you think their conversation is from the table below:

Macabre	Banter
Sarcasm	Social ineptitude



Sarah: Hi Jane, what are you doing on Saturday night?

Jane: Hey Sarah. I haven't made any plans for this weekend at all!

Sarah: Well, would you like to come out?

Jane: What, with you?

Sarah: Yes of course with me!

Jane: Why would I go out with the most boring person I know?

Sarah: Hey!

Jane: I'm only joking, of course I want to go out with you, you weirdo.

(The correct answer is *banter*: It may appear that Jane is being mean to Sarah by calling her 'boring' and 'weirdo,' however the opposite is true, the exchange is meant in jest and the two are wonderfully comfortable in the knowledge that no harm is meant whatsoever.

Read the following E-mail between Susan and her cousin Marie and complete the missing gaps with a word from the table:

lost	delayed	fabulous
hotel	best	poisoning

‘Dear Susan,

Thank you for your E-mail it’s great to hear from you! Regarding my holiday, well what can I say it was absolutely 1. _____. Firstly, the flight was 2. _____. Then, on the plane a young boy repeatedly kicked the back of my chair for the entire journey, his parents did nothing to stop him! Upon our arrival, we made our way to the baggage claim, where, after waiting for the best part of an hour - would you believe it, our luggage was 3 _____! As you can imagine, we were absolutely thrilled by this point. By the time we arrived at the 4. _____ we were exhausted and wondering what else could go wrong; what a treat we were in for when we discovered our room had been double booked! The receptionist informed us that we’d have to travel to their sister hotel as there was no room for us.

That wasn’t the 5. _____ part though, that was still to come. After we finally got ourselves settled into our substitute accommodation, we decided to try the food in the hotel restaurant and by far that turned out to be the highlight of the whole experience, because the next day we woke up with food 6. _____. We spent our ‘holiday’ being extremely sick and did not leave our room. We were so disappointed when we had to return home, it was the best holiday ever! Well, it was certainly an unforgettable experience.

Tell me about your holiday, I hope it was more successful than ours.

All my love,
Marie xxx

(Answers: 1 = fabulous / 2 = delayed / 3 = lost / 4 = hotel / 5 = best / 6 = poisoning)

Next, read the email again and decide which type of humour is used from the table below:

Sarcasm	Understatement
Innuendo	Laughter at everyday life

Answer: “Sarcasm”

Activity 3:

Watch the following video clip of a politician and a representative from a train company and answer the following True or False questions. You may need to watch the clip twice.

You gotta love British humour



1. The minister believes the train can travel from London to Edinburgh in under one second.
2. The Eagle line representative confirms that the train can travel from London to Edinburgh in under one second.
3. The minister believes the trains are going to be the same size as the model.
4. The minister thinks that a giant will have to push the train.
5. The Representative explains that people push trains.

From the table below which kind of humour do you think the video clip is?

Banter	Satire
Macabre	Understatement

Answers: 1 - T; 2 - F; 3 - T; 4 - T; 5 - F, "Satire"

Activity 4:

Look at the following jokes and decide which category of humour they belong in:

1. My wife told me she'd slam my head into the keyboard if I don't get off the computer. I'm not worried, I think she's jokinikijhfaakingdf.

A) Satire B) Macabre C) Innuendo

2.



(Image: <https://www.cosmopolitan.com/uk/entertainment/a38981/best-gbbo-innuendos/>)

A) Innuendo B) understatement C) The British class system

3. An exercise for people who are out of shape: Begin with a five-pound potato bag in each hand, extend arms straight out from your sides, hold them there for a full minute and then relax. After a few weeks, move up to ten - pound potato bags, then try 50-pound bags, and eventually get to where you can lift a 100-pound bag in each hand and hold your arms straight for more than 1 minute. Once you feel comfortable at that level, put a potato in each bag. - *Beverley Cross*

(Joke from: <https://www.rd.com/jokes/daily-life/>)

A) Macabre B) Satire C) Laughing at everyday life

4.



(Image from: quickmeme.com)

A) Satire B) Sarcasm C) The class system

5.



Image from: <https://www.sammichespsychmeds.com/23-hilarious-memes-naturally-awkward-people-will-totally-understand/>

A) Social ineptitude B) Satire C) Banter.

Answers: 1 - B; 2 - A; 3 - C; 4 - C; 5 - A

The most common form of British humour is sarcasm and irony. British people are renowned for this type of humour. If you are unfamiliar with it, it can be difficult to detect. It is widely used across all areas of life – from schools, places of work, social settings and even shops. Remember it may appear ‘offensive’ but the opposite is true.

The following list of TV comedies and books is worth considering if you would like to extend your learning on British humour:

1. Only Fools and Horses
2. Still Game (Scottish)
3. The Office
4. Carry On
5. This Country
6. Black Adder
7. Friday Night Dinner
8. Ghosts
9. Early Doors
10. The League of Gentlemen

Books / Authors:

1. Tom Sharpe
2. Evelyn Waugh
3. P.G Woodhouse
4. Giles Curtis
5. Neil Boyd

Quiz

1. Mr. Bean is...
 - a. A British super hero.
 - b. A British comedic character.
 - c. A British called Rowan Atkinon.
 - d. Not a famous British person.

2. Mr. Bean can be described as...
 - a. funny, silly, childlike, odd & competitive.
 - b. funny, talkative, childlike, odd & competitive.
 - c. serious, talkative, loud, odd & competitive.
 - d. funny, silly, noisy, talkative & competitive.

3. Sarcasm and irony:

- a. can be identified without considering the person's tone.
- b. cannot be identified by the context of the situation.
- c. intend to convey exactly the same meaning of the words that are spoken.
- d. intend to convey the opposite meaning of the words that are spoken.

4. Which is also known as "dry" humour?

- a. Innuendo.
- b. Banter.
- c. Understatement.
- d. Satire.

5. The humour encountered through speaking can come from:

- a. Books.
- b. Anyone who has the potential for conversation.
- c. Emails.
- d. Newspapers.

6. Written humour can be enjoyed through:

- a. Printed material in any form such as magazines, flyers, work emails and networking platforms or social media.
- b. Conversations with friends, neighbours and colleagues.
- c. Dialogues with employees or customers.
- d. Chat with strangers you might meet at the bus stop.

7. Indirect remarks about a person or a situation or object that appear innocent but are, in fact, bad, mean or rude, describe the type of humour called:

- a. "The class system".
- b. "Macabre".
- c. "Innuendo".
- d. "Sarcasm".

LESSON 7: HUMOUR

8. Which of the following statements is true?

- a. There is no variety in British humour.
- b. There is only one way to express British humour.
- c. British humour is really easy to understand.
- d. British humour comes in many different shapes and sizes.

9. Mr. Bean comes under the umbrella of 'Slapstick comedy.' This type of comedy uses...

- a. a gentle way to express humour in order to entertain audiences.
- b. clumsiness and embarrassment in order to entertain audiences.
- c. no exaggeration of physical activity in order to entertain audiences.
- d. normal situations and is characterised by specific humour in order to entertain audiences.

10. A banter is:

- a. a form of teasing between strangers.
- b. a form of teasing that doesn't appear offensive between people who know each other.
- c. an offensive form of teasing between people who are not familiar with one another.
- d. a form of teasing, which could appear offensive but is aimed in a jokey sense, usually between people who are very familiar with one another.

Answers: 1-b; 2-a; 3-d; 4-c; 5-b; 6-a; 7-c; 8-; 9-b; 10-d

Topic: PERSONAL ISSUES

Lesson # 8

Lesson Purpose:

This lesson will provide women with the knowledge, resources and tools to manage personal issues, such as booking appointments, visiting the doctor, buying tickets.

Lesson Objectives:

To manage personal issues using English, such as booking appointments, visiting the doctor, buying tickets or having short polite conversations.

To use various vocabulary when describing the reasons for making an appointment such as free-time plans and family plans, as well as describing illness symptoms. Learning what kind of language to use when managing personal issues in person, e.g. polite conversations.

To use different methods for managing issues such as making bookings or buying tickets, both online and in person.

Learning Outcomes:

At the end of this lesson, students should be able to:

- Manage personal issues, such as booking appointments, booking tickets, visiting the doctor, having small conversations
- Use appropriate language to manage personal issues
- Use different methods for managing personal issues, such as booking online.

APPOINTMENTS

You can book appointments for the doctor, the immigration office, the tax office or other essential services on the phone, online or by filling in a paper form. In Finland, for example, nowadays most appointments are booked, cancelled and re-scheduled online by using the online booking system where you must fill in an online form. See for example, Picture 4. Booking an appointment at the Immigration office.

Picture 4. Booking an appointment at the Immigration office (www.migri.fi)



Activity 1: making an appointment

Warm Up activity: Work in pairs and ask each other:

When do you have your next appointment?

Making appointments

How to make an appointment?

- via our Contact Center: 02/221.92.21
- via our medical secretariats
- via our [online appointment booking system](#)

If you have Covid-19 symptoms, do not come to the Clinic and cancel your appointment. If necessary, get in contact with your GP.

If you wish to get in direct contact with the administration office of a department, select the desired department via the "All medical departments" page.

Always be sure to notify the administration office of the specialised department at least 24 hours in advance if due to unforeseen circumstances you are unable to attend your appointment. Failure to attend could result in administrative charges being billed to you.

Callback request

Civility *

Mrs.
 Mr.

First name *

Last name *
Birth date *

Day Month Year

Phone/Mobile *

+32

Email address

Service

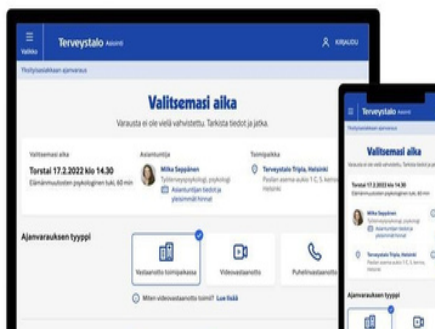
- I don't know -

Doctor/Paramedic

- I don't know -

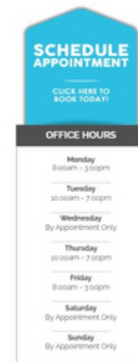
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LESSON 8: PERSONAL ISSUES



SCHEDULE AN APPOINTMENT

FULL NAME
EMAIL ADDRESS
PHONE NUMBER
HOW CAN WE HELP?
SUBMIT



Picture 1. Making an appointment online

Picture 2. Filling in the paper for an appointment

In the pictures above there are various phrases used for scheduling an appointment, what are those? Do you know any other words used for appointments? Study the pictures with different ways to make an appointment.

Match the **opposite** words from the box. For example: **busy - free**

- Reserved - In person
- Booked - Available
- Busy - Visiting Online -
- Taken Calling - Free

Answers:
reserved - taken, booked - available, busy - free, online - in person, calling - visiting

Activity 2: making an appointment

Practise this conversation using Present Continuous. E.g. *I eat - I am eating.*

Learner A

Learner B

1. We've got an appointment on Monday afternoon	I am sorry, I work on Monday afternoon.
2. Can you work on Sunday morning?	I'm sorry, I can't. I visit my sister on Sunday.
3. The doctor can see your son on Thursday afternoon.	I'm sorry, that's no good. My son plays football for his school then.
4. Would you like to go to dinner with me on Friday?	Oh, I'm sorry. My daughter and her family come to stay with me on Friday.
5. Can your children come to play on Saturday morning?	Sorry. They sing in a concert on Saturday. How about Sunday?

Answers:

1. I'm sorry. I'm working on Monday. 2. I'm sorry, I can't. I'm visiting my sister on Sunday. 3. I'm sorry, that's no good. He's playing football for his school then. 4. Oh, I'm sorry. My daughter and her family are coming to stay with me on Friday. 5. Sorry. They are singing in a concert on Saturday. How about Sunday?

Source: https://esol.excellencegateway.org.uk/sites/default/files/Changing_an_appointment_teachers%27_pack.pdf

Activity 3: Visiting the doctor

Read the conversation about visiting the doctor. Role-play and practice in pairs.

Conversation A

Receptionist: Good morning.

Janne: Good morning.

Receptionist: How can I help?

Janne: My name's Janne. I called earlier about registering as a patient at this surgery.

Receptionist: (taking out a form) Oh, yes. I'll have to fill in this registration form for you.

Janne: OK.

Receptionist: What's your surname, Janne?

LESSON 8: PERSONAL ISSUES

Janne: It's Virtanen. V-I-R-T-A-N-E-N.
Receptionist: OK. And what's your date of birth?
Janne: The 1st of December, 1980.
Receptionist: And your address?
Janne: Mannerheimintie 55, Helsinki.
Receptionist: Is that a **permanent address**?
Janne: Yes.
Receptionist: Do you have any allergies?
Janne: No.
Receptionist: Are you on any **medication** at the moment?
Janne: No. Can I make an appointment to see the doctor on Wednesday afternoon?
Receptionist: I'm afraid the surgery is closed on Wednesday afternoons. How about Thursday morning at 10 o'clock?
Janne: Yes, that's fine, thank you.

Conversation B

Doctor: Sit down. What can I do for you?
Janne: I'm feeling unwell.
Doctor: Can you describe your symptoms?
Jane: Yes. I have a terrible headache and I've got a sore throat.
Doctor: Have you got a temperature? Jane: I think so, but it's not very high.
Doctor: And when did you start feeling unwell?
Jane: Well, actually, I've been feeling ill for several days.
Doctor: Hmm, I think you've probably got a virus. I don't think it's anything serious. You should stay at home, and I recommend plenty of rest and lots of hot drinks.
Jane: OK. Do I need to take anything?
Doctor: I'll write you out a prescription for some painkillers to help with your headache.

Activity 4: Health vocabulary

Complete the medical conditions using these words.

head leg foot arm back ear stomach shoulder

a pain in my _____ _____ache
a pain in my _____ _____ache
a pain in my _____ _____ache
a pain in my _____ _____ache

Answers:

a pain in my <u>leg</u> <u>head</u> ache
a pain in my <u>foot</u> <u>tooth</u> ache
a pain in my <u>arm</u> <u>stomach</u> ache
a pain in my <u>ear</u>

Activity 5: Medical appointments

Match the verbs in the left-hand column with the nouns or noun phrases in the right-hand column.

- | | |
|--------------|------------------------|
| 1. make | a. a prescription |
| 2. fill in | b. the correct dose |
| 3. describe | c. a registration form |
| 4. write out | d. a temperature |
| 5. take | e. an appointment |
| 6. have | f. symptoms |

Answers:

1. Make an appointment
2. Fill in a registration form
3. Describe symptoms
4. Write out a prescription
5. Take the correct dose
6. Have a temperature

Activity 6: Booking train tickets

Practice the discussion alone or in pairs.

Anna: Good afternoon.

Salesperson: Good afternoon.

Anna: I would like to buy a ticket to Tampere.

Salesperson: When would you like to travel?

Anna: On Saturday the 8th of July, in the afternoon.

Salesperson: Ok. We have a train at 1 pm, 1:30 pm, 2 pm and 2:30 pm. The train at 1 pm and 2 pm is faster.

Anna: Thanks. How much does it cost?

Salesperson: The faster trains cost 20 euros and the slower ones cost 15 euros.

Anna: Could I have one ticket for the faster train at 1 pm please.

Salesperson: Sure, would you like a single or a return ticket?

Anna: How much is a return ticket?

Salesperson: A Day return is 30 euros, but if you want to return on a different day, it is 35 euros.

Anna: Ok, just a single ticket then please.

Salesperson: Ok, here you go. Would you like to pay by cash or card?

Anna: Card, please.

Salesperson: Credit or debit?

Anna: Debit.

Salesperson: Your ticket is being printed. Here you go. Thank you, have a nice day!

Anna: Thanks very much, you too!

Activity 7: Booking train tickets

Read the conversation and choose the correct word:

single card departing travel high speed return

Amy: Hello.

Salesperson: Good afternoon.

Amy: Do you have any trains to Vienna on Friday?

Salesperson: Yes, we do. What time would you like to _____?

Amy: Anytime in the afternoon.

Salesperson: There is a train _____ at 1:30 or 2:30. They both take 3 hours.

Amy: Ok thanks. Do you have any _____ trains?

Salesperson: Yes, there is one at noon and one at 3 pm.

Amy: And how long does it take?

Salesperson: It takes one and a half hours.

Amy: How much does it cost?

Salesperson: The price for a _____ ticket is 20 euros. The price for a _____ ticket is 35 euros.

Amy: Ok, thank you. One ticket for the 12:00 train, please.

Salesperson: Sure. Would you like to pay by cash or _____?

Amy: I will use my credit card, please.

Salesperson: Thank you. Here is your ticket. Have a nice trip!

Amy: Thanks very much!

Answers: travel, departing, high speed, single, return, card

Activity 8: Booking appointments- video exercise

Watch the video and answer the questions: <https://www.youtube.com/watch?v=lAmpFaaUYN0>

1. How many conversations related to appointments are in the video?

- a. One: visiting the clinic for an appointment
- b. One: Calling for an appointment for a child
- c. One: Calling for an appointment for husband
- d. Three conversations

2. What time was the appointment for Elena and her daughter?

- a. At 2:30 p.m.
- b. At 14:00
- c. At 3 p.m.
- d. At 10:30

3. Why did Luis book an appointment?

- a. A toothache
- b. A back pain
- c. A headache
- d. An earache

4. Why did Mei book an appointment?

- a. She has a toothache
- b. She had an accident
- c. She has a headache
- d. She has an allergy

5. What are Olga's symptoms in Example 1?

- a. The patient has a sore throat and a fever
- b. The patient has a bad headache
- c. The patient has a sore throat and headache
- d. The patient has a toothache

6. What documents are needed when visiting a doctor?

- a. A health card
- b. An insurance card
- c. An ID card
- d. A passport

Answers: 1- d; 2- a; 3 - d; 4 - c; 5 - a; 6 - a

QUIZ

1. The most common way to book an appointment nowadays is...

- a. online
- b. filling in a paper form
- c. in person

2. Choose the polite way to answer the question.

- Miss, are you available at 2:30 pm on Monday?

-No, ...

- a. I'm afraid I won't be able to make it.
- b. I'm not.
- c. I'm very busy.

3. What are the fastest trains?

- a. Long-distance trains.
- b. Local trains.
- c. High speed trains.

4. If you would like to travel and return during the same day, what do you need?

- a. A single ticket.
- b. A return ticket.
- c. A day return ticket.

5. What is needed in order to become a patient at a doctor's surgery?

- a. You need to show your ID card.
- b. You need to book an appointment.
- c. You need to fill in a patient registration form.

6. What do you need in order to buy medication from the pharmacy?

- a. A letter from the doctor.
- b. A prescription.
- c. Money.

LESSON 8: PERSONAL ISSUES

7. What should you do if you fall ill?

- a. Go to the doctor's surgery right away.
- b. Check the number for the doctor's surgery and contact them for advice.
- c. Get plenty of rest or wait until you feel better.

8. If you have a bad headache, you need...

- a. Painkillers.
- b. Antibiotics.
- c. Symptoms.

9. Which document do you usually need for visiting the doctor?

- a. A passport.
- b. A health card.
- c. A driver's license.

10. How can you pay for train tickets?

- a. Using an invoice.
- b. With cash or card.
- c. Only online.

Answers: 1-a; 2-a; 3-c; 4-c; 5-c; 6-b; 7-b; 8-a; 9-b; 10-b

LESSON 9: SOCIAL ARRANGEMENTS

Topic: SOCIAL ARRANGEMENTS

Lesson #9

Lesson Purposes:

Making social arrangements is an important skill. Your workmates may invite you out for food, for a drink, to a party or to their homes for coffee or tea. You may also invite workmates for a coffee, food or just a chat. You will learn how to do this in this lesson.

Lesson Objectives:

To learn how to invite workmates for a coffee, food or just a chat.

To learn how to respond when you are invited out for food, for a drink, to a party or to your workmates' homes for coffee or tea.

To learn the expressions related to the aforementioned situations.

Learning Outcomes:

At the end of this lesson, students should be able to:

Make social arrangements, in circumstances such as when they:

1. Meet in a pub or bar or for coffee or just for a chat.
3. Arrange an evening in with friends for food, drinks and maybe a movie.
4. Arrange a night out with friends to a restaurant, club, theatre or cinema.
5. Arrange a trip to a music concert or festival or a daytrip to an attraction.

Read the dialogue and complete the following exercise.

IN THE COMPANY CANTEEN

Situation 1 - ARRANGING A NIGHT IN WITH FRIENDS

A: Does everyone want to come to my house Saturday for some food? We could have a few drinks, maybe pizza, or an Indian, and watch a movie; we could have a girl's night?

B: That sounds good. I'll come.

C: What time is it?

A: How about you Sara? Would you like to come? You can come and stay if you want?

Sara: I can't make it; I'm afraid. I'm working that evening.

A: Why not come round at 8 PM?

B: I finish at 8. I'm on the afternoon shift.

C: Ask Johannah if she wants to come, too. But she's got kids.

B: We could always get a babysitter. Bring the kids to my place, and my mother can look after them. And we can go together.

C: Why don't we each bring something?

B: Sounds good. I could bring cheese cake.

A: I could prepare the pizza.

ACTIVITY 1: Choose the correct option.

1. **Does / Do** everyone want to come to my house Saturday for some food? We could have a few drinks, maybe pizza, or an Indian, and watch a movie; we could have a girl's night?
2. **That sound good / That sounds good.**
3. **Would / Do** you like to come?
4. **I can't made it / I can't make it.**

LESSON 9: SOCIAL ARRANGEMENTS

5. Why not **comes / came / come** round at 8 PM?
6. Ask Johannah **do / if** she wants to come, too. But she's got kids.
7. We could always **got / get / gets** a babysitter. Bring the kids to my place, and my mother can look after them. And we can go together.
8. Why **don't / doesn't** we each bring something?
9. **Sounds good / Sowns** good. I could bring cheese cake.
10. I **could / would** prepare the pizza.

Answers: Answers: 1. Does, 2. That sounds good. 3. Would, 4. I can't make it. 5. Come, 6. If, 7. get, 8. don't, 9. Sounds good, 10. could

Read the dialogue and complete the following exercise.

Situation 2 - MEETING FOR A COFFEE

JANE: Hi! Magda, what are you up to? Fancy coming and hanging out with us? do you fancy having a coffee?

MAGDA: Yeah, that'll be great Jane. Meet you after work. Shall we say the Coffee Cafe across the road.

In the Coffee Café coffee shop.

JANE: It's nice in here.

MAGDA: Yeah, I often come with the other students. They make a nice coffee. So, what will you have. It's on me?

JANE: Are you sure? That's kind of you!

MAGDA: That's OK. Don't mention it.

BARISTA: What can I getya, love?

JANE: Can I have a Hot Chocolate with the Chocolate Dairy Swirl and a Caramel Cortado.

BARISTA: Anything to eat?

JANE: Magda, would you like something to eat? I'm gonna have a Free-range egg mayonnaise with watercress on brown bread, and a chocolate and hazelnut cake.

MAGDA: Ooh, sounds good. And for me, I'll have a brie and cranberry toasties and a chocolate and orange muffin.

ACTIVITY 2: Answer the questions by using “Yes” or “No”.

A. Hi! Magda, what are you up to? Fancy coming and hanging out with us? do you fancy having a coffee?

1. Was Magda asked if she wanted to go out? YES / NO

B. Yeah, that'll be great Jane. Meet you after work. Shall we say the Coffee Cafe across the road.

2. Did Magda accept the invitation? YES / NO

C. Yeah, I often come with the other students. They make a nice coffee. So, what will you have. It's on me?

3. Did Jane offer to buy Magda coffee? YES / NO

D. Are you sure? That's kind of you!

4. Did Jane thank Magda? YES / NO

E. Don't mention it.

5. 'Don't mention it,' means, 'Don't say anything.' YES / NO

F. What can I getya, love?

6. 'What can I getya, love?' is the informal way of saying, 'How can I help you, Madam.' YES / NO

G. Can I have a Hot Chocolate with the Chocolate Dairy Swirl and a Caramel Cortado.

7. A more polite way of asking 'Can I have a Hot Chocolate with the Chocolate Dairy Swirl and a Caramel Cortado,' is 'May I have a Hot Chocolate with the Chocolate Dairy Swirl and a Caramel Cortado, please?' YES / NO

H. Anything to eat?

8. Does 'Anything to eat?' mean 'Would you like something to eat?' YES / NO

9. Does, 'Ooh, sounds good,' mean the music sounds good? YES / NO

Answers: Answers: 1. Yes. 2. Yes. 3. No. 4. Yes. 5. No. 6. Yes. 7. Yes. 8. Yes. 9. No.

LESSON 9: SOCIAL ARRANGEMENTS

Read the dialogue and complete the following exercise.

Situation 3 - ARRANGING A DAY TRIP TO SEE A CONCERT

A: Are you two free next Saturday? I was thinking of visiting Brighton. There's a jazz festival at the Jazz Cavern Club in the South Lanes.

B: Really, hang on. Let me check my diary. Yes, I'm free. We could make a day of it and leave in the morning.

C: I can't come. I'm afraid. I'm taking the kids to see Snow White and the Seven Dwarfs at the Pantomime.

A: Snow White and the Seven Dwarfs. Oh, that's nice, but it's a shame you can't come. Maybe next time.

C: I know. It's a pity.

A: Anyway, what's in Brighton apart from the jazz festival?

B: Well, we could have a look around the Lanes. There are lots of little shops, and we could go abseiling down the Brighton i360, then have lunch somewhere.

A: Abseiling!

B: Yeah, it'll be fun.

A: And how high is it?

B: Oh, only about 162 metres. Not that high. It's on Brighton seafront. Come on. You're always saying you'd like to live dangerously.

A: OK, but how much is it going to cost?

B: The concert is £50, and the abseiling is £130 pounds.

A: I'll go to the concert, but £130 is a little pricy for the abseiling.

B: OK, not a problem. Let's get there by about 2 p.m., have lunch, then go to the concert.

A: That's settled.

B: Look forward to it. Sounds brilliant!

LESSON 9: SOCIAL ARRANGEMENTS

Activity 3: Complete the gaps with the words or phrases given.

Anyway

Let's get there by

Are you free

That's settled

Sounds brilliant

Let me check my diary

I can't come I'm afraid

It's a shame

Have a look around

It's a pity

It will be fun

How much

1. _____ next Saturday? I was thinking of visiting Brighton. There's a jazz festival at the Jazz Cavern Club in the South Lanes.
2. Really, hang on. _____. Yes, I'm free. We could make a day of it and leave in the morning.
3. _____. I'm taking the kids to see Snow White and the Seven Dwarfs at the Pantomime.
4. Snow White and the Seven Dwarfs. Oh, that's nice, but _____ you can't come. Maybe next time.
5. I know. _____.
6. _____, what's in Brighton apart from the jazz festival?
7. Well, we could _____ the Lanes. There are lots of little shops, and we could go abseiling down the Brighton i360, then have lunch somewhere.
-Abseiling!
8. Yeah, _____.
-And how high is it?
-Oh, only about 162 metres. Not that high. It's on Brighton seafront. Come on. You're always saying you'd like to live dangerously.
9. OK, but HOW MUCH is it going to cost?
-The concert is £50, and the abseiling is £130 pounds.
-I'll go to the concert, but £130 is a little pricy for the abseiling.
10. OK, not a problem. _____ about 2 p.m., have lunch, then go to the concert.
11. _____.
12. Look forward to it. _____!

Answers: Answers: 1. Are you free, 2. Let me check my diary, 3. I can't come I'm afraid, 4. It's a shame, 5. It's a pity. 6. Anyway, 7. Have a look around, 8. It will be fun. 9. How much, 10. Let's get there by, 11. That's settled. 12. Sounds brilliant!

LESSON 9: SOCIAL ARRANGEMENTS

Read the dialogue and complete the following exercise.

Situation 4 - ARRANGING TO GO TO THE CINEMA

MARYAN: Hello.

SEBASTIANO: Hi Maryan, it's Sebastiano.

MARYAN: Hi there Sebastiano. How are things?

SEBASTIANO: Not too bad. Look, there is a new film out. Apparently, it's really, really good. Would you like to come to the cinema with me and see it?

MARYAN: Um, sounds good. When?

SEBASTIANO: Shall we say Wednesday evening?

MARYAN: I'm afraid, Wednesday's not good for me. I've got swimming training. We've got a competition on Thursday.

SEBASTIANO: OK. What about Friday? Can you make it on Friday?

MARYAN: Um, yeah, Friday sounds fine. Let me check. Yes, Friday's good for me.

SEBASTIANO: Fantastic.

MARYAN: What time shall we meet?

SEBASTIANO: The film's showing at 7.30, so how about I meet you in the Black Swan at 7?

MARYAN: Is that the pub in front of the cinema.

SEBASTIANO: That's the one.

MARYAN: See you on Friday.

ACTIVITY 4: Based on the text you read above, choose the correct answers to the questions below.

1. How is Sebastiano? **Not too good. / Not too bad.**
2. Did Maryan invite Sebastiano to the movies? **Yes. / No.**
3. Does Maryan like to idea of a film? **Yes. / No.**
4. When will they go to the cinema? **Friday evening. / Wednesday afternoon.**
5. What does 'Can you make it on Friday?' mean? **I can make something. / I can go.**
6. What is the Black Swan? **The Black Swan is a bird. / The Black Swan is a pubic house.**

Answers: 1. Not too bad. 2. No. 3. Yes. 4. Friday evening. 5. I can go. 6. The Black Swan is a public house.



Read the dialogue and complete the following exercise.

Situation 5 - CANCELLING AND RESCHEDULING AN ARRANGEMENT

A: Hiya.

B: Hi Maryan, it's Sebastiano. Look about Friday. I'm afraid I can't make it. I have to cover a shift at the factory.

A: That's a pity.

B: We do Saturday instead?

A: Sure, no problem. That suits me fine.

B: It's a date then.

A: See you the same place?

B: Yep. See you Saturday. Bye.

ACTIVITY 5: Based on the text you read above, choose the correct answers to the questions below.

1. Was the arrangement rescheduled? **Yes. / No.**

2. Why was the meeting rescheduled?

Because Sebastiano did want to go. / Because Sebastiano had to work.

3. What day are they meeting? **Friday. / Saturday.**

Answers: 1. Yes. 2. Because Sebastiano had to work. 3. Saturday.

LESSON 9: SOCIAL ARRANGEMENTS

QUIZ

1. What does the phrase 'I can't make it,' mean?
 - a. I can't make something.
 - b. I can't meet you.
 - c. I can't do it.

2. When invited to a party and you are asked to 'bring something,' what does it mean?
 - a. Take food, wine and other drinks.
 - b. Bring a present.
 - c. Bring someone with you.

3. What are you doing when you are "hanging out" with someone?
 - a. Hang something on a line or pole.
 - b. Hang something from a window.
 - c. To spend time relaxing or socialising.

4. What does 'sounds good' mean in the context of social arrangements??
 - a. Agreed.
 - b. The music is nice.
 - c. I like listening to it.

5. What does 'Don't mention it.' mean?
 - a. A polite way of responding to "thanks, you're welcome".
 - b. A way of saying "don't say anything."
 - c. A polite way of rejecting something.

6. What is the meaning of 'That's settled'?
 - a. The land has been settled by settlers.
 - b. The decision is made.
 - c. The matter is still under discussion.

LESSON 9: SOCIAL ARRANGEMENTS

7. When do you say, 'It's a shame'?
- It is something positive.
 - A feeling of deep humiliation or distress.
 - Expressing regret about something and wishing it had happened differently.
8. What is a more formal way of saying, 'Fancy coming and hanging out with us'?
- Do ya wanna come an'han'out with us later?
 - Would you like to spend time with socialising with us?
 - Do you want to stay with us later?
9. When would you say: 'That suits me fine'?
- When you have finalised and agreed an arrangement.
 - When you want to arrange a social engagement.
 - When you want to reject an appointment.
10. What does 'Sounds Brilliant' mean?
- Something sounds very good.
 - The music is lovely.
 - Something is very bright.

Answers: 1-b; 2-a; 3-c; 4-a;5-a;6-b; 7-c; 8-b;9-a;10-a

Topic: JOB INTERVIEW

Lesson #10

Lesson Aims:

During this lesson female migrant women will learn how to prepare themselves for a job interview and the importance of the whole procedure. The skill of in advance preparation will be emphasized.

Lesson Objectives:

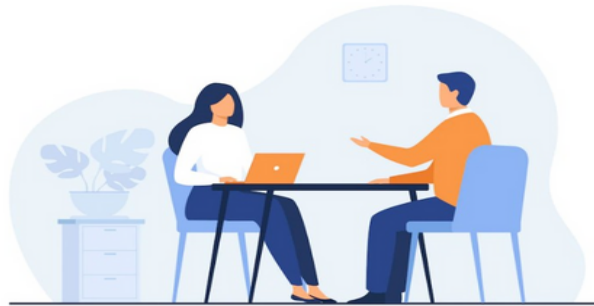
The objective of this tenth lesson is to give useful and key information in regards to both job interview preparation and the actual job interview procedure (beginning until end). Useful vocabulary, phrases and tips that allow a well prepared candidate will be highlighted.

Learning Outcomes:

By the end of this lesson, learners should be able to:

- Prepare for job interviews
- Know when to start preparing for their job interview
- Practice different scenarios as examples to search for practice questions
- Determine which outfit is appropriate for a job interview
- Reflect and improve upon their CV
- Become familiar with the job interview procedures and body language
- Recognise and use key words and phrases in interview situations
- Display confidence in answering interview questions

Activity 1: Interview Preparation



Before attending an interview, it is highly important to be well-prepared. Being prepared makes you feel more in control of the interview procedure because you have anticipated what will be asked during the interview. If you:

- know your CV
- are ready to reflect on your experiences
- are familiar with important information about the company in which you've applied to

Then you will be able to answer the questions with more confidence and detail as well as be able to share the information interviewers want to hear from you.

Preparation does not only mean questions and answers, but it also means being prepared in regards to:

- having the required documents,
- knowing the time and location of the interview,
- the dress code of the company,
- anything else that is included in a job interview-procedure.

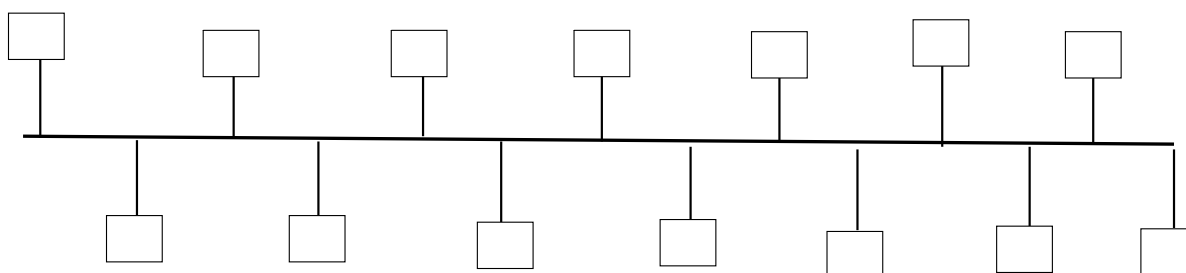
LESSON 10: JOB INTERVIEW

1. Picking your outfit, the day before		2. Answering with jokes	
3. Spending a lot of time on your outfit preparation and appearance		4. Laughing	
5. Wearing jewellery		6. Know some information about the company you are interviewed for	
7. Open your laptop before your interview to study		8. Show a competitive approach	
9. Have a lot of notes in front of you before the interview		10. Trying to sell yourself by stating you are the best	
11. Having your CV on a digital form only		12. Acknowledging your mistakes	
13. Using your phone right before and right after your interview		14. Knowing how to be improved	
15. Greeting your interviewer		16. Stating examples	
17. Reflecting on a lot of things while trying to answer the question		18. Stating the end result of a situation	
19. Asking to repeat a question		20. Having the directions of the interview location	
21. Asking questions at the end of the interview		22. Arriving before the interview so that you do not wait feel anxious	
23. Wearing a shirt and a blazer		24. Having your phone with you with the contacts' contact information saved	

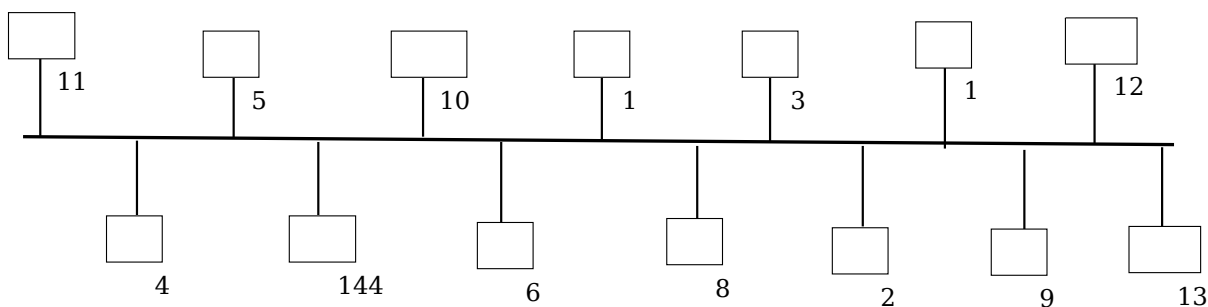
Let's move on! Place the boxes in the correct order to fill the interview timeline.

LESSON 10: JOB INTERVIEW

1. Find the location where the interview will be conducted	2. Reflect on your CV and experience	3. Find the building and confirm the room that the interview will be conducted	4. Prepare different scenarios and example questions	5. Read a lot of sample questions	6. Download and print relevant and required documents	7. Smile and greet, handshake your interviewer/s
8. Arrive on time (30 mins before)	9. Ask questions at the end of the interview	10. Pick up the outfit you are planning to wear	11. Know your CV	12. Be polite, thank them	13. Leave the building and then take your phone out of your bag/pocket	14. Learn relevant information about the company you are applying for



Correct Answers:



Activity 2: How to answer questions

When answering questions in an interview, you want to make sure to give short answers while covering the amount of information they require to hear from you. This means giving your point as well as a justification on what you have been asked; eg. *What are your strengths/weaknesses? Where do you see yourself 5 years from now?*

Further justification is also required when asked questions that require you to refer to a situation where you have showed resilience, leadership etc. For example, they may ask you to describe a time when you showed initiative or good team spirit. In practice, this means you need to state your point, the overall task, what you did (the act) in that situation and the overall result of that situation.

One possible solution to answering such questions is by simply remembering the acronym **S.T.A.R.**; 1. **S**ituation, 2. **T**ask, 3. **A**ction, 4. **R**esult. By following this, you make sure that your answers are complete, and that you've described a situation fully-from beginning until end while sharing all the information required to answer the specific question asked. Thus, S.T.A.R is very useful when you are asked to answer any situational questions.

Check the following questions and mark them with a YES if they should be answered with the S.T.A.R. method or with a NO if they do not require the S.T.A.R method to be answered.

	YES/NO
1. Tell me about yourself.	
2. What are your strengths/weaknesses?	
3. Describe a time when you had a conflict with a colleague. How did you handle it?	
4. Describe a time when you were under a lot of pressure at work. How did you react?	
5. Where would you like to be in your career five years from now?	
6. Tell me about a mistake you've made. How did you handle it?	
7. Why do you want this job?	
8. Tell me about a time when you set and achieved a specific goal.	
9. What attracted you to this company?	
10. Have you ever had to motivate others? How did you do it?	
11. Why should we hire you?	
12. What's your ideal company?	
13. Share an example of a time when you faced a difficult problem at work. How did you solve this problem?	
14. Share an example of a time when you failed. What did you learn from the experience?	

Correct Answers: 1-NO,2-NO,3-YES,4-YES,5-NO,6-YES,7-NO,8-YES,9-NO,10-YES,11-NO,12-NO,13-YES, 14-YES

Great! Now, read the following sentences and put them in the correct order in order to make a paragraph based on: 1. Situation, 2. Task, 3. Action, 4. Result (STAR)

A. A challenging/difficult time that you had to handle:

A. And I had to handle a very difficult client.

C. Approached him and gave him room to talk and express his opinions about certain stuff.

B. Then based on my experience and with the respect of my client's opinion, I shared my ideas and advice and then bought different school supplies, thanked me for spending so much time with him to help him and left the bookshop very satisfied.

D. I was a sales assistant at a local bookshop.

- 1.S:
- 2.T:
- 3.A:
- 4.R:

Answers:
1.S:D
2.T:A
3.A:C
4.R:B

B.A case where you showed your leading skills

A. Managed to put the helpers of the school in different positions having different responsibilities, whilst I was responsible to teach and play to the kids.

C. Worked in a nursery school as a teacher assistant.

B. Kids enjoyed the lesson and left very satisfied from the nursery school assistant.

D. Main teacher was absent, it was a chaos and had to bring the class back on track.

- 1.S:
- 2.T:
- 3.A:
- 4.R:

Answers:
1.S:C
2.T:D
3.A:A
4.R:B

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3. I don't have relevant experience on that, but...

4. As stated on my CV, I have a bachelor's degree in legal studies from the University of Tampa. All of my major courses required extensive legal research and brief writing to be successful in the class. I proudly maintained high honors in all of my courses...

C. In my last role, I would sometimes struggle with taking on too many responsibilities and then find myself overburdened. While I don't like to say no to a task or project, I was able to learn that it is ok to ask for help and to delegate tasks so our entire team could accomplish our goals together and on time.

D. I had a lot of issues with my employer, he was requesting things without any supervision and guidance.

Answers: 1-D, 2-C, 3-B, 4-A

Now, check the following statements and categorize them to the correct table
 At the end of the interview.

1. You should ask questions	2. Ask for further clarifications on whatever regards the position and company you are applying for	3. If your questions have been answered during the course of the interview and you cannot think of any other questions, then talk about what you had planned to ask and that you have already been given the answers.	4. Ask questions after you stand up after the interview finishes	5. Keep questions concise
6. Ask questions with obvious answers	7. You should ask yes and no questions	8. You should ask more than 3 questions	9. Ask broad questions	10. Be prepared with questions before the interview

A.At the end of the interview you SHOULD...

B.At the end of the interview you SHOULD NOT...

Answers: A:1,2,3,5,8,10 B:4,6,7,9

Activity 4: The interview!

Watch this short video from the successful American television sitcom, FRIENDS, showing a scene were Rachel attends an interview. (up to 1:14)



Oooh poor Rachel! Despite the sabotage experienced by her manager, did you pay attention to her overall posture and appearance? What did you observe?

Have a look at the statements below and mark them with TRUE or FALSE regarding the job interview Rachel attended.

1. Her clothes were appropriate for an interview T/F
2. Her body posture is inappropriate for an interview T/F
3. Her use of hands and facial expressions are appropriate for an interview T/F
4. She did not try to defend herself T/F
5. She really tried her best to be selected T/F
6. She was arrogant T/F
7. She had a serious tone of voice T/F

Answers: 1-T,2-F,3-T,4-F,5-T,6-F, 7-T

Here are some tips on what to pay attention to when preparing for/attending a job interview:

- As soon you are informed about interview, **start preparing**.

Practice what you find the most difficult; prepare your answers and practice sample questions before attending your interview.

- The better you **know your examples** the more prepared you will be.
- Know key **information about the company**

Choose your outfit - you may ask in advance if the company has a dress code, which can be casual (jeans and trainers), business casual (blazer and shirt), or smart (suit). Do not leave this until the last minute.

- **Arrive 15-20 minutes early.**

- Remember that a **strong handshake shows confidence**.

• Know how to **show confidence** in answers given; be sure about your answers and present your experience in the best possible way.

• Know what **tone of voice** should be used during a job interview; be serious during your interview

- Know how hands should be used during a job interview; move your hands while talking-

body language adds a lot to any answer given.

- Know the appropriate body posture during a job interview; sit straight and in a proper way.

- Ask questions at the end; clarification questions and anything else not mentioned (salary, working hours, dress code, benefits, how you will be evaluated).

- Smile, be polite and thank them for their time at the end of the interview



Quiz:

1. What is the key element that will make you feel in control of an interview situation?

- a. Preparation.
- b. Hair-style.
- c. Meditation.
- d. Making a joke.

2. As soon as you are informed about an interview you should...

- a. go get your nails done.
- b. ask for advice.
- c. start reading a lot of sample questions.
- d. post it on Facebook.

3. How do you answer a question?

- a. By saying whatever comes to my mind.
- b. By giving examples.
- c. By stating only the information my CV shows.
- d. By using the S.T.A.R acronym.

4. In STAR, the S stands for:

- a. Statement.
- b. Situation.
- c. Sample.
- d. State.

5. In what type of questions should STAR be used?

- a. Situational questions.
- b. Leading questions.
- c. Rhetorical questions.
- d. General questions.

6. When answering questions you should...
- Share details.
 - Not share details.
 - Give justification.
 - Not give justification.
7. At the end of an interview you should...
- say thank you and leave.
 - start a conversation with the interviewers.
 - ask relevant questions.
 - not ask any questions.
8. In the video, Rachel was...
- wearing appropriate clothes for interviews.
 - used appropriate language.
 - trying her best in order to be selected.
 - all the above.
9. How do you show confidence in an interview?
- By smiling.
 - By stating that you are the best.
 - By a strong handshake.
 - By showing off.
10. As well as the practice questions, you should also...
- know information about the company's staff.
 - know some information about the company in advance.
 - Look up if the company has a Facebook page.
 - know what their website looks like.

Answers: 1-a; 2-c; 3-d; 4-b; 5-a; 6-c; 7-c; 8-d; 9-c; 10-b