

# Basic Skills Workplace Training for the Tourism and Leisure Sector



## Guidelines and Training Materials

Basic Skills for Work

Combined Basic Skills and Communication Training for Low-Skilled Workers in  
Five Different European Work Sectors



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## Preface

In the past years, the issue of “Basic Skills” has gained particular attention in most European countries. Of particular concern are what is generally called ‘functional literacy’ and ‘functional numeracy’ defined as *“the ability to read, write and speak in the respective language and to use mathematics at a level necessary to function at work and in society in general”*.

At least one of every four adults in Europe fails to reach minimum literacy levels for coping with everyday life and work in a complex, advanced society. Basic skills programmes combat social exclusion, but most of them remain restricted to a general level. The European Basic Skills Network recommends “labour force participation, literacy trainings in the workplace, participation in formal adult education and training, and the use of literacy skills at home. Programs in these areas would have a positive impact on the literacy skills of the population.”

There are specific training needs for certain work sectors, as demand for unskilled and low-skilled workers declines. The increasing complexity of work processes requires higher literacy, numeracy and communication skills also at the lowest work levels, especially to meet quality and safety aspects.

This Curriculum has mainly been designed for adult education providers, trainers and teachers. It consists of different modules, the main chapters dealing with information on the target group, literacy, numeracy and social skills, that allow for flexible utilisation according to various specific requirements.





# Part 1

## Guidelines

# Didactic Background



## OBJECTIVES

The main objective is to empower employees with improved basic skills in both numeracy and literacy. The curriculum will also focus, however, on important social and communication skills particularly required in this profession.

In the general planning of the work, distinct areas of reference to the trainee have been identified:

- the Work area concerns the context of the professional activity (job's duties and contents as a whole)
- the Function area represents a broader reference to the position held by the subject with respect to the work context;
- the Self area represents a point which professional and personal elements converge on.

As to literacy skills, there is emphasis on checking and developing the ability to obtain the wished information and to understand it. Learners practice filling out forms, gathering, selecting and organizing information, understanding the meaning of a text and ordering information alphabetically. There will also be practise on working out and producing text forms and using common linguistic codes.

Work on numeracy in this course means developing the ability to perform operations, understanding the quantitative relationships between numbers, grouping together comparable and/or proportional sets or logically formed sets etc.

Communication skills training includes exercises on identifying the basic aspects of communication processes. The course is also about developing skills needed in situations requiring a management of relationships with the clients. Learners also practice developing the ability to work in team. As for self-knowledge there is emphasis on enriching one's self-knowledge.

This curriculum is dedicated to those workers who want to update and improve their basic skills in order to keep their job or progress in the company but also to unemployed low qualified clients who despite their difficulties in basic skills want to get a job in this professional sector.

All elements of the curriculum can be introduced or accompanied by teaching and training contents concerning team-building, team-awareness, team-spirit and social responsibility of the individual within a group of working colleagues. Cooperation among colleagues/fellow students, mutual assistance (tutor system) with literacy and numeracy knowledge or any other element mentioned above is a major element of the curriculum.



## DEFINITIONS

The generally accepted definition of *basic skills* knowledge is as follows:

The ability to read and write (literacy), as well as to speak a respective language, and to use mathematics (numeracy) at a level necessary to function at work and in society in general.

The definition of *functional illiteracy*, according to a definition by the UNESCO, is as follows:

A person is functionally illiterate who cannot engage in all those activities in which literacy is required for effective function of his or her group and community and also for enabling him or her to continue to use reading, writing and calculation for his or her own and the community's development.



## INFORMATION ON THE TARGET GROUP

Whether a person is functionally illiterate or just counts into the group of people “showing marginal deficits in literacy and numeracy” is not only defined by his/her personal skills. It also depends on the skill level required at his/her concrete business environment.

Scarcely anybody is able to affect and control the design of the different skills needed at a workplace and to configurate it according his/her own weaknesses and strength. Ingvar Kamprad, who founded IKEA in 1943 once admitted his dyslexia, he then pointed out that it played a large part in the inner workings of the company. For example, the Swedish-sounding names of the furniture – which came out to play an important role in IKEAs successful unique marketing strategy - originally served as names chosen by him because he had difficulties remembering (stock keeping) numbers.

To go back to the normal it's the other way round, the individual level of skills has to meet the needs particularly required in ones profession. It has to be accompanied by the readiness to acquire and develop own skills via life long learning to respond to the increasing complexity and further development of work processes.

### Who are the Learners?

#### **Functional illiteracy: Educational background and professional status**

Most people showing functional illiteracy have either attended a school for special needs or (partly) gone through secondary education. For special needs schools, the number of affected people younger than 35 is much higher, which indicates that general learning problems and deficits have, in the past 10 or 20 years, obviously been dealt with more carefully than earlier by detecting and “filtering” these pupils and teaching them in separate classes. It is still evident, however, that even at those special needs schools major reading and writing problems of individual students are not sufficiently detected and/or solved.

The majority of functional illiterates aged older than 35 went to “common” primary and secondary school. It can therefore be assumed that also at that time their reading and writing problems were either not (fully) discovered or even neglected by teachers and that under such conditions they were somehow “taken along”. In any case, a striking number of affected people (nearly 80%) have not actually finished school by going through all classes.

According to several studies, people who are affected by major reading and writing problems are much more likely to get unemployed than others. There is a strong association between functional illiteracy and disadvantage in the labour market. In fact, a high percentage of basic skills course participants are out of work.

Some of them might even have lost their jobs because they have no longer been able to compete due to increasing demands and higher qualification standards in today's world of labour. Others exit from or have



hardly ever tried to enter the labour market while, instead, being or getting engaged in home-care tasks (housewives).

### **Social and communication skills**

Social and communication skills refer to the cluster of personality traits, social graces, facility with language, personal habits, friendliness, and optimism that mark people to varying degrees. Soft skills complement hard skills, which are the technical requirements of a job.

Tourism and leisure organizations, particularly those frequently dealing with customers face-to-face, are generally more prosperous if they care about the use of these skills. For this reason, soft skills are increasingly sought-after by employers in addition to standard qualifications.

Being competitive in the labour market, one needs to get a good fit/match between your needs/strengths and the needs of employers. Employers are seeking the following skills in new employees:

Key generic skills: communication, teamwork, problem-solving, initiative/enterprise, planning and organisation, self-management, learning and technology.

Personal attributes: loyalty, commitment, enthusiasm, motivation, adaptability, commonsense, honesty and integrity, personal presentation, personal self-esteem, sense of humour, ability to deal with pressure, reliability, and a balanced attitude to work and home life.

### **Focussing on women**

Up to the age of about 35, there are more male than female students in basic skills courses, whereas with participants older than 35 distribution is vice versa.

This can be explained by the specific situation of most affected women, who, in case they realize their insufficient literacy and numeracy skills and do want to attend a respective course, are more likely to be confronted with organizational problems (child care, family duties, and double burden family/job).

Opening fields of gender sensitive participation proves to be a particularly big challenge for training providers, since the organizational solutions and the interactions between students and teachers require gender competences and openness also on an institutional level.

### **Focussing on migrants**

Due to increasing demands on the labour market, it is, of course, also the migrants who are especially affected by insufficient language skills and low communication skills. Migrants/refugees, however, do not represent a homogenous group, but they consist of different groups:



- There are, first and foremost, people who actually got little or even no school education in their respective home countries. This means that they are not only confronted with a language problem in their new country, but are actually unable to read and write as such. Among this group, there are more women than men (which indicates that their educational chances have been even worse or that they have often not attended school at all).
- There are, secondly, also an increasing number of young functional illiterates coming from migrant families (“second generation of migrants”), whose education has, for different reasons and under different circumstances, been neglected.
- Finally, there are migrants who are well able to read and write in their mother language, but have become functionally illiterate due to the fact that they cannot speak/understand the language in their new home country.

In any case, affected migrants/refugees are confronted with various problems in addition to the problems generally faced by functional illiterates. Dealing with people of this target group, it is definitely of importance to know about all of their special difficulties:

- insecurity about their status
- public ignorance of their status and misconceptions fuelled by ill-informed media coverage
- public ignorance of reasons for leaving their countries
- lack of recognition of qualifications and previous experience
- their lack of knowledge about the systems in their new country of living
- separation from family and friends (isolation)

### **How can we recognize reading, writing and numeracy problems?**

The more indicators can be observed from the behaviour of a learner, the more likely he/she is to show considerable social skills problems. Most of the indicators listed below are connected to hiding strategies typically used by learners being aware of their deficits in order to avoid being detected.



## Reading problems

- States he/ she cannot read or has great difficulty in doing so
- Reads hesitantly and slowly
- Does not seem to fully understand the information contained in the document
- Cannot find information in a document (diagrams, timetables, leaflets...) without resorting to going through the whole document
- Unable to identify different purposes of texts
- Cannot summarise important aspects
- Not aware of different strategies in order to decode unfamiliar words/to locate information

## Writing problems

- Spelling and grammar mistakes (relative clauses, passive voice, tenses)
- Cannot or does so very slowly organise writing in short paragraphs and in the correct chronological sequence
- Cannot or does so very slowly communicate information shortly but effectively by written information
- Doesn't know and use conventions related to the writing of dates, hours, addresses
- Doesn't know and use conventions related to the alphabetize names

## Numeracy problems

- Simple mental arithmetic seems impossible or is a source of frequent error
- Doesn't identify suitable calculations to get the results they need for their task. (e.g. 'I must multiply these numbers' or 'I must divide by 100')
- Cannot or does so very slowly read and understand tables, charts, diagrams and line graphs
- Cannot or does so very slowly read and understand numbers used in different ways (e.g. *large numbers in figures or words, simple fractions, decimals, percentages*)
- Cannot or does so very slowly write down spoken numbers, such as 'one thousand and fifty', or 'three fifths', recognise decimal fractions and know that one third is a bit more than 30% or 0.3)



## How can we recognize social skills?

How can we recognize social skills problems among learners also showing reading and writing deficits? Which behavioural patterns are there?

Without having to conventionally “test” learners to detect certain social skills deficits, trainers can pay attention to specific indicators of respective problems. These indicators can, most strikingly, be found in the following areas of communication and social behaviour:

- Oral expression
- Listening
- Logical reasoning
- Sense of time
- Sense of space

### Oral expression difficulties

Uses a limited vocabulary and substitute words

Uses only the present tense

Confuses certain sounds and words (may need speech therapy)

Makes basic grammatical errors

Unable to speak spontaneously and with ease

Difficult to understand

Has problems when introducing himself / herself

### Listening difficulties

Mishears sounds and words (may have hearing problems)

Inappropriate responses to questions and instructions

Often asks to have questions and directions repeated

Inaccurate understanding of questions, instructions and information

Seems agitated and restless

Lacks concentration

Does not seem attentive when spoken to



## Logical reasoning difficulties

- Is incapable of making comparisons between two or more elements
- Cannot take account of various aspects of a problem simultaneously
- Cannot identify the different aspects of a question
- Cannot imagine different possibilities
- Cannot formulate hypotheses
- Makes no link between cause and effect
- Does not use the conditional tense
- Is unable to combine dual notions (place / time; time span / distance; double entry table)
- Attitudes appear contradictory
- Has difficulty arguing

## Sense of time difficulties

- Cannot situate events in relation to the present moment (notions of before, during after)
- Cannot assess whether he / she will be on time (too early, too late)
- Does not grasp the notion of chronological order or divisions of time (hour, day, month, year)
- Cannot read and write the time in different ways
- Cannot estimate how long something will last
- Cannot make the connection between age and date of birth
- Cannot situate several events chronologically
- Is unable to look ahead to the future

## Sense of space difficulties

- Unable to give details of places mentioned
- Cannot distinguish top / bottom, right / left, front / back, far / near
- Cannot place writing correctly on a page or board
- Incapable of estimating distances
- Unable to identify features on a town or road map



## WORKING WITH THE TARGET GROUP

### Getting to know the learners

The training provider must realize that each participant is unique and that skills levels and learning styles of participants often differ. Consequently, teachers need to adjust their teaching to meet all participants' needs so that every participant is able to meet the school's goals and expectations.

Teaching and learning should be personalized to the best of the training provider's ability. Classes should be small enough to provide the personal attention each participant needs. To better utilize time and materials, parents, participants, staff, and administration should together make the important decisions for the training provider.

The training provider should encourage participants to work and teachers to coach participants in their work as opposed to teachers lecturing and participants listening (or not listening). Participants will then learn to take the initiative and will be motivated to become more involved in their learning processes.

### Providing motivation and incentives!

Training providers should focus on helping course participants to develop their skills and to learn to use their minds well. This includes helping participants to: make connections between subjects; understand instead of memorize; go beyond set expectations and develop life skills, to think critically and logically, to listen, understand, interpret, to ask and to make contributions to discussions that are relevant to the subject and to communicate clearly.

The training provider's goals should be simple: that each participant masters a limited number of essential skills and areas of knowledge. The program's design should be challenging to participants, yet not beyond their capabilities. It must be shaped by the intellectual and imaginative competencies that participants need, rather than necessarily by 'subjects' as conventionally defined. In achieving this goal it is important that teachers work together as a team. Curricular decisions should be guided by the aim of thorough participant mastery and achievement rather than by an effort merely to cover content. Any decision designed to benefit the participants should and must incorporate participant input.

The teacher should be a generalist first (a teacher and a scholar of life) and a specialist second (an expert in one particular discipline). Specific classes may then deal with numerous disciplines. Staff will need to expect multiple obligations, including, but not always limited to, teaching, counselling, and managing. As they commit to a participant's entire education, they should no longer be viewed as an object of intimidation, but as a model of a lifelong learner.



Most importantly, learners will need continuous positive feedback on their learning progress, as well as new or adjusted goals and targets set together with their trainer. These new targets and challenges could include opportunities to actually employ the skills they have acquired in the meantime in real life situations, such as going shopping, visiting places where they would need to try out their reading and writing competences, or simply perform more qualified tasks at their job.

Finally, it will in some cases be important for the trainers to organize combined efforts of learning advisors and also the respective team leaders, personnel managers or company directors, in order to find best solutions for their learners. Uniting efforts, cooperation between various partners will bring about a fruitful result in combating learners' literacy, numeracy and social skills deficits.

Teachers and participants need time to make these changes happen and happen well. Some more traditional programs may need to be sacrificed in order to make the changes work.

## **Learning within a social process: Focus on teamwork**

Knowing about special psychological characteristics and social behavioural patterns being shown by this specific target group (low self-esteem, fear, feeling of shame, tendency to isolate oneself etc.), basic skills workplace training should permanently be based on motivating learners to actively interact and work as a team in numerous ways in order to fight respective problems in a most efficient and constructive way.

In order to achieve maximum learning outcomes, trainers should therefore focus on continuously implementing the following didactic principles and approaches:

- Learners can/want to take responsibility for themselves and the group
- Each individual can make his/her productive contribution to the learning success of the whole group
- Joint orientation towards problem solving (instead of pointing out mistakes and weaknesses)

Focusing on these principles, many methods and exercises being made use of in the course of training (see methods and sample tools below) should therefore be based on the idea of pair work, group work, mutual assistance and the tutor system (students temporarily take over teaching roles, corresponding to special skills, interests and fields of knowledge they show). In this way, the idea of team-building, team-awareness, team-spirit and social responsibility of the individual within a group of working colleagues is particularly fostered.



## Family and community learning

Family and community learning are both examples of a simple but radical concept – that learning should be delivered where people are, rather than forcing or inviting people to come to a location, such as a college, that is outside their everyday way of life.

In some cases, people are unable to leave their localities – for example, because of caring responsibilities, geographical isolation and poor transport links, poverty. There can be other difficulties with locating learning in a college, such as unfamiliarity with or fear of such institutions. In other words, the situational, dispositional and institutional barriers that affect the take-up of learning by adults may work even more strongly when they are expected to leave their family or area in order to undergo a course of learning that in itself is frightening for some people.

There are several ways in which learning can be delivered locally. These include:

- The holding of classes in places such as community centres, community flats, village halls, traveller camps, prisons and hospitals;
- E-learning, where learners access learning principally or entirely via the Internet, either in their own homes or in local access points such as public libraries;
- Workplace learning;
- Mixed-mode delivery, with e-learning supported by the opportunity to attend classes locally or in the workplace.

## Use of ICT as a useful tool for learning basic skills

Increasingly, employers view computer literacy as a basic skill. Even the ability to use a keyboard is a useful start. Using ICT in the delivery of basic skills, therefore, in itself adds to the skills of the learners. In addition, learners who have acquired basic skills through ICT will be able to play computer games, send emails, use chat-rooms and write their own weblogs. For people with dyslexia, word processing packages are very useful because of their spell-checkers and auto-correct tools. Learning to use a spreadsheet can speed up simple calculations using just a few commands. Online forms can be used with learners developing skills in completing forms.

More, immediately, however, learning through ICT can make learning fun – FUN! The value of making learning enjoyable cannot be over-estimated.

There are both challenges and advantages in using ICT. The challenges, however, can be turned into useful learning exercises in themselves:

- Using a computer for the first time can seem daunting – so basic tuition will be needed in the use of computers and the Internet.



- Working alone at a computer means good time management and ability to resist distractions and temptations – but learning to manage time is a useful skill in itself.
- Flexibility: learners can access materials not only when in class but also by using computers at home, in an Internet café or in a library. They can learn at their own speed. They can learn on their own while the tutor is giving individual attention to one of the students. They can learn individually or in groups.
- Confidence-building: in a class some learners get discouraged or feel pressurised when others appear to be learning more quickly than they are – learning at a computer takes away these feelings – careless mistakes can easily be corrected when using a computer
- Adding interest to the sessions: ICT makes lessons more dynamic, interactive and adds interesting variations to the material.

There are certain prerequisites for success in using ICT to help develop both basic skills and motivation. These include:

- A welcoming learning environment;
- Tutors who have knowledge and experience in using ICT in basic skills teaching
- Learning resources of good quality;
- Good quality hardware and software, with technical support easily available.

## Respecting diversity

Diversity management' is generally put forward as ways of ensuring that the positive benefits of a diverse workforce are both promoted and facilitated, through making equal opportunities central to policy and practice.

Managing diversity involves:

1. Identifying the issues that arise from this diversity;
2. Developing ways to address these issues.

Thus, the diversity approach involves:

- recognising that people are not all the same in terms of their social situation;



- recognising that individuals have different needs, which arise partly from their social situation;
- valuing all individuals equally;
- giving all people opportunities to reach their full potential;
- and tailoring provision of these opportunities to take account of diverse needs.

Examples of groups considered 'diverse' include:

- Women, especially those who are carers;
- People with limited access to transport - particularly home based parents;
- Rural and isolated people;
- Shift workers who are unable to commit to or attend regular classes;
- People with physical disabilities;
- People with psychiatric or learning disabilities or difficulties;
- Older people;
- Lesbian, gay, bisexual and transgendered people;
- People from non-English/German/Italian/Latvian etc speaking backgrounds, including both refugees and immigrants;
- People from disadvantaged socio-economic backgrounds;
- People with low literacy, numeracy and social skills
- Long-term unemployed people;
- In the context of education, different learning styles.

Three important points to note:

1. Some individuals face multiple disadvantages;
2. Some individuals from social groups regarded as disadvantaged may have no difficulties
3. Some individuals have extremely low self-esteem and may believe that 'learning is not for them'.

Learners should not be stereotyped according to the social group to which appear to belong. Provision of learning should focus on individual needs – but with due consideration for issues that may arise from their social situation.



Teachers/trainers need to develop diversity competencies :

1. Be self-aware: a) identify factors in their upbringing that might create difficulties; b) recognise times when their own biases are affecting their judgment or behaviour.
2. Treat everyone with respect and as unique individuals: a) pronounce personal names correctly; b) learn which words are offensive and which are acceptable to describe diverse groups; c) learn what kind of behaviour might be – unintentionally - offensive.
3. Carry on learning, for example: a) feedback from colleagues; b) exploration of diverse viewpoints; c) study of other cultures and views; d) learning from their mistakes.
4. Develop good communication: a) understand cultural difference in communication; b) adapt speech for non-native speakers of their language; c) listen carefully; d) check that their messages have been understood.
5. Be inclusive: a) make sure no-one is being left out; b) create an atmosphere in which learners feel safe to speak freely; c) welcome new points of view.
6. Be assertive: a) challenge discrimination in others; b) encourage victims of harassment or discrimination to speak out.
7. Extend their networks: develop personal and professional contacts with people from diverse backgrounds.

## Gender mainstreaming aspects

To summarise, gender mainstreaming rests on a foundation of equal treatment and positive action, and all three should be in place. Essentially, instead of the 'male model' (for example, men as main breadwinners with careers uninterrupted by caring responsibilities) being assumed to be the norm into which women, whatever their circumstances, are required to fit, it is recognised that there are many models, of equal value. Furthermore, there are men who do not fit into the 'male model' (for example, the long-term unemployed) and there are women who do. So this is an issue for both men and women, and they cannot and should not be pigeonholed or stereotyped.

Some of the practical ways in which gender mainstreaming can be put in place include the following actions:

1. Involve both men and women in decision-making.
2. Consider if the impact of your decisions impacts differently on women and men in the particular sector for which the course is aimed. For example, if more women than men work part time, the course almost certainly needs to be part time too.



- 3 Think about stereotyped notions of 'women's work' and 'men's work' –women in the West are not associated with carrying out manual labour but in the past and elsewhere in the world today it is women who carry out much of the manual labour. Nor are Western women thought of as potential plumbers or electricians or computer technicians, but there is no reason they should not enter these lucrative trades. So widen your recruitment policies and re-focus your publicity to attract both sexes.
- 4 Check policies to see if they might impact differently on men and women. For example:
- 5 If classes are held only at night, or if they are in places which cannot be reached by public transport, can women attend as easily as men?
- 6 If classes are held in the daytime, can men who are employed full-time access them as easily as women who work part-time or are occupied in the house?
- 7 If the timetable is inflexible, can men fit classes into their existing timetable more easily than women?
- 8 Is there any provision for childcare, where women are more likely than men to care for children?
- 9 Do prevailing norms and values inhibit the participation of men or women in the educational programme being evaluated?
- 10 Look at the ratio between men and women on the course. Does the learning environment facilitate both sexes?
- 11 Consider carefully the language to be used: is it gender-neutral or does it imply that one sex is inferior to the other or is allegedly innately more suited to the occupation or the learning task than the other?
- 12 When the course is in progress, ensure that:
- 13 Women and men receive equal treatment and equal amounts of the tutor's attention.
- 14 Generalisations about men and women are challenged and sexist jokes are not accepted.



## LITERACY: DIDACTIC BACKGROUND

### Module 1: Information as a purpose

Learning objectives:

1. General:
  - To check and develop the ability to obtain the wished information.
  
2. Specific:
  - To check and develop the ability to:
  - understand and make oneself understood verbally and in writing;
  - gather, select and organize information;
  - understand the global meaning of the text;
  - summarize using one's words;
  - search for information of practical avail in texts, charts, tables;
  - order alphabetically;
  - fill out a form;
  - understand the causal relationship;
  - distinguish information and opinions.

Assessment

Main elements for the assessment:

- correctness of the solution, in the exercise requiring to order alphabetically, to understand, distinguish, fill out a form;
- to respect the principle according which the prior information are chosen, to respect the strategy used to make oneself understood orally and in writing.



Methods and exercises (1 – 20)

- Alphabetical order
- Filling in forms
- Understanding the meaning
- Describing in other words
- Searching for information
- Making oneself understood in writing and verbally
- Understanding similarities and differences
- Summarizing using one`s own words

## Module 2: Information as a tool

Learning objectives

To check and develop the ability to:

- analyse elements of a written text or of a verbal communication, in order to identify elements and strategies which can be used to reach a definite goal;
- be able to use the element analysed to reach one`s own communicative purposes: to write in order to inform, explain, involve, thank, complain...;
- tell implicit from explicit in a text: to deduce, to know, to presume, to take for granted;
- work out and produce text forms, introducing proper schematizations and graphic representations;
- use a more proper linguistic code;
- produce different text typologies suitable for the different context situations.

Assessment

Main elements for the assessment are:

- correctness of the solution found;
- it is possible to make an assessment of the effectiveness of the strategy adopted, by stimulating the learner to first define the goal (to inform, to involve, etc.) and then to assess the impact of such strategy on the target of reference, never forgetting to respect the subjectiveness in the interpretation of an exercise. In this case, too, a circular-type pathway can involve, transversely, for example, the work unit “Customer care” or “Themes and opinions”.



Methods and exercises: (21 - 26)

- Describing in writing
- Reading and understanding
- Describing in one`s own words
- Communicating



## NUMERACY: DIDACTIC BACKGROUND

### Learning contents and purpose

Focus on relation to workplace surroundings and relevance for everyday work!

In order to empower employees with improved basic skills in numeracy, methods and tools in a course for construction workers shall primarily be related to tasks and duties included in actual jobs in this work area. Consider the following:

- Provide for an overall brush-up of basic mathematics (explanation and demonstration) and make sure each individual student understands contents (adding, subtracting, multiplying, dividing etc.)
- No pressure, provide enough time for students to do respective exercises
- Practical relevance and closeness to actual experience of all learning materials used and all examples given
- (e.g. exercise on doubling amounts, take cement or sand as an example)
- To make learning contents relevant for students and demonstrate their actual employability:
- focus on workplace related contents (see methods and sample tools below)
- Use authentic materials, i.e., for example, forms that learners will actually come across in their everyday job life (forms used at certain companies etc.) to demonstrate relevance of learning contents
- Ask and motivate your learners to bring their own sample forms
- Exercises can always be made use of as a basis for joint exchange of experience, constructive reflection on learners' skills, strengths and weaknesses, discussion on past success and failure, future perspectives etc.
- Hence these basic numeracy exercises can be a starting point for communicative training units (combination with social skills training) in which learners practice how to effectively pass on information to each other.
- Exercises can be written preparation work for various role plays acted out in class i.e. intensive practical social skills training

The exercises are to be done individually as a comprehension check. Compare the results in class.



The exercises (27 –47) are dealing with the following aspects:

- Using the basic arithmetical operations
- Using the basic arithmetical operations by checking bills
- Giving correct change
- Understanding you pay slip
- Working out measures
- Reading “use by” dates
- Stock control – organising dates
- Time management – get it done on time!
- Time management – Analogue and digital clocks
- Time management – Cooking times



## COMMUNICATION SKILLS

### Learning objectives

- To know and identify the basic aspects of verbal and non-verbal communication.
- To understand the basic elements of communication processes and the approach methods according to the different typologies of persons and circumstances.
- To know one's behavioural style in order to use the approach more appropriate to circumstances and people.
- To get and/or develop skills needed in situations requiring a management of relationships with the clients.
- To get and/or develop the ability to work in team

Consider the following:

- Provide for an overall brush-up of basic mathematics (explanation and demonstration) and make sure each individual student understands contents (adding, subtracting, multiplying, dividing etc.)
- No pressure, provide enough time for students to do respective exercises
- Practical relevance and closeness to actual experience of all learning materials used and all examples given
- To make learning contents relevant for students and demonstrate their actual employability: focus on workplace related contents (see methods and sample tools below)
- Use authentic materials, i.e., for example, forms that learners will actually come across in their everyday job life (forms used at certain companies etc.) - to demonstrate relevance of learning contents
- Ask and motivate your learners to bring their own sample forms
- Exercises can always be made use of as a basis for joint exchange of experience, constructive reflection on learners' skills, strengths and weaknesses, discussion on past success and failure, future perspectives etc. Hence these basic numeracy exercises can be a starting point for communicative training units (combination with social skills training) in which learners practice how to effectively pass on information to each other
- Exercises can be written preparation work for various role plays acted out in class i.e. intensive practical social skills training



Learning contents and purpose (exercises 48 – 58)

- Communication styles
- Customer Care
- Team Work



## SELF-KNOWLEDGE: DIDACTIC BACKGROUND

### Learning objectives

- To enrich one's self-knowledge through a comparison with different themes and different opinions about such themes.
- Specifically, in a self-reflection pathway, to reason and discuss about different topics, in order to learn how to mould and defend one's opinion, how to use the active listening with the other "opinion makers".
- To observe the outside world as a preparatory phase of self-assessment.
- To develop the knowledge of themselves, of one's skills, attitudes, areas to be improved.

Learning contents and purpose (exercises 59 – 70)

- Self-Knowledge



# Part 2

## **Toolbox**

# Exercises and Learning Materials



# 1

## Alphabetical order

**On the right side of the table, please order these names alphabetically:**

Paula	
Steve	
Anthony	
Clare	
Daniela	
William	
Karin	
Nora	
Marc	
Jessy	



# 2

## Alphabetical order

**On the right side of the table, please order these words alphabetically:**

Poland	
Vienna	
Devon	
Slovakia	
Croatia	
Latvia	
India	
Brasil	
Lhasa	
Sydney	



# 3

## Alphabetical order

### **Order the names alphabetically.**

You are the receptionist of the Hotel “Raggio di sole”. A Travel agency operator sends you a reservation letter with a confused list of names.

- Hiroshi Shiba
- Hans Cristian Andersen
- Stephan Derrick
- Michelangelo Buonarroti
- Dante Alighieri
- Rita Montalcini
- Piero Angela
- Jessica Fletcher
- Jane Austen
- Filomena Maturano
- Eduardo De Filippo

**Variation:** Type the list of names in a Word document.

Use format – bullets and numbering in order to list the names.

Then select all and click on the sort button in the Word toolbar to order the names alphabetically.



4	Filling in forms
---	------------------

**Fill in the following file:**

<b>CURRICULUM VITAE</b>
PERSONAL DATA (FULL NAME, BIRTH DATE, BIRTH PLACE)
ADDRESS
EDUCATIONAL QUALIFICATIONS
EDUCATION
FOREIGN LANGUAGES
COMPUTER SKILLS
JOB EXPERIENCE
OTHER

Variation: Draw the curriculum form above and fill it by using Word. Save and print the Word document, naming it "myCV.doc".



5	Words and meanings
---	--------------------

**The list of words is not in the same order of the list of meanings.**

Re-order the words inserting them in the column of words, in connection with the right meaning.

Words					
-------	--	--	--	--	--

Refuge	Hostel	Hovel	Tent	Cottage	Hotel
Igloo	Chalet	Nest	Royal	Palace	Bunker
House	Villa	Hut	Lair	Nest	Jail
Cave	Hospital				

Words	Meanings
	Building with several rooms suitable for providing, against payment, board and lodging and other services.
	Building containing rooms or apartments, mostly adapted as habitation
	More or less deep cavern acting as a lair and a hiding place for wild animals
	Place offering refuge and protection High mountain building, or construction, intended for hosting or refresh alpinists or hikers passing through
	Typical Eskimo house, dome-shaped, built with pressed snow bricks.
	Cabin made of stone and wood with a sloping roof, typical of mountain tourist resorts.



	Reinforced concrete building, earthed or buried.
	Small building made of branches, canes, straw, wood and similar materials, acting as refuge for people and animals.
	Typical countryside small house in rustic style,.
	Gentleman's residence, surrounded by a garden or a park.
	Group of building, courtyards and garden, often embraced by walls, addressed to be the king's and royal family's residence.
	Shell made of several different materials built by birds to hatch eggs and to breed their nestlings.
	Hotel where low coast board and lodging is provided.
	Place of confinement for persons convicted of crimes or those awaiting trial.
	<ul style="list-style-type: none"> <li>a. Lair, wild animals' refuge.</li> <li>b. Meeting place for persons carrying on illegal activities.</li> </ul>
	An institution fitted with appropriate equipment and facilities to offer medical care and hospitalization.
	Building made of boards and plates used for goods and tools depot or as a temporary house.
	Collapsible and portable pavilion, generally made of rainproof sheets sustained by poles and fixed by ropes and pegs, used as house by nomadic populations and as temporary refuge by soldiers and travellers.
	Natural underground cavern, mostly expanding lengthways.



# 6

## Words and meanings

**Discuss with your mates about:**

1. What have these words in common? What make them different the ones from the others?
2. How could them be divided in subgroups?

# 7

## Words and meanings

**Try to describe, in writing:**

- a. pizza
- b. museum
- c. hotel
- d. restaurant
- e. beach
- f. detergent
- g. disco pub
- h. uniform



# 8

## Searching for information

Some clients of yours are on Holidays in Naples, and they want to go on some one day trips in Naples Gulf, to Ischia and Procida Island, and ask you some information about timetable and fares by e-mail. Besides, they want to know if it is possible to visit both the islands in the same day, and how to organize their own schedule.

On the basis of the different information available, prepare the lists of the possible solutions, considering separately the variables “price” and “journey”; place the proposals in ascending order according to price and time, for each departure place.

### Naples - Ischia and back

<b>By ferry (F)</b>	<b>90 minutes</b>	<b>journey price € 5.00</b>		
<b>By Hydrofoil (H)</b>	<b>50 minutes</b>	<b>journey price €12.50</b>		
Dep. Times from Naples	6.25F 10.55F 15.40F 21.55H	7.50F 13.10H 17.30F	8.55H 14.30F 18.15H	9.55H 15.10H 19.20F
Dep. Times from Ischia	6.45F 12.00H 15.20F 20.10F	6.50F 12.30F 16.15H	8.50H 13.50F 17.15F	9.00F 14.15 19.30

### Naples - Procida and back

<b>By Ferry (F)</b>	<b>60 minutes</b>	<b>journey price € 3.00</b>		
<b>By Hydrofoil (H)</b>	<b>35 minutes</b>	<b>journey price € 10.00</b>		
Dep. Times from Naples	6.25F 10.55F 15.40F 21.55H	7.50H 13.10H 17.30F	8.55F 14.30F 18.15H	9.55H 15.10H 19.20F
Dep. Times from Procida	6.50H 13.00F 17.50F	7.15F 14.30H 18.55H	9.15H 15.50F 20.00F	12.15H 6.30H



Ischia - Procida and back

**By ferry (F)**                      **30 minutes journey**      **price € 2**  
**By Hydrofoil (H)**                **15 minutes journey**      **price € 2,50**

Dep. Times from Ischia	6.45F	6.50H	8.50H	9.00F	
	12.00H	12.30F	13.50F	14.15H	
	15.20F	16.15H	17.15F	19.30F	
	20.10F				
Dep. Times from Procida	7.30F	9.45F	10.40H	12.00F	14.10H
	15.30H				

## 9 Making oneself understood

**You work in a travel agency and are dealing with Mr and Mrs Botticelli, your loyal customers.**

Prepare a fax to be sent to the Hotel "Valle delle Rose" to ask for a quote for one week's stay.

Once you have received the answers, organize to send them by e-mail to the customers who have required the relevant quote.

## 10 Making oneself understood

**The hotel where you work, is going to host an international exhibition, reserved to young artist in the field of painting, photography and design. Prepare a short text, or if you prefer three separated passages, in which you welcome:**

- The new assistants who will help you to organize the exhibition
- The young artists coming from all over the world to expose their works.
- The Professional artists who will judge the artworks



## 11 Making oneself understood

**Discuss with the group about:**

- How to decide whether two objects or subjects are similar or different?
- What is a criterion?
- Which is the difference between objective and subjective?
- Which is the difference between fact and opinion?

## 12 Making oneself understood

**Which word of each group is not connected to the others by a logical criterion?**

- a) class work, compasses, drawing, questionnaire
- b) questioning, school report, class register, questions
- c) book, exercise book, album, exercise
- d) dog, dolphin, gander, lion

## 13 Making oneself understood

**Starting from a word in the list, create two sets of words with a logical connection according to two different criteria.**

Then compare with your mates.



## 14 Making oneself understood

### Speaking of same and different...

Try to think about careers, roles, duties, which are similar and different from yours, explaining such similarities and differences.

## 15 Making oneself understood

### Sum up the information presented in this tourist catalogue.

#### STUDY AND WORK STAYS

They are organized in England, Ireland, Germany, Spain and USA and appeal to those boys/girls who need to face the general expenses such as lodging, board, transportations, etc.

The services provided in our programs “STUDY AND WORK STAYS” are essentially four: lodging reservation, job searching, language course (which is optional only in London), and a qualified assistance on the spot. For what concerns the accommodations, we have a wide offer, we dispose of furnished rooms in hostels and flats provided with kitchen and bathroom which can be private or shared with other rooms; we also dispose of single rooms in some university residences, and of independent flats of various kinds, and rooms in selected families, too.

Such accommodations usually cannot be considered tourist, but they can be compared to housing that, in big towns of Italy, are chosen for off-site university students. They are not hotel, though, so it is unlikely they will dispose of cleaning service.

As for the job, most of the offers come from accommodation, hotel and catering sectors. However, we receive some offers, even if in smaller amount, from supermarkets, pubs, shops, gastronomic products laboratories, cleaning and gardening small enterprises, hospitals.

The big chain of companies of different nationalities, applying to us for personnel search,



demand, serious and reliable people, from our selection.

The job, with the relevant work time and functions, is assigned directly abroad by our correspondent offices according to the requests of the moment. During the off-season a job assignment can occur within 4/5 days from the arrival or from the end of the course, when provided for it.

During the summer, it occurs after 7/8 days from the arrival or from the end of the course, and in some cases the employers require the candidate to do a trial period (which are almost always paid), before hiring them.

Each week they have 1 or 2 days off. In the part time jobs or in case of continuous working days they are likely to work 7 days a week.

We advise you to take with you a working suit consisting of a pair of black trousers or a black skirt, black shoes and bow-tie or a necktie for boys.

The language courses we propose are all held by rigidly selected schools and recognized by the institutions in charge.

## 16

### Making oneself understood

**Sum up the information presented in this tourist catalogue.**

#### Project LONDON

LONDON is a big and seductive adventure. It is as big as its size: 14 millions of inhabitants, 17 tube railways, 5 airports. Seductive because, although its size, it managed to keep a human aspect and an eclectic lifestyle, with its melting pot of races and different faiths, and its aristocracy with its royal traditions. A rare mix of magnificence, history, arts, galleries, avant-garde fashion, restaurants and, above all, non-stop fun.

"Project London" offers you the opportunity to live, work and study in this unique place. Our services are all provided in zones 1, 2, 3 of London. This area is considered the "central" one, and is connected by buses and tubes from 5 a.m. to 23.30 p.m. and all night long, with a night bus service passing every 20/30 minutes. The going currency is the pound, which is equal to €1.45.

Requirements:

Minimum stay: 8 weeks

Age 16/35

English language knowledge: not required

European Citizenship

3 passport photos + Curriculum vitae in English



# 17

## Making oneself understood

**Sum up the information.**

### THE JOB

The great news is the employment sector. This project, adopted with great enthusiasm by fellows and parents of Italy, represents an important educational experience from every point of view.

The most noticeable advantages are to offer the opportunity to everyone to stay, also for a long period, without much expense and to improve one's English level.

Our correspondent provides this important service, he has his office in London, and has obtained the Job Centre license. He daily receives several personnel requests with or without previous working experience, he is able to satisfy any kind of need, also for people who has no working experiences and can not speak English. Neither the employment card nor the Italian medical card is required to work. In short time, when required by the employer, you will obtain the National Insurance Number Card, which will assure you the medical and health assistance.

Here follows a list of the most frequent job opportunities:

### JOB OPPORTUNITIES IN HOTELS

#### UNSKILLED PERSONNEL:

He approximately works from 7 a.m. to 3 p.m., or from 3 p.m. to 11 p.m. The full time job salaries vary between £120 and £160 per week, the part-time ones go from £90 to £100 per week.

- Porter: (Only boys) there are 3 different porters. In the hall of hotels, in the laundry and on each floor. Only for the porter working in the hall English language basic knowledge is required. No previous experience is required. - Chambermaid: mostly for girls, They are given their own floor to clean. Their mansion is to clean and redo the rooms. They are not supposed to know the language or to have previous experience.

- Room service - Breakfast waiter: The first one's service consists of taking an order and bringing it in the room, and/or to restore the frigo/bar, the second one's function is to serve the breakfast. A basic English knowledge is here required. No previous experience is required.



### QUALIFIED PERSONNEL:

For this kind of jobs hiring is possible only for long periods. The salaries for reception operators vary between £170 and £200 per week, as for Barmen are much higher, at least £250/300 per week.

- Receptionist: a substantiated experience and excellent English knowledge is required. Kind of job: Management of tour operator allotments, check in and check out, invoicing, charges for consumptions. Working hours: from 7 a.m. to 15 p.m. or from 15 to 23 p.m.
- Barman: He is an experienced professional: he is supposed to be able to speak English and know at least the 80 international cocktails. Working hours: to be fixed directly with the manager.

## JOB OPPORTUNITIES IN RESTAURANTS AND BARS

### UNSKILLED PERSONNEL:

Working hours are always from 10.30/15.00 and from 18.30/23.30 or from 7 to 15 or from 16 to 24. Closing time is often indicative, depending it on the run of customers. The part time jobs salaries vary between £90 and £100 per week, while the full time job salaries vary between £140 and £160 per week.

- **Dishwasher:** Neither language knowledge nor previous experience is required. It is unlikely that women are hired.
- **Busboy:** In particular to join Italian restaurants. No language knowledge or previous experience required. Duties: to set the table, to clear the table, to clean the dining room after closing.
- **Coffee boy/girl:** To be included in particular in bars. He/she is responsible above all for breakfast room/cafeteria. The job is very simple and intuitive. Some experience is required, together with a basic English knowledge.
- **Cashier–cloakroom attendant:** mostly for bars and restaurants. A good knowledge of English is needed, but no previous experience is required.
- **Fast food:** For boys/girls. Duties: prepare the sandwiches, fry chips, cashier, cash desk, cleaning. In the fast–food the personal rotates according to the needs. They are supposed to speak “some English” because the management is totally English. There are rotating shifts: morning, afternoon, evening shifts. Salaries: £80/90 for part time and £120/130 for full time.

### QUALIFIED PERSONNEL:

Working hours are always from 10.30/15.00 and from 18.30/23.30, or from 7 to 15, or from 16 to 24. Closing time is often indicative, depending it on the run of customers. The full time jobs salaries are different. The Commis de partie earns £150–180 per week. The chef de partie, pizza makers and waiters can earn £200–250 per week, the chefs from £250 to £400 per week.



- **Commis de partie:** is a busboy, some experience is needed since he is supposed to prepare some sauces, salads and warm and cold appetizers. English language is not needed.
  - **Chef de partie:** his job concerns cooking only first and second courses, appetizers or desserts. Italian restaurants do not require English knowledge.
  - **Chef:** He supervises the kitchen, deals with suppliers, chooses the menu and, in big restaurants, coordinates the “chef de partie” work, and assigns them a specific sector. Italian restaurants do not require English language knowledge.
  - **Waiter:** experience and good English needed to take orders.
- We assure the assistance for job’s change in case of real difficulties.
  - Our groups start every week all the year round.
  - Minimum stay requires: 8 weeks.

## 18

### Making oneself understood

#### Describing in writing.

Premise: several towns and districts maps must be arranged.

Therefore, the trainer will choose the starting point (A) and the arrival point (B).

Describe the path to follow to arrive from point A to point B.

## 19

### Making oneself understood

#### You have just come back from a new tourist destination.

Describe in writing the places you visited, in the most proper way, to propose them to:

- a) A high school teacher, who would like to organize a guided tour.
- b) Some young clients who ask for some information



## 20 Making oneself understood

**Prepare the text of a telegram to communicate to Diana Baldi, responsible for organizing the 5th worlds Festival, the arrival, at Roma Fiumicino Airport, of Mr and Mrs Bianchi and Rossi, respectively on Friday, January 13<sup>th</sup> 2006 at 18.45, and on Sunday, January 15<sup>th</sup> 2006 respectively.**

## 21 Reading and understanding

**You have received a letter from your friend Natalia, safety expert, who sent you the information required. After reading it, try to check if everything is clear to you and check the statements below:**

*“Darling, you have to explain that in case of danger is necessary not to lose one’s nerves and shout, but above all you must follow the directions. In particular, in case of fire the procedure provides for the use of the extinguisher, which have on the cylinder the instructions to be followed, and the integrated use of emergency exits. In environments overran by smoke and flames, you must get wet with water and protect your respiratory tract (nose and mouth) with a hand or a cloth. If you are closed in the elevator (by the way, in such case sound the alarm!) or in any place hermetically closed, laying on the floor can help you to save oxygen, since it exhausts from the top to the bottom in an environment. In case of earthquake, is dangerous to take the elevator, because the system or the shell could break; use then the stairs, included the emergency ones and the fire escape external to the hotel; people have to go outward and, if they can not, take refuge underneath the tables. The personnel must particularly look after children and disabled, who must be the first to go out in any dangerous situation. Both in case of earthquake and gas leak is necessary to disconnect the power, since an electrical power leak could cause the spreading of fire”.*

1. In case of danger, anyone with common sense would give way to children and disabled.
2. The external fire escape is to be used only in case of fire.
3. In case of danger it is right to shout to face the panic attack.
4. In case of smoke in the air, is convenient to get wet with water.
5. In case of gas leaks, the power must be disconnected.
6. If you are stuck in a closed place, you mustn’t move, but stand and lean against the wall to save oxygen.



## 22 Describing in one's own words

**A foreign friend is studying your language and asks for your help.**

He is reading many words but doesn't know what they correspond to...try to explain them to him in writing, so that he can "study" your definitions; remember, though, he is inexperienced, so restrict yourself to answer the question "what is it?"

1. Radio
2. Swimming pool
3. Elevator
4. Fire extinguisher
5. Bleach
6. Canteen
7. Hotel
8. Ladle
9. Voucher
10. Sleeping Bed

## 23 Describing in one's own words

**Thank to your help your friend is improving a lot!**

Now he wants to extend his vocabulary, by adding objects' functions, then answer the question "what is it for?" working in pairs with a mate who will play the role of your friend.

## 24 Describing in one's own words

**Describe in writing, in anonymous way, a very tricky situation you had to face with a client:** which was the problem, what happened, your discussion, how the question ended. The trainer gathers all the writings and read them, inviting all of you to identify yourselves with the roles described, and to propose your solution.

An "artistic" variant can be interpreting the roles, and simulating the situation.



## 25 Describing in one's own words

**In order to increase anonymity, everyone in the group opens a new e-mail account, avoiding to use his/her name or surname (or everything else that could be identified), and sends an e-mail with the description to the trainer/tutor (who has to give his/her e-mail address to the whole group before the exercise starts).**

The trainer gathers all the anonymous descriptions and print them without sources indication. Then, he/she distributes these writings randomly in the group.

In turn, each participant simulates the situation described in the writing he/she has received

## 26 Communicating

### **Meeting opportunities...**

The first exchanges with a person are like a business card. The ways to proffer one's hand, the smile, are all important to give a good impression, to spark off one's interest. The first words are even more important, the words we choose to greet each other, to introduce someone or introduce oneself, to ask for or give news and information. The different communication situations require a good command of linguistic registers, choosing the most appropriate tone is the premise for a proper use of sentences and words.

Our sample of expressions concerns situations such as meeting someone, start a conversation, take a leave of someone, to phone, register messages, and is articulated in ritual actions: for example meeting someone, suggest way of attracting someone's attention, greeting someone, introducing someone or oneself.



Meeting someone	Formal	Informal
Introducing someone	<p>Doctor, let me introduce my husband to you.</p> <p>May I have the pleasure to introduce my colleague to you?</p> <p>I have the pleasure to introduce my boss to you.</p>	<p>This is Fernanda, my friend living in Rome</p> <p>Do you know my friend Licia?</p> <p>Have you already met my brother Marco?</p>
Introducing oneself	<p>May I introduce myself? My name is Giampiero Holmes, I work for Holmes Investigation</p>	<p>Hello, I'm Teresa Alighieri, the new tenant.</p>
Greeting	<p>Good Morning, Good Evening, Hello Mrs Manzoni, how are you?</p>	<p>Hello, how do you do? Hi, I'm Nadia.</p>

There are many ways to break the ice in a meeting: ask about one's health, speak about the weather, ask about one's job, offering a drink. Answering the questions and accepting an offer is a way to cooperate in the interactive process and to show one's interest toward the interlocutor. In particular, offering someone to drink together, is sign of a nice habit between two friends, but it represents a mark of great kindness between two strangers.

If you don't want anything, be careful not to be impolite while refusing it, and not to answer "no, thank you"; such a refusal, although correct in itself, can appear too much curt or even brusque, especially in case of a stranger, and can be seen as a reluctance to continue the conversation. While refusing an offer, is then better to adopt standards which soften the uneasiness caused by the refusal.

To start the conversation	Formal	Informal
Ask someone about one's health or something else	<p>How are you Mrs Rossi?</p> <p>You are also here, Mr Penni!</p>	<p>How are you, Nicola?</p> <p>Daniela, you look great!</p> <p>Is everything ok, Ilaria?</p>
Refuse	<p>No, Thank you, maybe later</p>	<p>For me nothing, thank you, but I join you/I keep you company.</p>

Now try to expose orally the text, proposing new examples for any different situation.



# 27

## Using basic arithmetical operations

**Work out the number of bottles of each drink you need to fetch from the cellar.**

The first row has been done for you. The standard stock level column tells you how many bottles of each drink should be at the bar.

Check your subtraction answers.

QUEEN'S HOTEL			
DAILY STOCK COUNT SHEET – TERRACE BAR			
Standard stock level	Drink Item	No. in bar	No. required from cellar
150	Tonic water	12	138 (150 – 12 = 138)
80	Soda water	7	
160	Diet cola	17	
160	Cola	83	
50	Lemonade	19	
40	Tomato juice	40	
50	Orange juice	0	
40	Pineapple juice	11	



# 28

## Using basic arithmetical operations

This completed stock sheet is from the smaller Sea View bar.

Circle the three mistakes.

QUEEN'S HOTEL			
DAILY STOCK COUNT SHEET – SEA VIEW BAR			
Standard stock level	Drink Item	No. in bar	No. required from cellar
100	Tonic water	18	72
65	Soda water	9	54
110	Diet cola	27	83
110	Cola	46	64
40	Lemonade	19	21
25	Tomato juice	4	21
50	Orange juice	17	23
40	Pineapple juice	11	29

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# 29

## Using basic arithmetical operations

**This is a cellar order for the terrace bar.**

It tells you the number of bottles you need to get from the cellar and the number of bottles in each crate.

Work out how many full crates and single bottles you need for each drink item. The first row has been done for you.

<b>QUEENS HOTEL</b>				
<b>CELLAR ORDER FOR TERRACE BAR</b>				
<b>Drink item</b>	<b>No. of bottles required from cellar</b>	<b>No. of bottles in 1 crate</b>	<b>No. of crates required</b>	<b>No. of single bottles required</b>
Tonic water	138	12 x 24 cl	11	6
Soda water	73	12 x 24 cl		
Diet cola	143	24 x 33 cl		
Cola	77	24 x 33 cl		
Lemonade	31	24 x 33 cl		
Tomato juice	0	12 x 24 cl		
Orange juice	50	12 x 24 cl		

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# 30

## Using basic arithmetical operations

**If you are checking a delivery, you will need to count in batches to make sure you have received the correct number of items.**

Calculate how many boxes of each item must be delivered. The first row has been done for you.

<b>QUEENS HOTEL</b>			
<b>BURGER BAR Deliveries log book</b>			
<b>Item</b>	<b>Quantity ordered</b>	<b>No. per box</b>	<b>No. boxes delivered</b>
Hamburger buns	1024	256	4
Chicken burgers	240	30	
Napkins	4500	1500	
0,5 litre paper cups	600	120	
Hamburgers	420	60	
Individual ketchup	2048	256	
Drink stirrers	5000	1000	

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# 31

## Using basic arithmetical operations

**This bill has separate columns for pounds and pence, so you don't see any decimal points.**

Work out the total cost of bill A. You can use a calculator if you want to.

Royal Gardens Hotel, Jasmine Grove, Alcott.		
Restaurant Table 7		
Description	Price	
	£	p
Soup of the day	4	25
Goats Cheese Salad	4	95
Roast Loin of Lamb	12	45
Scottish Salmon with Sesame Dressing	13	99
Lemon Tart with Raspberry Sorbet	5	25
Cholocate and Almond Mousse	5	75
Cabernet Sauvignon 75 cl	9	55
Bottled spring water 30 cl		95
Calypso Coffee	2	75
Irish Coffee	2	50
<b>TOTAL (Service charge not included)</b>		

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# 32

## Using basic arithmetical operations

**Bill B: Mr Ismail is not happy with his bill.**

Can you spot the mistake?

<b>Royal Gardens Hotel</b>		
Guest: Mr A Ismail 17 Mount Pleasant Drive, Aldershot		
<b>Description</b>	<b>Charge</b>	
	£	p
Buckingham Suite (Room Number 11) 4 nights at £ 85.00	340	00
Restaurant (including service charge)	285	05
Bar drinks	32	90
Room Service		
Bottled spring water 3 bottles at £ 0.95	9	50
<b>TOTAL</b>	667	45

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# 33

## Using basic arithmetical operations

**Bill C: This conference bill has some missing information.**

Calculate the missing charges and the total charge for the conference.

Royal Gardens Hotel		
CLIENT: Hair UK Ltd VENUE: St James` Suite		
FUNCTION: Conference/Presentation		
Description	Charge	
	£	p
<b>ROOM CHARGES</b>		
2 x Syndicate Room at £500.00	1000	00
5 x Flipchart at £22.50		
18 x Single pink roses at £3.50	63	00
9 x Mimosa springs at £1.40	12	60
<b>BEVERAGES CHARGED ON CONSUMPTION</b>		
Morning coffee & Danish at £6.25 x 16	100	00
Crew lunch at £14.00 x 6		
Afternoon tea & cakes at £7.49 x 16		
<b>TOTAL CHARGE</b>		



# 34

## Giving correct change

Work out the best way to give the change shown in the table. Use the smallest number of coins and notes possible. The first one has been done for you.

Change to give	Number of each coin or note to give to make up the change Use the smallest number of coins and notes possible										
	1p	2p	5p	10p	20p	50p	£1	£2	£5	£10	£20
£3.47	0	1	1	0	2	0	1	1	0	0	0
£10.19											
£16.71											
£9.45											
£0.89											
£8.13											

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# 35

## Giving correct change

**Sometimes you may be short of certain coins or notes in your till but you must still try and give the smallest number of coins and notes as possible.**

Work out the best way to give change to each customer.

Write your answers in the spaces. (The first one has been done to help you.)

Sales total: £34.99	Sales total: £13.57	Sales total: £02.46	Sales total: £21.63
Cash: £40.00	Cash: £15.00	Cash: £20.00	Cash: £30.00
Change: £5.01	Change: £1.43	Change: £17.54	Change: £8.37
<b>You have no £5 notes in your till. The best way to give this change is:</b>	<b>You have no £1 coins in your till. The best way to give this change is:</b>	<b>You have no £2 or 50p coins in your till. The best way to give this change is:</b>	<b>You have no 10p or 20p coins in your till. The best way to give this change is:</b>
2 x £2			
1 x £1			
1 x 1p			

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If there is anything on your own payslip that you don't understand, then ask a supervisor.



## 36 Understanding your pay slip

**Study this sample wage slip and compare it to your own.**

If there is anything on your own payslip that you don't understand, then ask a supervisor.

Royal Gardens Hotel Jasmine Grove, Alcott.			
Name	Ian Taxman	Date	
Deductions		Wages:	
PAYE tax	26.75	Gross salary 37 hours @ £5.20	192.40
NIC	15.22	Overtime/bonus 2 hours @ £7.80	15.60
Total deductions	41.97	Total gross pay	208.00
		NET PAY	166.03

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## 37 Understanding your pay slip

Circle the mistake in Sarah's payslip.

You can use a calculator to help you.

Royal Gardens Hotel Jasmine Grove, Alcott.			
Name	Sarah Short	Date	09/09/04
Deductions		Wages:	
PAYE tax	8.15	Gross salary 37 hours @ £5.20	104.00
NIC	5.66	Overtime/bonus 2 hours @ £7.80	13.40
Total deductions	13.81	Total gross pay	117.40
		NET PAY	103.59

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## 38 Understanding your pay slip

Complete the missing information in Ryan's payslip.

Royal Gardens Hotel Jasmine Grove, Alcott.			
Name	Ryan Richer	Date	09/09/04
Deductions		Wages:	
PAYE tax	39.05	Gross salary 37 hours @ £5.20	209.82
NIC	21.57	Overtime/bonus 2 hours @ £7.80	
Total deductions		Total gross pay	
		NET PAY	

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# 39

## Working on measures

Look at the example and then work out how many glasses of wine you can get from each of the bottles of wine. Circle the correct answer.



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a) How many 125ml glasses can you get from a standard 750ml bottle?

- 4 glasses
- 5 glasses
- 6 glasses
- 7 glasses

b) You have a 1.5 litre bottle and a 750ml bottle.

How many 250ml glasses can you pour?

- 5 glasses
- 7 glasses
- 9 glasses
- 10 glasses

c) You pour four 125ml glasses from a 1 litre bottle.

How much wine is left in the bottle?

- none
- 250 ml
- 400 ml
- 0.5 litre



# 40

## Working on measures

Complete the following table:

Size of wine bottle	Size of wine glass (125 ml, 175 ml, 250 ml)	Maximum number of full glasses	Wine leftover in bottle? Y or N?
1 litre	125 ml		N
1500 ml	125 ml		
1 litre		4	N
750 ml	250 ml		
1.5 litre	175 ml		Y

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# 41

## Reading "use by" dates

Circle all the words or numbers that show the month on these sell by dates.

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1/2/04

01-02-04

01.02.04

1st Feb

1 February 04

1 Feb 04

Feb 1st 2004

Sunday Feb 1st

01/02

1/2

Sun 1st Feb



# 42

## Reading “use by” dates

Look closely at these dates and try to match the dates that are the same.

Write the matching dates from the box into the shaded part of the table.

11/03/04	
30.3.04	
30 November	
11 Apr	
3/11/04	
4-03-04	
30 Apr 04	
04 APRIL 04	04/4/04

04/4/04
3rd November 04
11-04-04
11th March
04.03.04
30/11/04
30-03-04
April 30th

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43
Reading “use by” dates

**Look at the two dates marked on the calendar and write them out in as many ways as possible.**

<b>September 2004</b>						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

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Date 1: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Date 2: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



# 44

## Stock control

**These yoghurt pots are not well organised.**

This makes it difficult to find the yoghurts that should be used first. Circle the three oldest yoghurts in the fridge.



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# 45

## Understanding your pay slip

**Work out how many minutes Leo and Nazreen have for each job on their time schedules.** Copyright ctad Cambridge, [www.ctad.co.uk](http://www.ctad.co.uk)



The Limes Kitchen schedule – <b>Leo</b> Wednesday 23rd April	
Time	Job
10.15	Make suet pastry
10.50	Make trifles
11.35	Prepare steak and kidney filling
12.10	Wash and prepare vegetables

Make suet pastry \_\_\_\_\_ minutes.

Make trifles \_\_\_\_\_ minutes.

Prepare steak/kidney filling \_\_\_\_\_ minutes.

The Limes Kitchen schedule – <b>Nazreen</b> Wednesday 23rd April	
Time	Job
13.15	Prepare vegetables for soup
14.00	Make soup
14.25	Roll pastry and lime pie cases
15.05	Stock check – order as necessary

Prepare soup vegetables \_\_\_\_\_ minutes.

Make soup \_\_\_\_\_ minutes.

Line pie cases \_\_\_\_\_ minutes.



# 46

## Time management

Now use Leo's and Nazreen's schedules to answer these questions – draw the correct times on the kitchen clock face.

Leo must begin making the trifles at: He should finish preparing the steak and kidney pudding by:



Nazreen starts preparing the soup She should finish lining the pie cases by: vegetables at:



# 47

## Time management

Calculate the cooking times for the two roast rib joints using the information in the box.

Show your answer in minutes, and in hours and minutes.

### Roast Rib Joint

Calculate cooking times as follows:

Rare 30 to 35 minutes per kilo  
Medium 40 to 45 minutes per kilo  
Well done 50 to 60 minutes per kilo

**a) Cooking time for a 2 kilo rib joint, cooked well done:**

is \_\_\_\_\_ minutes to \_\_\_\_\_ minutes or  
\_\_\_\_\_ hour(s) \_\_\_\_\_ minutes to \_\_\_\_\_ hour(s) \_\_\_\_\_ minutes.

**b) Cooking time for a 3 kilo rib joint, cooked medium:**

is \_\_\_\_\_ minutes to \_\_\_\_\_ minutes or  
\_\_\_\_\_ hour(s) \_\_\_\_\_ minutes to \_\_\_\_\_ hour(s) \_\_\_\_\_ minutes.

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# 48

## Communication styles

Try to define autonomously the communication styles described below, proposing a model of behaviour, attitude, phrase which can represent each style.

- **Dominant style:** the dominant communication calls up the idea of assertiveness, competitiveness, self-confidence, method, presumption, high tone of voice.
- **Dramatic style:** dramatic communication is characterized by exaggerations, and is revealed by signs, such as the use of metaphors or other stylistic means, which aim to emphasize, underline or minimize the sense of the conversation. The literal meaning of the conversation is transformed according to the speaker's intents: belittle, ironic and exaggerate.
- **Polemical style:** it concerns some features of imposition on the other person and penalizes the cooperation even more than the dominant style. The persons who make use of this style to communicate are very demanding with their interlocutor, is unlikely that they tolerate opinions different from their own opinions, they always want to get to the bottom of the matters.
- **Lively style:** it is characterised by a high use of extra verbal channels, such as visual contact, facial expressions, body's gestures and movements to enrich the conversation.
- **Scrupulous style:** it has three purposes, to provide feed back (the communicator always checks that the other perceive to be listened to); to show empathy (so the interlocutor feels encouraged and appreciated); to provide listening signs (by using non verbal elements, such as body's movements, looks, proximity, etc.)
- **Precise style:** it is revealed by behaviours, which transmit accuracy, precision, documentation and check of what is communicated.
- **Impact style:** it calls forth memory and attention in the interlocutors; people who make use of it, for better or worse are never pass unnoticed.
- **Friendly style:** it characterizes a set of behaviours varying between the simple absence of hostility and the deep intimacy. The friendly communicator is inclined to positively confirm, favour, and recognize the other.

A definition proposal of communication styles  
(Robert Norton)



# 49

## Communication styles

Read the following passage and then answer the questions.

Lady Blackett opened the connecting door and announced: “Here is Mandy Price, Miss Claudia, she has been sent by the agency”, then she left.

“Have you got your curriculum vitae?” she asked.

“Yes, I have, Miss Etienne”. Without raising her eyes she asked “Your name is Mandy or Amanda?” “Mandy, Miss Etienne”.

In other circumstances, Mandy would have pointed out that if her name were Amanda she’d had written it on her curriculum. “Did you have any other experiences in our field?” “Only in the last two years. I made a list of the companies’ names I’ve worked for, at page three of my curriculum”.

Mrs Etienne red the list, then raised her sparkling, bright eyes, under the curved eyebrows, and observed Mandy with much greater interest than she showed before. “It seems you were very good at school”, she added, “but since then you have collected a series of different professional experiences, each one not lasting more than one week”.

In three years of day work, Mandy had learned to identify and bypass most of men’s intrigues, but she felt less confident when it was her conduct to be involved. Her instinct, as sharp as a dentist’s tools, told her Mrs Etienne was to be treated with respect.

She thought, “You don’t even know what the day work means, cod: today here, tomorrow there. But all she said was “I have chosen the day work, for short periods, in order to gather as many experiences as possible, before searching for a regular employment. From then on, I will not move anymore, and I will try to work my way up.”

Taken from “Original Sin” by P.D. James

- Try to identify, within the passage, all the elements characterizing the communication styles of the two characters: words, tone of voice, movements, gestures, gesticulation, appearance, etc.
- Which meanings have for you such elements?
- Which is Mrs Etienne’s communication style?
- Which is Mandy’s communication style?
- How do you think appropriate Mandy’s answer concerning the day work?

**Not at all      little      enough      much      totally**

- How would you have answered?



# 50

## Communication styles

**Working in pairs with a mate, who will play Miss Etienne’s role, and perform the job interview in the way you think more appropriate, referring to your professional profile.**

The mate playing the role of Miss Etienne will be allowed to add or modify some questions.

# 51

## Customer care

**Try to identify yourself with one of the roles indicated in the following situations.**

For each situation, a “guideline script” from which you can start is provided, you will find a work situation and a customer’s objections/complaints. Reply to the customer, starting from the sentence here suggested, choose the starting word which you think is more appropriate to the circumstance and go on with a logical sentence; justify your choice.

- Opening sentence: “Sir/Madam, what you are saying is....”
- Possible alternative answers to start with:

unfair	stupid	wrong	useless	right	interesting
strange	true	false	crazy	reasonable	logical
ridiculous	unusual	absurd	boring	serious	comprehensible

### Situations

- You are working for a travel agency, today the clients are numerous, it is the turn of .... Client: “The paintings you hung on the wall of this office are too small, you cannot even see their details...you are here waiting and cannot even see the details...same is for the geographical maps, what’s the good of them if you cannot even see the details?”



- b) You work in a holiday centre as animator, you are involving the clients in some activities, when one of them...  
Client: "oof, always the same things....there's never nothing new, why don't you organize something new I like better? I don't know exactly what, something different ..."
- c) You work as a cleaner in a hotel, while you are cleaning the corridors, a client comes out from his room...  
Client: "Which kind of products you are using? Aren't they that kind of cheap and useless ones...and you probably ignore hygiene to save money, and they are not eco-friendly?"

52

Customer care

**Working in pairs take turns at playing roles. Try to create a dialogue for each situation.**

Focus mainly on the coherence between your objective in this conversation (release, to preserve a positive relationship, solve the problem in the shortest possible time, etc.), and the communicative style you will decide to adopt (words, tones, gestures, etc.).

After each simulation:

- Compare the objective you set beforehand with the perception received by clients and observers.
- Compare with yourself: how do you feel exchanging roles in the same situation?

53

Customer care

**Together with four people, you are partner in a company dealing with animation, parties and ceremonies' organization, events, meetings/conventions.**

On January 30th, at 9.00, you have to face with a succession of problems to be solved absolutely within the "virtual day", but you only dispose of 30 "real" minutes! Write down what would you do, since...



- The confectioner who was supposed to prepare 50kg of cakes for the February 7th Carneval party that you organized to promote the company, decided to go to Africa to help people who are dying of starvation.
- Two partners of yours, Guglielmo and Franca, have argued furiously, during a previous evening meeting, with an important client, that you had managed to contact after several months of work. (He is a Hotel manager, Mr. Milione who thank to the several conventions planned for the current year, would guarantee contacts for at least €100.000). The two partners being out of tune have not presented the projects, which had prepared together, but independent projects, which are irreconcilable and sketchy. The manager dismissed them stating he wants to cancel the cooperation relationship with your company. You know you have to contact him within 12.00 because he will then leave for one month.
- Franca, livid with Guglielmo, took the ready documents away and reported sick.
- The travel agency informs you that, due to some organizational problems, the Maldives special offer for one week for only € 500, it is valid only for the week from February 1<sup>st</sup> to 8<sup>th</sup>, and not for the whole month anymore. If you do not departure, you will loose €500, and if you departure after February 28<sup>th</sup>, you will be overcharged of € 3000.
- Your colleague Marisa informs you that for her wedding party she is going to invite all the partners except Roberto, because she find him tactless and superficial, but she doesn't know how to do it behind his back, and she doesn't want piques on the job. She only trusts you to ask for advice.
- Your bosom buddy is breaking down because his boyfriend wants to go to Cuba and work there as barman with a friend for 6 months, with or without her. Your friend is terrified of taking the plane, but she fears for his relationship and doesn't want to leave her shop, she then asks for you help.

## 54

### Customer care

#### **There are different roles to play: the information service operator, the clients.**

The clients ask the information service operator for possible destinations for a trip throughout Italy. The man can answer considering the following information at his disposal.

#### **Castles and ... outskirts of Naples**

Castles built during the centuries in Naples Kingdom, have represented a dwelling place and a safe shelter for kings, queens and princes, conceived as single elements in a defence system that added to the city mighty defensives boundaries. Normans begun this kind of architecture, ordering **Castel Capuano** construction, and putting small fortresses on Megaride island, and on Sant'Erasmo hill. Castel Capuano really begins a fascinating artistic itinerary.



Walking through Corso Garibaldi and arrived at Via Marina, there are the remains of another important castle, the **castle of Carmine**, whose construction dates back to 1382, by will of Carlo Durazzo.

Going on Via Marina we reach Piazza del Municipio (City Hall Square), where about above a hill commanding the harbour, it raises **Castel Nuovo** (New Castle), also called Maschio Angioino (Angevin Male), after its first founders, who built it as their residence.

Going out from Maschio Angioino, continuing on the right towards Via Medina, we find three churches of historical-artistic importance: the fourteenth-century **Chiesa dell’Incoronata** (The Crowned Virgin Church) founded by Giovanna d’Angiò to celebrate her own crowning, the church of the **Pietà dei Turchini** (Turchinis Pity), dated-back at the end of the XVI th century and widened in the thirties of the XVII th century and the church of **San Diego all’Ospedaletto**, also dating-back at the end of the XVI th century.

Returning towards Via Marina and continuing towards Via Partenope, we reach the solid **Castel dell’Ovo**, the most ancient of the city, entertained on the Megaride islet where in ancient times part of the great villa of the brave Roman warrior Lucullo extended and that was connected up to the Echia Mountain.

The last castle to visit is **Castel Sant’Elmo** commanding the whole city from the hill. The castle dates-back its origin on 1275, during the kingdom of Carlo I st d’Angiò.

**Sorrento**, the mythical Mermaids land, described by Giovan Battista De Curtis in the famous song known all over the world, **Torna a Surriento**, a land that inspired famous characters like Wagner, Giuseppe Verdi and our wonderful singer Enrico Caruso. A very important characteristic in Sorrento is the craftsmanship, especially the wood and the ceramics inlay. Continuing along Via San Nicola, there is the building housing the **Museo bottega della Tarsia lignea**, which was founded to make the history of tarsia sorrentina continue, with the planning and the trading of a cultural renewed manufacturing. It is a building whose aim is to increase the exploitation of artistic craftsmanship sectors, which still have at present a great productive reality. The eighteenth-century building housing this inestimable treasure, preserves furniture and objects of the nineteenth century, which underline the technical and decorative sides of single inlay shops of that time.

**Pantelleria Island (Sicily)** is located in the very midst of Sicily Canal. It is an island with plenty of enchanting beaches, but also cliffs and enthralling marine caves. Thanks to his virgin nature and to a cobalt blue sea, people who spend there their holidays cannot forget Pantelleria. A typical building here is the so-called Dammuso, whose walls isolate the inside environment from the hot weather outside. It is strangely shaped, in harmony with the environment, and its presence makes the place magical and unique in the world.

**Stromboli Island (Sicily)** is famous since ancient times for its volcano which is in continuous activity. It belongs to Aeolian Islands, and in its southern part is located the hamlet of Ginostra with its harbour, the smallest in the world, and is called Porto Pertuso. This is a very small village with only 50 inhabitants, you can only walk on your steps, for the transportation of goods donkeys are still used, and, like in ancient times, paraffin lamps are still used for lighting. The beaches of Stromboli are made of black sand and are: Forgia Vecchia, Ficogrande, easy to reach, halfway between Scari and Piscità, Strombolicchio, who lines the scene. Some other creeks can be reached by sea, such as le Piscinette, next to Ginostra, with green and blue water. If you are interested in climbing the volcano you can go to Punta la Bronzo, where the Navy Observatory is located. One of the most fascinating events on the island is for sure the Sciara del Fuoco, the lava flow going down into the sea. Is a rare happening, but volcanic explosions with red-hot lapillus reaching high elevations and lighting the sky of red colour happen all the year round.

**Caserta (Campania)** lies at 68 metres above sea level on the Volturno plain, at the foot of Tifantini Mount. The Bourbon Royal family of Naples Kingdom chose it in 1792 as their residence, meanwhile in 1751 Luigi Vanvitelli started building the present-day still magnificent Royal Palace. It is an enchanting palace, with its four quadrangles. Vanvitelli has enriched the park with fountains, cascades and basins. There is also the wonderful St. Michele Cathedral, dating back to 12<sup>th</sup> century, and then, The Annunziata church, the castle and the beautiful buildings of Casertavecchia, which date back to the XII century.



55

Customer care

**Re-organize the catalogue's information in a more practical way, for example dividing the destination according to some common feature.**

Form some groups, made of 4 or 5 persons.

56

Team work

**You are the promoter and one of the members of an association of adventurous trips' lovers.** Such trips are organized and guided by experts, who test the pathways before proposing them. In order to keep low the membership fees and the participation fees, the association will be sponsored. One day, the sponsor company's chairman calls you to recommend his nephew's candidacy, who has just graduated in Tourist sciences, has not previous working experience and would like to try out to work as organizer and tourist guide. He, then, asks you to contact his nephew to fix a date for an interview. You and your colleagues meet him to inform him, know him and assess his attitudes, but you could tell at a glance that his nephew wants to lord it, taking courage from his studies and from his uncle's influence. For example, he would like to increase the membership fee and to rely to fewer clients but to richer clients, to which offer luxury benefits during the trip, to refresh them.

Split the roles of: sponsor company chairman, his nephew, 4 members of the association, and perform:

- The chairman's phone call
- The phone call to the nephew
- The interview with the nephew
- The meeting within the members to decide what to do
- The phone call to the nephew and to the chairman to inform them about your decision



# 57

## Team work

### Read the story, form groups and examine the situations:

*A young woman, married with a successful manager working for a multinational company, feels neglected by his husband, who is very tide up with work.*

*Three months ago she has started a liaison with her dance teacher, who lives across the river.*

*After a night spent with her lover, at the break of the day she is going back home to wait for her husband coming back from a business trip, but she finds the bridge flooded.*

*She knows the secondary bridge is not usable because of an aggressive and dangerous madman, so she asks the boatman to conduct her, granting credit until they arrive, since she has no money with her. But the boatman refuses to work without getting the money before.*

*The woman addresses her lover asking him the money, but he refuses, without explaining why. She is desperate, so she addresses an old friend who has been courting her for a long time, but she has never surrounded; her friend refuses the favour, telling he has been bitterly disappointed at her behaviour.*

*She tries once again to implore the boatman but he refuse again, so the woman decides to cross the secondary bridge. The madman kills her.*

*The woman's mother arraigns all of them for her daughter's death.*

Form groups of 5 or 6 persons. As members of the jury, your duty is to examine each situation:

- the woman,
- her husband,
- her lover,
- the boatman,
- her friend,
- the madman.

### Follow this scheme:

- Define and share the criterion to be adopted to judge: direct or indirect responsibility? To have committed the murder, to have provoked it or not have avoided it?, etc.
- State who is innocent and who is guilty and why.
- Create a first "list" of accused in a decreasing order of guiltiness.



58

Team work

### Group work

Together with a group of friends you decided to restore an old building to create a young centre for intercultural exchange, with a place for live concerts, theatre performances, meeting and debates, video-projections etc. The major rented the place free of charge, but he cannot provide any funding.

- You have to find some ideas to involve some backers and volunteers, and find the strategy and the most appropriate communicative tools (for example, fliers, advertising, fax, e-mail, phone contact, etc.).
- You have to decide whether to face all the questions together or if to split up duties and responsibility.

59

Self knowledge

### Do you agree with such expressions?

Give an evaluation of your grade of agreement, giving a value between 1 and 5 to each statement.

1 not at all    2 little    3 enough    4 much    5 totally

- a. The client is always right.
- b. Patience is strong men's virtue.
- c. During a discussion, winning means to be able to make the other admit you are right.
- d. Flexibility in one's job is a mark of hesitation and insecurity.
- e. While working with other people is important to let them understand one's ideas.
- f. During a discussion winning means persuading the others.



60

Self knowledge

**Choose one of the following statements, the three ones that better describe what you mean with “working in team”. Then, measure yourself with the group.**

- a) To work shorter hours
- b) To work more
- c) To spend one’s time in a delightful way
- d) To meet new people
- e) To enrich one’s mind with new ideas
- f) To give account to many people
- g) To share merits/credits
- h) To share difficulties
- i) To spend more time than doing something alone
- j) To spend less time than working alone

61

Self knowledge

**Put in decreasing order of importance, what for you means “working in team”. Then, assign the number 1 to the sentence that better represents your idea, number 2 to the second one in the table and so on.**

Note: answers “a” and “b”, and answers “i” and “j”, are mutually exclusive, therefore in each couple one of them will be not included in your list.

- a) To work shorter hours
- b) To work more
- c) To spend one’s time in a delightful way
- d) To meet new people
- e) To enrich one’s mind with new ideas
- f) To give account to many people
- g) To share merits/credits
- h) To share difficulties
- i) To spend more time than doing something alone
- j) To spend less time than working alone



62

Self knowledge

**Brain storming: to propose in plenary to the group:**

What means for you “to progress”?

63

Self knowledge

**Take three sheets of paper and list your skills, that is to say your knowledge, your abilities and your attitude, your style: on the first sheet list all your knowledge, on the second one your being able to do, on the third one your being able to be.**

Present your self–assessment to the group and discuss together about it.

Picture the answers (all of them or some) on a paper using a drawing, a collage, a slogan, a song, or all what your creativity suggests you.

64

Self knowledge

**Draw up three lists.**

- In the first one, list ten things you think to be able to do;
- in the second one, list ten qualities that makes you unique;
- in the third one, express ten wishes you have for your life.

Picture the answers (all of them or some) on a paper using a drawing, a collage, a slogan, a song, or all what your creativity suggests you).

**65****Self knowledge**

**Observe what you most stressed with the words and with images, and describe it to the group.**

Then, compare the different way you have expressed the same things, that is to say the different communicative styles adopted, the graphic interpretation that everyone would have given to the other's concepts.

**66****Self knowledge**

**Which is your usual behaviour?**

Think about how often it happens to you to behave in the ways described below, giving a score between 1 and 5.

**1 never****2 little****3 sometimes****4 often****5 always**

- a) I tend to impose my ideas
- b) I tend to accept easily the others' ideas
- c) Before acting I use to think a lot/ I look before I leap
- d) I act quickly without thinking a lot
- e) I like the others approve what I do
- f) I need the others approve what I do
- g) It's easy that I change ideas
- h) During a quarrel, I always try to reach a compromise
- i) I tend to look after others' needs more than mine
- j) I tend to look after my needs more than others' ones



# 67 Self knowledge

**Which behaviour helps you in your job? Which one creates some problems?**

Think about it and then compare your notes with the others, analyzing the different behaviours in the light of everyone’s works, of factors that, according to any kind of work is primary or secondary.

# 68 Self knowledge

**Self–assessment: for each adjective, give a score between 1 and 5, on the basis of the scale reported below, and try to ideally answer the question “How I am...?”**

<b>1 not at all</b>	<b>2 little</b>	<b>3 on average</b>	<b>4 much</b>	<b>5 totally</b>
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<ul style="list-style-type: none"> <li>• Restless</li> <li>• Bubbly</li> <li>• Conformist</li> <li>• Punctual /on time</li> <li>• Simple</li> <li>• Gentle</li> <li>• Lazy</li> <li>• Gluttonous/Greedy</li> <li>• Determined/Purposeful</li> <li>• Altruist</li> <li>• Unconventional</li> <li>• Methodical</li> <li>• Latecomer</li> <li>• Seductive</li> </ul>	<ul style="list-style-type: none"> <li>• Aggressive</li> <li>• Intuitive</li> <li>• Rebellious</li> <li>• Original</li> <li>• Calm</li> <li>• Loyal/trustworthy</li> <li>• Creative</li> <li>• Attractive</li> <li>• Intelligent</li> <li>• Irresolute</li> <li>• Cooperative</li> <li>• Flexible</li> <li>• Pedantic/Fussy</li> <li>• Independent</li> </ul>
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Variation: Choose only five adjectives which, in your opinion, better describe/represent yourself. In plenary, compare your notes with the other participants.



69

Self knowledge

**Describe some events of your professional, or private life, if you prefer, according to the following scheme:**

**PROBLEM – ACTION – RESULT**

Describe:

- the tricky situation you have been involved in, what it was about, who was involved, how much you contributed to provoke it, etc.,
- what has been done to solve it and by whom,
- what has been obtained and how satisfactory it was.

Variation: Discuss with the trainer and/or the group about what emerged of you in these events, strength and weak points, attitudes etc.

70

Self knowledge

**Premise: the exercise can be submitted at the end of a single test or after a series of tests.**

Now allow yourself a moment! Reflect upon some points, such as:

- Which was your contribute to the group work?
- What do your colleagues think about it?
- What satisfied you most of all?
- What caused you the greatest difficulties?
- What about the individual exercises?