<table>
<thead>
<tr>
<th>900 exercises in vocational communication</th>
<th>Notes for teachers</th>
<th>C1 / 32</th>
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</thead>
<tbody>
<tr>
<td><strong>General aim</strong></td>
<td>C: Understand a message</td>
<td></td>
</tr>
<tr>
<td><strong>Level of difficulty</strong></td>
<td>1</td>
<td></td>
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<tr>
<td><strong>Intermediate aim</strong></td>
<td>3: Appropriate a message</td>
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<tr>
<td><strong>Operational aim</strong></td>
<td>2: Explain orally the meaning of a gesture, a facial expression, a photograph, an advertisement, a simple text, etc.</td>
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<tr>
<td><strong>Pre-requisites</strong></td>
<td>Ability to read and understand simple sentences. Explain something orally.</td>
<td></td>
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<tr>
<td><strong>Number of exercises</strong></td>
<td>10</td>
<td></td>
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<tr>
<td><strong>Summing-up exercise</strong></td>
<td>C1/32-1.11</td>
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<tr>
<td><strong>Comments</strong></td>
<td>- These exercises should be done orally. Time should be taken first, for the learners to think about what they are going to say. However, if the teacher thinks it is useful, the exercises can be done in writing, as long as only the meaning of the written message is considered. The form or any mistakes should not be taken into account in the assessment of the work. - Exercise C1/32-1.6 would be better photocopied in colour for clearer photos. You can see the dog’s pink tongue, which gives an extra clue. - The text in exercise C1/32-1.8 would be better spoken by the teacher rather than read by the learner.</td>
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</tbody>
</table>
Look at this picture.
The gestures of the two people have a signification.

The woman on the left is laughing at the other one.
She is pointing at her.
She has her hand on her hip.
Her eyebrows are raised.
Her eyes are closed.
And she sneering.

The woman on the right is surprised and embarrassed.
She has her hand over her mouth.
Her eyes are wide open.

Attitudes, gestures and expressions all mean something.
Here are 5 pictures of a girl’s face.
Her different facial expressions mean something.
You are going to explain to your teacher what they mean.
Think about what you are going to say.

Give your explanations to the teacher.
You can also look at the answers for C1 / 32-1.2
Here are 5 pictures of a girl’s face.
Her different facial expressions mean something.
You are going to explain to your teacher what they mean.
Think about what you are going to say.

1. The girl is happy, joyful.
   Her mouth is wide open. The corners are pulled upwards.
   Her eyes are laughing.
   Her eyebrows are raised in an arch.

2. The girl is sad, depressed or discouraged.
   Her mouth is closed. The corners are down.
   Her eyes are half-closed.
   The eyelids are slightly lowered.
   Her eyebrows are straight and slightly lowered.

3. The girl is frightened of something. She is afraid.
   Her mouth is wide open. Perhaps she is screaming?
   The corners of her mouth are lowered.
   Her eyes are wide open and round.
   The eyebrows are raised very high.
   She has her hand on her cheek.

4. The girl is very surprised.
   Her mouth is open like an O.
   Her eyes are wide open, and pulled slightly down.
   You can see the whites of her eyes.
   Her eyebrows are raised and almost straight.

5. The girl is angry.
   Her mouth is slightly open. The corners go down.
   She is staring at something.
   She is frowning.
   Her hair is almost standing up on end.
   Her hands form fists, close to her chin.
Look at this picture.
The peoples’ gestures mean something.

The boy is pulling the ball.
What might this gesture mean?

The mother’s posture and expression mean something.
What do you think it might be?

Think about it and prepare your explanation.
You are going to tell the teacher.

Give your explanations to the teacher.
You can also look at the answers for C1 / 32-1.3
Look at this picture.
The peoples’ gestures mean something.

The boy is pulling the ball.
What might this gesture mean?
- The dog has taken his ball. He wants it back.
  or
- The boy is playing with the dog. They are both pulling on the ball.

The mother’s posture and expression mean something.
What do you think it might be?

The mother has her hands on her hips. She is not pleased.
The expression on her face also means something:
She’s frowning.
Here are 6 pictures of animals. These animals all have different postures. Each one can mean something. Choose from the list what each one might mean. You will explain to your teacher why you think so. Think about what you are going to tell him.

<table>
<thead>
<tr>
<th>Picture no.</th>
<th>Posture</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Frightened</td>
</tr>
<tr>
<td>2</td>
<td>Busy</td>
</tr>
<tr>
<td>3</td>
<td>Wary</td>
</tr>
<tr>
<td>4</td>
<td>Friends</td>
</tr>
<tr>
<td>5</td>
<td>Very happy</td>
</tr>
<tr>
<td>6</td>
<td>Satisfied</td>
</tr>
</tbody>
</table>

Give your explanations to the teacher. You can also look at the answers for C1 / 32-1.4
Here are 6 pictures of animals.
These animals all have different postures.
Each one can mean something.
Choose from the list what each one might mean.
You will explain to your teacher why you think so.
Think about what you are going to tell him.

<table>
<thead>
<tr>
<th>Picture no.</th>
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<tbody>
<tr>
<td>6</td>
<td>Frightened</td>
</tr>
<tr>
<td>2</td>
<td>Busy</td>
</tr>
<tr>
<td>5</td>
<td>Wary</td>
</tr>
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<td>1</td>
<td>Friends</td>
</tr>
<tr>
<td>3</td>
<td>Very happy</td>
</tr>
<tr>
<td>4</td>
<td>Satisfied</td>
</tr>
</tbody>
</table>
Here are 5 pictures showing animal’s faces. They all have different expressions. Each expression can mean something. Choose from the lists what each one might mean. You will explain to your teacher why you think so. Think about what you are going to tell him.

**Expression**
- Pleased
- Peaceful
- Wary
- Frightened
- Attentive

**Possible situation**
- It is watching the cars go past on the road.
- Its master is teaching it some tricks.
- Someone is bringing them seeds and nuts.
- A fox has come into the farmyard.
- A hunter is in the woods.

Give your explanations to the teacher.
You can also look at the answers for C1 / 32-1.5
900 exercises in vocational communication

Suggested answers

C1 / 32 – 1.5

Dog
Attentive
Its master is teaching it some tricks.

Cow
Peaceful
It is watching the cars go past on the road.

Wolf
Wary
A hunter is in the woods.

Cockerel
Frightened
A fox has come into the farmyard.

Parrots
Pleased
Someone is bringing them seeds and nuts.
There’s nothing much on TV this evening!

Look carefully at the photo. What makes you think that there’s nothing much on TV? You are going to explain it to your teacher. Think about what you are going to say.

Give your explanations to the teacher. You can also look at the answers for C1 / 32-1.6
Look carefully at the photo.
What makes you think that there’s nothing much on TV?
You are going to explain it to your teacher.
Think about what you are going to say.

The man in the photo has earphones. He’s probably watching a programme on TV at home, in the evening (the curtains are drawn). But he has gone to sleep with his dog on his shoulder. He hasn’t had time to take off his earphones. The programme wasn’t very interesting. He may also have been tired.
Here are some pictures showing different jobs. 
Look at the people, their accessories and their gestures. 
Try to find each person’s job. 
You are going to explain it to your teacher. 
Think about what you are going to say.

Give your explanations to the teacher. 
You can also look at the answers for C1 / 32-1.7
Picture 1:
This is a coach or bus driver. You can see the man at the wheel of a bus or coach. He is driving, his hands are on the steering wheel, the visor is down. There is only one person in the coach at the moment. The driver has probably just dropped the tourists off. Perhaps he is going back to the depot.

Picture 2:
This is a conductor. The man is dressed for a concert. He is holding a stick, or baton. He is also using the other hand to guide the musicians. You can see notes around him. He is concentrating hard.

Picture 3:
This is a farmer. The person is driving a tractor in a field.

Picture 4:
This is a singer. The woman’s mouth is open as if she is singing. She is holding a microphone. You can see notes.
Picture 5:
This is a nurse. The woman is wearing a nurse’s cap. There is a cross on it, like the Red Cross or a chemist’s sign. She is adjusting a drip. This machine is used for drip-feeding a patient.

Picture 6:
This is a chef. The man is wearing a chef’s hat. He is tasting a dish with a spoon.

Picture 7:
This is a doctor. The woman is holding a stethoscope to listen to the little girl’s lungs. She has a bag next to her. There is a cross on the bag.

Picture 8:
This is a lawyer. The woman is wearing a gown with wide sleeves and a white tie. There are papers in front of her. She is making gestures to convince her audience.

Picture 9:
This is a mechanic. The man is leaning over a car engine. There is a spanner near him. He has another tool in his pocket. He is wearing overalls.
Exercise

Here are some objects. They are used in certain jobs. Try to find the job for each object. You are going to explain it to your teacher. Think about what you are going to say.

Give your explanations to the teacher. You can also look at the answers for C1 / 32-1.8
1. Seamstress or tailor: you can see spools of thread, a pair of scissors, a thimble and some pins in a pincushion.

2. Artist: you can see a palette with some tubes of paint and paintbrushes.

3. Chemist: you can see bottles of medicines, plasters and a bandage. There is also the cross and the sign in the form of a snake.

4. Cleaner, home help: you can see a vacuum cleaner, a feather duster and a duster or tea towel.

5. Hairdresser: you can see curlers and hairpins, a hairbrush, a hair dryer and some hair spray.

6. Greengrocer: you can see some scales for weighing the food and different fruits and vegetables.
Look at this series of photos. It’s like a short film. We looked at the postures and expressions of the two dogs. And we made them speak! Work out what the dogs might be saying, following the example. You can then tell the teacher why.

Example:

Blackie: Yes, you’re right.
Snowy: I can smell something… can’t you?

Blackie: It’s something to eat!
Blackie: I think it’s coming from there, in front of us!

THE EXERCISE CONTINUES ON THE NEXT PAGE
Snowy: Let’s get down! This is making me hungry!
Snowy: Shall we go and have a look?

Snowy: So where is it, this food thing?
Snowy: Nothing here!
Blackie: Nothing up here either!

THE EXERCISE CONTINUES ON THE NEXT PAGE
Snowy: Wait! I’m going to have one more sniff …

Snowy: I’ve found it! It’s some biscuit crumbs!
Blackie: And here! I’ve found some hot dog crumbs!

Give your explanations to the teacher.
You can also look at the answers for C1 / 32-1.9
Look at this series of photos. It’s like a short film. We looked at the postures and expressions of the two dogs. And we made them speak! Work out what the dogs might be saying, as in the example. You can then tell the teacher why.

First photo: Snowy looks up and smells something. She closed her eyes a bit to concentrate. Blackie is interested in something she can see.

Second photo: Blackie tries to find the smell too. She looks in the same direction as Snowy. She lifts her nose to sniff.

Première photo: Blackie is licking her chops. She can smell food. Snowy listens carefully: she’s looking at Blackie.

Second photo: Blackie has found where the smell comes from. She looks straight ahead. She is concentrating hard. She is pricking her ears. Snowy is still listening to Blackie. She is still sniffing to see if Blackie is right.

THE ANSWERS CONTINUE ON THE NEXT PAGE
Snowy: Let’s get down! All this is making me hungry!

Snowy: Shall we go and see?

First photo: Snowy opens her mouth: she seems to be speaking. Blackie listens attentively. She turns towards Snowy to hear her better. Snowy suggests they go and see. She looks in the direction that Blackie has shown.

Second photo: Snowy licks her chops. This scent is making her hungry. She looks at the ground and invites Blackie to get down.

Snowy: So where is this food thing?

Snowy: Nothing here!

Blackie: Nothing up here either!

First photo: Snowy is looking for this food thing in the sand. She’s at the bottom. She can’t find anything. Blackie is on top of the pile of sand. She can’t find anything either.

Second photo: Snowy is getting impatient. She turns to Blackie. It was Blackie who was supposed to know where it was. But she can’t seem to find where the smell was coming from…

THE ANSWERS CONTINUE ON THE NEXT PAGE
Snowy: Wait! Let me try again…

Snowy: I’ve found it! It’s biscuit crumbs!
Blackie: And I’ve found some hot dog crumbs!

First photo: Snowy raises her head a little: she’s trying again to find out where the smell came from. Blackie was just going to go in another direction. She turns towards Snowy.

Second photo: Snowy and Blackie are both sniffing the ground. At last they have found something.

On the following pages, you will find the whole series of photos.
Here is the succession of photos and the dialogues:

**Snowy:** I can smell something… Can’t you?

**Blackie:** Yes, you are right.

**Blackie:** It’s food!

**Blackie:** I think it’s coming from over there!

**Snowy:** Shall we go and see?

**Snowy:** Let’s get down! This is making me hungry!
Snowy: Nothing here!
Blackie: Nothing up here either!

Blackie: So where is this food thing?

Snowy: Wait! Let me try again …

Snowy: I’ve found it! It’s biscuit crumbs!
Blackie: I’ve found some too!
You come home and find a message on your answering machine.
You are Alice’s brother.
Read the message. You are going to explain it to your teacher.
Think about what you are going to say.

Hi little brother, it’s Alice!

Uncle Tom has invited us to a picnic on Saturday. And guess where… in his park with his two monkeys! You remember, the zoo couldn’t keep them any more! All our cousins will be there. There will be about ten of us. I’m going to make a cake, an easy one… You know, the one Grandma used to make. If you can bring a couple of bottles of fruit juice, that would be great! So I’ll come and get you at 11.30 on Saturday. See you then!
900 exercises in vocational communication

Suggested answers

You come home and find a message on your answering machine.
You are Alice’s brother.
Read the message. You are going to explain it to your teacher.
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Hi little brother, it’s Alice!
Uncle Tom has invited us to a picnic on Saturday. And guess where… in his park with his two monkeys! You remember, the zoo couldn’t keep them any more! All our cousins will be there. There will be about ten of us. I’m going to make a cake, an easy one… You know, the one Grandma used to make. If you can bring a couple of bottles of fruit juice, that would be great! So I’ll come and get you at 11.30 on Saturday. See you then!

Alex has received a message on his answering machine. It’s Alice, his sister. His big sister, probably: she calls him “little brother”. She is telling him about an invitation. Their Uncle Tom has invited them both to a picnic. It will be in Uncle Tom’s garden. There will also be his two monkeys. He has the monkeys because the zoo couldn’t keep them any more. There will be about ten people at the picnic. Alice is going to make a cake. The one their grandmother made. She asks Alex to bring two bottles of fruit juice. On Saturday, she will go and get him at 11.30.

Here is a summary of the general meaning of the message:

Alice leaves her brother a message on his answering machine. Their Uncle Tom has invited them for a picnic on Saturday. Alex will have to bring two bottles of fruit juice. Alice will go and get him at 11.30.
Look at the picture and the text.
What do they mean?
Explain to the teacher.
Think about what you are going to say.

Even in your area, some people have no food.
Each year, thousands of tons of food are wasted.
The Food Bank collects food.
It gives it out for free.

You too can fight to eliminate hunger:
contact the Food Bank in your area.

Give your explanations to the teacher.
You can also look at the answers for C1 / 32-1.11
Look at the picture and the text.
What do they mean?

Explain to the teacher.
Think about what you are going to say.

Even if
Each year, thousands of tons of food are wasted.
The Food Bank collects food.
It gives it out for free.

You too can fight to eliminate hunger:
contact the Food Bank in your area.

The picture and the text show that a lot of people have no food. Even near home, and we don’t know it.

The picture shows 7 birds. 6 of them are eating together. The 7th is apart. He has nothing to eat. He is smaller and thinner than the others. He is alone. He’s hungry. He looks miserable. These are small birds. We see them everywhere. But they also represent people. Many people are in the same situation. Some have food, even too much food. Others have none at all.

The text suggests that we help the Food Bank in our area. It collects food and gives it out for free.