

| 900 exercises in vocational communication | Notes for teachers | | C2 / 33 |
|--|---|--|----------------|
| <i>General aim</i> | C: Understand a message | | |
| <i>Level of difficulty</i> | 2 | | |
| <i>Intermediate aim</i> | 3: Appropriate a message | | |
| <i>Operational aim</i> | 3: Explain a technical description, instructions or a recipe, etc. to someone else | | |
| <i>Pre-requirements</i> | <ul style="list-style-type: none"> - Ability to read semi-complex sentences - Ability to write a simple message of several lines. | | |
| <i>Number of exercises</i> | 5 | | |
| <i>Summing-up exercise</i> | C2/33-1.5 | | |
| <i>Comments</i> | In level 2, the explanations will be given orally, either to the teacher or to another learner. They will be given in writing in level 3 (C3/33). | | |



You are lending your mobile phone to your grandfather. He does not know how to use it.

You are going to explain to him orally.

Think about what you are going to say.

Explain orally or look at the suggested answers for C2/33-1.1

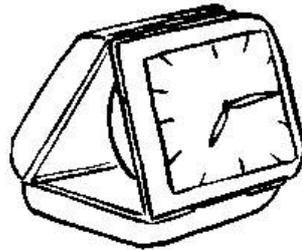


You are lending your mobile phone to your grandfather. He does not know how to use it.

You are going to explain to him orally.

Think about what you are going to say.

Okay, Grandpa. Look at this. You switch on the mobile phone by pressing for a long time on the red button, until the screen lights up. Then you have to type in the PIN. You type the numbers 2826 and you press the green button. Then you wait a bit. Then you can dial your number, using the keypad, a bit like on your phone at home. Finally, press the green button to have your call. Now I'm going to switch it off. Come on, it's your turn. You can do it!



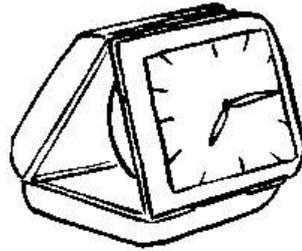
You lend your alarm clock to a friend, as hers is broken.

She has to get up very early tomorrow morning as she has an exam.

Explain to her orally how the alarm works.

Think about what you are going to tell her.

Explain orally or look at the suggested answers for C2/33-1.2



You lend your alarm clock to a friend, as hers is broken.

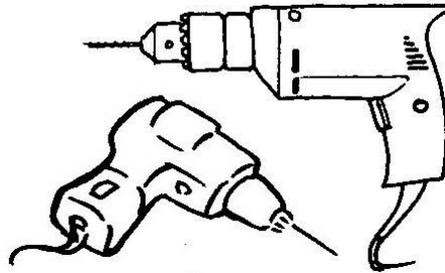
She has to get up very early tomorrow morning as she has an exam.

Explain to her orally how the alarm works.

Think about what you are going to tell her.

See, Izzy, it's quite simple: at the back of the clock, there's a mechanism that you have to turn. You just turn it until the alarm hand gets to the time you want to get up. Let's say 7 o'clock. Then you push the button upwards, just there, on the side of the clock. When it rings tomorrow morning, you push the button down and it will stop ringing. Now you have a go. Set the alarm for 6.30. Go on then!

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| 900 exercises in vocational communication | Exercise | C2 / 33 – 1.3 |
| | | Eval.: |



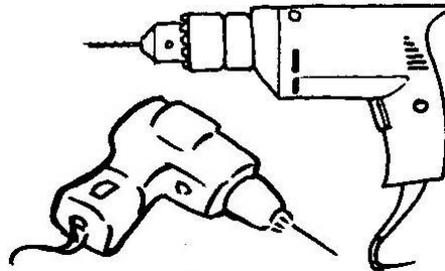
A friend of yours has come to help you with some DIY.

You are going to explain to him orally how one of your power tools works, as he is going to have to use it (drill, saw, etc.).

Your explanations must be very precise and clear.

Think about what you are going to tell him.

Explain orally or look at the suggested answers for C2/33-1.3



A friend of yours has come to help you with some DIY.

You are going to explain to him orally how one of your power tools works, as he is going to have to use it (drill, saw, etc.).

Your explanations must be very precise and clear.

Think about what you are going to tell him.

I'd like you to drill 3 holes in this concrete wall to put up that shelf. You take the drill and choose the right bit: one that matches the size of the plug that you are going to put into the wall. Open the chuck to put the bit in. Place the bit straight and close the chuck. Check that the black knob is in the "hammer" position (because you're drilling concrete). Plug the drill into the mains. Position the drill straight opposite the hole that you want to drill (where you have made a mark) and press the red button while pushing the drill against the wall.

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| 900 exercises in vocational communication | Exercise | C2 / 33 – 1.4 |
| | | Eval.: |



Explain orally to your little sister, aged 14, how to make herself a simple meal while you are away (fried eggs, pasta, rice, steak, etc.)

Your explanations must be as precise and clear as possible.

Think about what you are going to tell her.

Explain orally or look at the suggested answers for C2/33-1.4



Explain orally to your little sister, aged 14, how to make herself a simple meal while you are away (fried eggs, pasta, rice, steak, etc.)

Your explanations must be as precise and clear as possible.

Think about what you are going to tell her.

Here are the explanations of two recipes:

I'll tell you how to make spaghetti with tomato sauce.

Fill a large saucepan with water, up to about $\frac{3}{4}$ full. Add some salt (about half a teaspoonful). Put the pan on full heat and cover it with a lid. The water has to be boiling hard. While you are waiting, take the spaghetti and put half the packet onto a plate. If you like, you can break it in two so that it fits better in the saucepan, but you don't have to. Then take a tin of tomato sauce. Open it and pour it into a small pan. The water should be boiling by now. When you see large bubbles, take the lid off completely and put the spaghetti into the water, taking care not to burn yourself. If you like, you can push it down into the pan with a fork. Stir it with a long wooden spoon so that it does not stick together. Turn the heat down so that it simmers without really boiling. Look on the packet to see how long the spaghetti has to cook. Say about 10 minutes. You should stay in the kitchen to stir it from time to time, say every 3 minutes, especially at the beginning so that it does not stick. Meanwhile, put the small saucepan with the tomato sauce on a very gentle heat, with a lid (otherwise the tomato sauce will spit and the whole kitchen will be covered in it!). Take a large colander and put it in the sink. When the pasta is cooked, turn the heat off. Do the same for the tomato sauce. Pour the spaghetti carefully into the colander. Then pour it back into the pan and add the tomato sauce. You can add some grated cheese if you like, or some Parmesan.

You can also make fried eggs; they're even easier. You can eat them with bread and butter or toast. Take a small frying pan and put a little oil in it, no more than a teaspoonful. Put it on a medium heat. While the pan is heating, (about 20 seconds), take the eggs out of the fridge. Break one egg then the other by tapping them on the side of the pan, or with a knife. They will slide into the pan gently. Try to break them into the pan one after the other, very quickly, so that the first one does not cook more than the other. Leave them to cook for about one minute. If the white starts to rise, just pierce it with a fork. They usually sizzle quite a lot while cooking. When the whites are no longer transparent but really white, the eggs are cooked. Take them off the heat and slide them onto your plate.

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| 900 exercises in vocational communication | Exercise | C2 / 33 – 1.5 |
| | | Eval.: |

Here are the cooking instructions for “instant” couscous:

Medium couscous

Instant

4x125 g cooking sachets

*Proportions for 2 people:
125 g of couscous (one sachet)*

1. Plunge the sachet into a litre of salted boiling water. Leave to cook for one minute.
2. Take the sachet out of the water and leave to drain for a short time.
3. Open the sachet using a pair of scissors. Gently stir the semolina with a fork, lifting it to get as much air in as possible.

Your flatmate does not want to cook semolina for couscous as she thinks it takes a long time.

But you both like couscous!

While you were in the supermarket, you read the cooking instructions for cook-in-the-bag couscous.

You are going to explain to your flatmate orally that with the sachets it is not difficult at all. You will explain what to do.

Think about what you are going to tell her.

Explain orally or look at the suggested answers for C2/33-1.5

Here are the cooking instructions for “instant” couscous:

Medium couscous

Instant

4x125 g cooking sachets

*Proportions for 2 people:
125 g of couscous (one sachet)*

1. Plunge the sachet into a litre of salted boiling water. Leave to cook for one minute.
2. Take the sachet out of the water and leave to drain for a short time.
3. Open the sachet using a pair of scissors. Gently stir the semolina with a fork, lifting it to get as much air in as possible.

Your flatmate does not want to cook semolina for couscous as she thinks it takes a long time.

But you both like couscous!

While you were in the supermarket, you read the cooking instructions for cook-in-the-bag couscous.

You are going to explain to your flatmate orally that with the sachets it is not difficult at all. You will explain what to do.

Think about what you are going to tell her.

With this sachet system, it's really easy to make couscous. You boil some water and add some salt. You plunge the sachet in the water and take it out after one minute. You leave it to drain for a while. Finally, you cut it open and pour it into a serving dish or directly onto your plate. You stir it with a fork to air it, and that's it!

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| 900 exercises in vocational communication | Exercise | C2 / 33 – 1.6 |
| | | Eval.: |

Here are the specification sheets of 4 models of washing machine. You are going to help your brother choose one. He is careful about energy consumption and very keen on protecting the environment. What features will you point out to him in particular? Which model would be most suitable for him?

Model 1

Equipped with stainless steel drum and removable detergent compartments. Top loading. Height 90 x width 40 x depth 60 cm. Load capacity: 5 kg. 18 wash cycles. Spin: 500 rpm. Water consumption: 59 litres. Energy consumption: 1.15 kWh. 2-year guarantee parts, labour and call-out fee.

Model 2

Fast cycle 32 min, Wool and hand-wash. Non-iron setting. Safety: anti-overflow, door and foam detector. Adjustable temperature setting 0 to 90 °C. Extra rinse feature. 2-year guarantee. Load capacity 5.5 Kg. 19 Wash cycles. Spin 0 to 800 rpm. Water consumption 56 litres. Energy consumption: 1.04 kWh. Size: height 85, width 40, depth 60 cm.

Model 3

Fast cycle 32 min. Extra-rinse and non-iron settings. Safety: anti-overflow, door and foam detector. Wool and hand-wash cycles. Load capacity: 5 kg. Cycles: 19. Spin: variable 0 to 900 rpm. Water consumption: 48 litres. Energy consumption: 1.15 kWh. Depth: 60 cm.

Model 4

Equipped with stainless steel drum and removable detergent compartments. Top loading. 1/2 load and rinse hold features. Adjustable temperature setting. Variable spin and special cold wash cycle. Wool cycle. Safety balance. Height 90 x width 40 x depth 60 cm. Load capacity 5 kg. 19 cycles. Spin: 0 to 850 tours/minute. Water consumption: 49 litres. Energy consumption 0.93 kWh. 2-year guarantee parts, labour and call-out fee.

Think about what you are going to say.

Explain orally or look at the suggested answers for C2/33-1.6

Here are the specification sheets of 4 models of washing machine. You are going to help your brother choose one. He is careful about energy consumption and very keen on protecting the environment. What features will you point out to him in particular? Which model would be most suitable for him?

Model 1

Equipped with stainless steel drum and removable detergent compartments. Top loading. Height 90 x width 40 x depth 60 cm. Load capacity: 5 kg. 18 wash cycles. Spin: 500 rpm. Water consumption: 59 litres. Energy consumption: 1.15 kWh. 2-year guarantee parts, labour and call-out fee.

Model 2

Fast cycle 32 min, Wool and hand-wash. Non-iron setting. Safety: anti-overflow, door and foam detector. Adjustable temperature setting 0 to 90 °C. Extra rinse feature. 2-year guarantee. Load capacity 5.5 Kg. 19 Wash cycles. Spin 0 to 800 rpm. Water consumption 56 litres. Energy consumption: 1.04 kWh. Size: height 85, width 40, depth 60 cm.

Model 3

Fast cycle 32 min. Extra-rinse and non-iron settings. Safety: anti- overflow, door and foam detector. Wool and hand-wash cycles. Load capacity: 5 kg. Cycles: 19. Spin: variable 0 to 900 rpm. Water consumption: 48 litres. Energy consumption: 1.15 kWh. Depth: 60 cm.

Model 4

Equipped with stainless steel drum and removable detergent compartments. Top loading. 1/2 load and rinse hold features. Adjustable temperature setting. Variable spin and special cold wash cycle. Wool cycle. Safety balance. Height 90 x width 40 x depth 60 cm. Load capacity 5 kg. 19 cycles. Spin: 0 to 850 tours/minute. Water consumption: 49 litres. Energy consumption 0.93 kWh. 2-year guarantee parts, labour and call-out fee.

Think about what you are going to say.

Model 3 has the advantage of using the least water, only 48 litres, but the power consumption is 1.15 kWh. Model 4 uses one litre more than model 3 (49 litres) but uses less energy (0.93 kWh), perhaps because the spin speed is lower (850 rpm instead of 900 rpm for model 3). In any case, I think these two models are the ones you should be looking at.

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| 900 exercises in vocational communication | Exercise | C2 / 33 – 1.7 |
| | | Eval.: |

You and your flatmate are looking to buy a cordless phone. You both look at the specification sheets of 3 models that are roughly the same price. You point out to your flatmate that one of the models is slightly better value than the other two. What do you say?

| 1 | 2 | 3 |
|--|---|--|
| Cordless phone with answering machine. Inside range 50 m, outside 300 m. Backlit 5 line screen. Contacts 200 Names/Nos. SMS up to 612 characters. 150 hours on standby, 10 hours in communication. | Cordless phone. Inside range 50 m, outside 300 m. Colour graphite screen e 5 lines backlit (4096 colours). Contacts 200 names in the phone. SMS up to 612 characters. Battery: 150 hours on standby, 10 hours in communication. | Cordless phone with answering machine. Inside range 50 m, outside 300 m. Backlit 5 line screen. Contacts 200 Names/Nos. SMS up to 612 characters. Battery: 150 hours on standby, 10 hours in communication. 1 extra handset. |

Explain orally or look at the suggested answers for C2/33-1.7

You and your flatmate are looking to buy a cordless phone. You both look at the specification sheets of 3 models that are roughly the same price. You point out to your flatmate that one of the models is slightly better value than the other two. What do you say?

| 1 | 2 | 3 |
|--|---|--|
| Cordless phone with answering machine. Inside range 50 m, outside 300 m. Backlit 5 line screen. Contacts 200 Names/Nos. SMS up to 612 characters. 150 hours on standby, 10 hours in communication. | Cordless phone. Inside range 50 m, outside 300 m. Colour graphite screen 5 lines backlit (4096 colours). Contacts 200 names in the phone. SMS up to 612 characters. Battery: 150 hours on standby, 10 hours in communication. | Cordless phone with answering machine. Inside range 50 m, outside 300 m. Backlit 5 line screen. Contacts 200 Names/Nos. SMS up to 612 characters. Battery: 150 hours on standby, 10 hours in communication. 1 extra handset. |

If I were you I would eliminate model 2, as it doesn't have an answering machine. Between models 1 and 3, number 3 has the advantage of a second handset for the same price, which can be very useful. For the rest, the services that the two phones offer are the same.

Here are two ways to prepare instant mashed potato.

In the microwave oven (850 watts)

1. Mix $\frac{1}{2}$ litre of cold water (500 ml) and $\frac{1}{4}$ litre of cold milk (250 ml) in a bowl suitable for a microwave oven.
2. Season to taste, add the instant mashed potato and mix well.
3. Heat in the microwave for about 4 min at maximum power. Stir. It's ready!

In a saucepan

1. In a saucepan, boil $\frac{1}{2}$ litre of water (500 ml) and $\frac{1}{4}$ litre of milk (250 ml).
2. Take off the heat. Season to taste. Let it cool for 2 - 3 minutes.
3. Add the instant mashed potato in one go, stirring all the time. Let it absorb for a few minutes. Stir. It's ready!

Easy measuring

Example for 2 servings:

2 cups water, 1 cup milk, 1 cup instant mashed potato (1 cup = 20 cl)

You are going to explain orally to your 12-year-old cousin how to prepare instant mashed potato. Choose the method that would seem the easiest for his age.

Your explanation must be clear and simple, adapted to your cousin's age.

Think about what you are going to say to him.

Explain orally or look at the suggested answers for C2/33-1.8

Here are two ways of preparing instant mashed potato.

In the microwave oven (850 watts)

1. Mix ½ litre of cold water (500 ml) and ¼ litre of cold milk (250 ml) in a bowl suitable for a microwave oven.
2. Season to taste, add the instant mashed potato and mix well.
3. Heat in the microwave for about 4 min at maximum power. Stir. It's ready!

In a saucepan

1. In a saucepan, boil ½ litre of water (500 ml) and ¼ litre of milk (250 ml).
2. Take off the heat. Season to taste. Let it cool for 2 - 3 minutes.
3. Add the instant mashed potato in one go, stirring all the time. Let it absorb for a few minutes. Stir. It's ready!

Easy measuring

Example for 2 servings:

2 cups of water, 1 cup of milk, 1 cup of instant mash (1 cup = 20 cl)

You are going to explain orally to your 12-year-old cousin how to prepare instant mashed potato. Choose the method that would seem the easiest for his age.

Your explanation must be clear and simple, adapted to your cousin's age.

Think about what you are going to say to him.

You are going to prepare your instant mashed potato in the microwave. It's very easy and you won't burn yourself. I'll show you.

You take this bowl as it goes in the microwave. Pour 2 cups of water using a cup like this. Then you pour in a cup of milk (which is in the fridge). Add some salt by shaking the saltcellar three times over your bowl. Then add the flakes of instant mash. To do that, open the sachet with scissors and pour the mash carefully into the bowl. Stir well with a fork to mix the liquid and the flakes. Place the bowl in the microwave. Close the door and set the timer to 4 minutes and power to maximum, like this. When the oven rings, it's ready! Open the door and take the bowl out, using oven gloves so that you don't burn yourself (the bowl can be very hot). And you stir once again with the fork. Then you serve it. You have two delicious platefuls of mashed potato!