

# Functional English For Professional Cookery

WORKBOOK



BOOK







# Skills for Inclusive Growth

## Contact Person

Farheen Khurrum - Contract Representative  
Scope Global  
Level 5, 12 Pirie Street, Adelaide, SA, 5000, Australia  
Tel: +61 8 7082 1431  
Farheen.Khurrum@scopeglobal.com

## Copyright

Copyright of this document remains the property Scope Global Pty Ltd. The contents of this document may not be reproduced in whole or part without the prior express consent of a duly authorised representative from Scope Global Pty Ltd, excepting for the internal use of the client. This document may only be used for the purposes of examination and evaluation with a view to entering into a contract with Scope Global Pty Ltd, for the purposes of carrying out the work, which is the subject matter of this agreement.

No other use whatsoever is to be made of this document or any recommendations, information, matter or thing, without the express permission of Scope Global Pty Ltd.

Version V1.0 (April 2022)



Quality  
ISO 9001



# ACKNOWLEDGEMENT

Skills for Inclusive Growth is proud and delighted to share this brand-new course, *Functional English for Professional Cookery*, with the Sri Lankan vocational training sector.

The Skills for Inclusive Growth (S4IG) program is an initiative of the Australian Government in collaboration with the State Ministry of Skills Development, Vocational Education, Research & Innovations. S4IG is working with the skills development system to re-position skills development and strengthen training approaches to support employers across the tourism value chain with job ready skills that result in improved employment outcomes and income levels for graduates. Better skills across the workforce improves workplace quality which is a key contributor towards increased revenue for enterprises, especially those that depend on visitors purchasing products and services. A world class tourism industry has to provide world class products and services. A well-functioning tourism sector (the visitor economy) can significantly contribute towards inclusive growth across Sri Lanka generating improved revenues and better jobs for Sri Lankans.

The Functional English course was conceived as a supplement to the Professional Cookery Course, which is a training course designed for enterprises, training providers and trainees engaged in food preparation and cooking. The cookery training package uplifts the skills of professional cooking to international standards whilst promoting Sri Lankan cuisine and styles. It is a user-friendly tool to guide trainees through to completion of the Government's NVQ Level 4 requirements for cookery. The development of this training package has been driven and supported by the Chefs' Guild of Lanka (CGL), who provide industry expertise and leadership in professional cooking in Sri Lanka. As part of CGL's push to elevate professional cookery skills training of Sri Lankans to international standards, it was deemed vital that English communication skills be part of the package. Thus, the Functional English Course is a bespoke English course specifically designed for students who wish to embark on a career in professional cookery. As such, this English course is a unique and valuable asset to those studying professional cookery.

S4IG is firmly committed to the principle of **Better Skills, Better Jobs, Better Business and Better Futures through tourism**. S4IG further extends sincere gratitude to all those who worked tirelessly to prepare this training package and learning resources.

# INTRODUCTION

The Functional English Course comprises of an activity-based Student Workbook and a detailed Teacher's book. The Workbook supports students of professional cookery by linking their communication abilities to their occupational and workplace requirements. This in turn supports cookery training providers and ensures that future English training will be relevant to kitchens across the industry. The Teacher's Book supports teachers to deliver quality training and student support and encourages the growth of the self-aware student.

The course is designed to be flexible in its delivery timetable. It can be delivered over 4 weeks of intense daily learning or split into two, two-week intense daily learning or spread over six to eight weeks of learning.

The Student Workbook is divided into four parts – Book 1, Book 2, Book 3, Book 4. Each Book contains 5 lessons (1 lesson for each day of the week), and each lesson is based around a central theme. All the activities in the books are designed around the four skills for communication – listening, speaking, reading and writing. It is well known in the world of language acquisition that engaging and nurturing all four skills together helps the student see the connections between the skills and their communicative abilities.

The Teacher's Book is a self-contained instruction manual with ideas for activities, instructions for lessons, guidelines for assessments and testing as well as general support and advice for the training provider or teacher. This book is not divided into 4 separate parts since it is essentially a manual for the entire course and the training provider or teacher will be expected to be fully acquainted with the contents of the whole course.

S4IG believes the vocational training market will appreciate the flexibility of the Functional English Course. Since each book is designed to last a week, English training can easily be interspersed within the professional cookery training course. And since the language in the books get progressively harder, it matches the levels of difficulty that cookery students will face in their cookery training. In addition to this, the course highlights the fact that English communication skills are a necessary part of being a member of the tourism sector.

S4IG and the Australian Government sincerely hope that this book can help Sri Lanka become known for world class cookery practice in its hospitality industry.

# BOOK 1 SUMMARY

In this book you will find 5 lessons that focus on elementary English language skills, vocabulary and grammar. Each lesson is split into morning and afternoon sessions and each session comprises of 8 main activities.

The titles and a brief summary of each lesson theme are as follows:

1. About Me – page 2

Language focusing on information about yourself.

2. Around Me – page 20

Language focusing on describing the things and people around you

3. Numbers – page 42

Language focusing on number-related information.

4. How Can I Help You? – page 63

Language focusing on question-making and question forms.

5. Asking Politely – page 85

Language required to make polite requests and demands.

Each lesson follows the same structure:

- Summary of morning or afternoon session language and communication goals
- Warm up → Activities → Wrap up
- Homework Task
- Self-Assessment Record
- Learner Training Task
- YouTube or Internet Resources

# ABOUT ME

<b>Session</b>	<b>Morning</b>
<i>Vocabulary Overview</i>	Hobbies, Family
<i>Grammar Overview</i>	To be, to have
<i>Objective</i>	Talk about myself and the things I like to do in my free time
<i>Materials</i>	Student's Workbook

---



## WARM UP

Good Morning!  
This is the time for you to get your English brain started!  
Let's warm up!

**Activity A** 

Listen to / Read the following conversation. Then answer the questions below.

**Pradeep:** Hi. My name is Pradeep Jayawardene.

**Kumari:** Hello. I'm Kumari Nallathamby. Nice to meet you.

**Pradeep:** Yes, nice to meet you too. How do you spell your first name?

**Kumari:** K-U-M-A-R-I. How do you spell your family name?

**Pradeep:** J-A-Y-A-W-A-R-D-E-N-E.

**Kumari:** Thank you.

**Pradeep:** You're welcome. This is my friend Akyas.

**Kumari:** Hi Akyas. Nice to meet you.

**Akyas:** Nice to meet you too. How are you?

**Kumari:** I am very well, thank you. And you?

**Akyas:** I'm good but I am a little nervous.

**Kumari:** Why?

**Akyas:** It's my first day. Are you nervous?

**Kumari:** No, I'm excited!

**Questions:**

1. *What is Pradeep's friend's name?*

---

2. *How does he feel?*

---

3. *Why does he feel that way?*

---

4. *Is Kumari nervous too?*

---

5. *How does she feel?*

---

**Make a group of three and practice the conversation.  
Practice the conversation again but use your own names.**

**GRAMMAR BOX – “To be”**

*We use the verb “to be” to show state of people, animals, things, places, and ideas. We can say what colour something is, or the size. We can express feelings. We can say what something is.*

Structure	Contractions	Question form
<b>I <u>am</u> Benjamin.</b> <b>You <u>are</u> a teacher.</b> <b>She <u>is</u> a student.</b> <b>He <u>is</u> nervous.</b> <b>It <u>is</u> my book.</b>  <b>We <u>are</u> excited.</b> <b>They <u>are</u> happy.</b>	<i>I am = I’m</i> <i>You are = You’re</i> <i>She is = She’s</i> <i>He is = He’s</i> <i>It is = It’s</i>  <i>We are = We’re</i> <i>They are = They’re</i>	<i>What is it?</i> <i>It is a pie.</i>  <i>What are they ?</i> <i>They are chef’s knives.</i>  <i>What are you doing?</i> <i>I am cooking.</i>  <i>Are you cooking?</i> <i>Yes, I am / No, I am not.</i>

**Activity B**

Complete the sentences with the correct form of the “to be” verb:

1. We \_\_\_\_\_ very happy.
2. They \_\_\_\_\_ in the house.
3. Susan \_\_\_\_\_ good at tennis.
4. The dog \_\_\_\_\_ under the table.
5. Our friends \_\_\_\_\_ coming to our party.
6. He \_\_\_\_\_ funny.
7. My shoes \_\_\_\_\_ white.
8. This dress \_\_\_\_\_ expensive.
9. This \_\_\_\_\_ my house.
10. It \_\_\_\_\_ delicious.

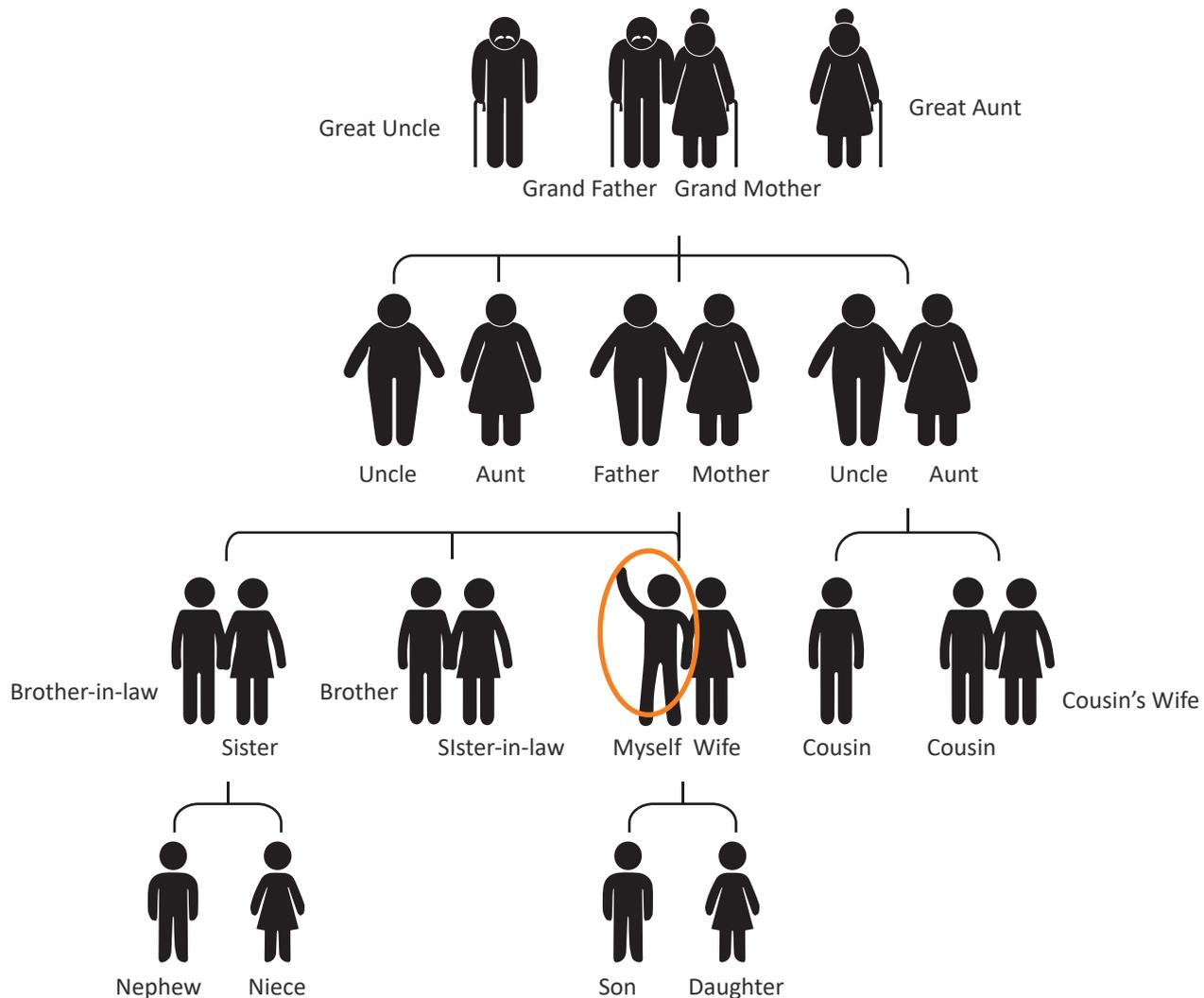
### Activity C

Match the questions to the correct answers:

- |                           |                                    |
|---------------------------|------------------------------------|
| 1. What is it?            | a. He is my friend.                |
| 2. Where is the bus stop? | b. It's a blender.                 |
| 3. Why are you crying?    | c. It is Rs. 500/-.                |
| 4. Who is he?             | d. It's next to the train station. |
| 5. How much is it?        | e. I am sad.                       |
| 6. When is your birthday? | f. It's in April.                  |

### Activity D

Let's talk about our families. Below is a family tree. Read and practice the English for talking about family members.



Look at this picture. Fill in the gaps of the text below using the picture:



Hi, my name is Benjamin. This is a picture of my \_\_\_\_\_. I come from a big family. There are \_\_\_\_\_ in my family. That's me. I am carrying a backpack. I have \_\_\_\_\_ parents, my mother and father. My \_\_\_\_\_ live with us. They are my father's parents. My mother's parents live far away. I have \_\_\_\_\_ older brother and \_\_\_\_\_ older sister. I also have one \_\_\_\_\_ brother and one younger \_\_\_\_\_. My older brother is \_\_\_\_\_. He has a wife and a new \_\_\_\_\_.

**Check your answers with a partner. Did you and your partner have the same answers?  
Check with the teacher.**

**Activity E**

**Draw a picture of your family and write about them below:**



---

---

---

---

---

---

---

---

---

---

GRAMMAR BOX – “To have”	
<p><i>We use the verb “to have” to describe the things that belong to us, or to express a body problem.</i></p>	
<b>Structure</b>	<b>Question form</b>
<p>I <u>have</u> a big family.                      You <u>have</u> a car.                      She <u>has</u> dengue.                      He <u>has</u> a dog.                      It <u>has</u> new apps.                      We <u>have</u> many clothes.                      They <u>have</u> a baby.</p>	<p>What do you have in your bag?                      I have lots of pencils.</p> <p>Do you have a big family?                      Yes, I do / No, I do not (No, I don't).</p>
<p>We can also use the phrase “have got / has got”. It has the same meaning as “have”. But the structure of the question is different:</p>	
<b>Structure</b>	<b>Question form</b>
<p>I <u>have got</u> a big family.                      You <u>have got</u> a car.                      She <u>has got</u> dengue.                      He <u>has got</u> a dog.                      It <u>has got</u> new apps.                      We <u>have got</u> many clothes.                      They <u>have got</u> a baby</p>	<p>What <u>have you got</u> in your bag?                      I have got (I've) got lots of pencils.</p> <p><u>Have you got</u> a pencil?                      Yes, I have / No, I haven't.</p>

### **Activity F**

**Circle the correct form of “have”:**

- |  |  |
|--|--|
| <ol style="list-style-type: none"> <li>1. My dog has / have a long tail.</li> <li>2. The coffee have / has milk in it.</li> <li>3. They have / has the right answer.</li> <li>4. The water has / have a good taste.</li> <li>5. We has / have a small garden.</li> </ol> | <ol style="list-style-type: none"> <li>6. My sister have / have many toys.</li> <li>7. Sri Lanka have / has beautiful beaches.</li> <li>8. I has / have a big family.</li> <li>9. The man has / have a yellow suitcase.</li> <li>10. She have / has two brothers.</li> </ol> |
|--|--|

Use the sentences above to make "have got / has got" sentences. Then try and make the question form. You can do this with a partner. There is an example below to help you:

e.g.

She has two brothers. → She has got two brothers. → Has she got two brothers?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_

### Activity G

Look at the pictures below and use the words in the box to label the pictures:



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

singing  
dancing

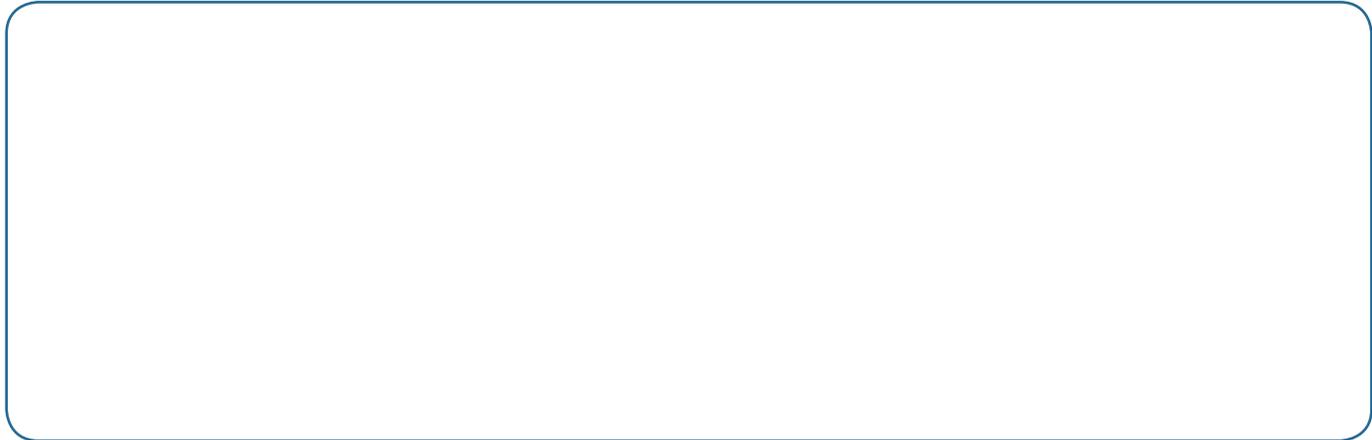
exercising  
painting

cycling  
fishing

cooking / baking  
sculpting

## **Activity H**

**What are the people in the pictures doing? They are enjoying their hobbies. What is your hobby? What do you like to do in your free time? Write or draw your hobbies below. Ask your teacher if you do not know the English word for your hobby.**



**We have different ways we talk about our hobbies:**

e.g.

I like painting.

I enjoy painting.

My hobby is painting.

I like to paint in my free time.

**Practice the different ways of talking about hobbies – change the verb and take turns with a partner.**

**We have different ways of asking people about their hobbies:**

e.g.

What is your hobby?

What do you like to do in your free time?

What do you like doing in your free time?

**Go around the class and ask your classmates about their hobbies.**

**Does anyone have the same hobbies as you?**

Session	Afternoon
Vocabulary Overview	Daily actions, routine actions
Grammar Overview	Present Simple, Adverbs of Frequency
Objective	Answer questions about myself
Materials	Student's Workbook

.....

**Activity I** 

**Listen to / Read the text below and answer the following questions:**

This is Shanika. She is a student at this school. She lives in Dehiwela. She is 18 years. There are four in her family – her father, her mother, and her sister. Her sister is also a student. Her father is an electrician. Her mother is a housewife and part time worker in a supermarket. Shanika wants to be a chef one day in her own restaurant. She has many hobbies. She likes singing and dancing with her friends. She also likes watching television and travelling. Her favourite television show is MasterChef Australia. She wants to visit Australia and Japan one day.

**Questions:**

1. . *Where does Shanika live?*

---

2. *How old is she?*

---

3. *Does she have any brothers or sisters?*

---

4. *What does her father do?*

---

5. *What are her hobbies?*

---

6. . *Where does Shanika want to visit one day?*

---

**Activity J**

Look at the questions from Activity H, 1-6. How can you change those questions using “you”? With a partner re-write the questions below and then check with your instructor. One example has been done for you:

Example: 1. Where **does Shanika** live? —————> Where **do you** live?

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

**Activity K**

Asking questions is a good way to get information about anything. Using the prompts in the table below, make questions and ask your partner. Write the answers:

Name of Partner:	
live	
brothers and sisters	
father's job	
<b>mother's job</b>	
hobby	
favourite colour	
favourite food	
want to visit	

**GRAMMAR BOX –The Present Simple Tense**

*We can use the present simple tense to ask and answer questions about ourselves when we meet people. We use it to talk about our daily routine or our schedules or our families or what we like or do not like. We use it to talk about things in our lives that do not change.*

<p><b>What is your name?</b> My name is Akyas.</p> <p><b>Where are you from?</b> I am from Sri Lanka.</p>	<p><b>What is his/her name?</b> His/her name is Kumari.</p> <p><b>Where is he/she from?</b> He/she is from Sri Lanka.</p>
<p><b>Where do you live?</b> I live in Dehiwela.</p>	<p><b>Where does he/she live?</b> He/she <u>lives</u> in Batticaloa.</p>
<p><b>Do you live in an apartment?</b> Yes, I do. No, I don't</p>	<p><b>Does he/she live in an apartment?</b> Yes, he/she <u>does</u>. No, he/she <u>doesn't</u>.</p>
<p><b>What do you do? (What is your job)</b> I am a student. I am a teacher.</p>	<p><b>What does he/she do?</b> He/she <u>is</u> an electrician.</p>
<p><b>What do you like to do in your free time?</b> I like taking pictures on my phone. I like spending time with my friends.</p>	<p><b>What does he/she like to do in your free time?</b> He/she <u>likes</u> taking pictures on my phone. He/she <u>likes</u> spending time with my friends.</p>
<p><b>Do you have brothers or sisters?</b> Yes, I do. I have one sister No, I don't. I am an only child.</p>	<p><b>Does he have children?</b> Yes, he <u>does</u>. No, he <u>doesn't</u>.</p>

**Activity L**

Correct the mistakes in the following sentences. One has been done for you:

1. Do you a student? Are you a student? \_\_\_\_\_
2. Does you have any brothers or sisters? \_\_\_\_\_
3. What do he like to do in his free time? \_\_\_\_\_
4. Has you got a pencil? \_\_\_\_\_
5. What time are it? \_\_\_\_\_
6. I doesn't like snakes. \_\_\_\_\_
7. He work in a bank. \_\_\_\_\_
8. Do he works in a restaurant? \_\_\_\_\_
9. Yes he do. \_\_\_\_\_
10. They likes dancing. \_\_\_\_\_

**Activity M**

Below are different actions (verbs) we do daily (every day) or on a weekly basis (every week). These actions are part of our daily or weekly routine. Read the words and use them to label the pictures on the next page:

use the computer

take a bus

get dressed

exercise

get up

go home after work/school

check my email

brush my teeth

have tea / coffee

go to bed

eat

talk to my friends

























What are the actions you do daily? Fill in the table below using actions from the pictures above or appropriate actions that you know.

Morning	Afternoon	Evening / Night

**GRAMMAR BOX – Adverbs of Frequency**

We use Adverbs of Frequency to describe how many times we do an particular action.  
We use words such as, “always, sometimes, often, never”, and so on.

Structure	Question form
I + adverb + verb (+time phrase). For example: I <u>always brush my teeth</u> in the morning.  She <u>never eats</u> tomatoes.	What do you <u>always do</u> in the morning?  Do you <u>always brush your teeth</u> in the morning? Yes, I do / No, I do not (No, I don't).
Always 100% Often 80% usually 60% Sometimes 50%	Occasionally 30% Rarely 20% Never 0%
(1 time) Once a day / week / month / year (2 times) Twice a day / week / month / year (3 times) Three times a day / week / month / year	
How often ? = How many times?  Q. How often do you brush your teeth? A. I always brush my teeth in the morning. A: Twice a day (two times a day).	

**Activity N**

Look at the underlined words in the sentences below. What percentage of time is being spent? Match to the correct % on the right:

- 1. I play the piano every day. 50 %
- 2. I sometimes make dinner for my family. 20 %
- 3. I usually meet my friends on Saturday. 0 %
- 4. My mother always makes breakfast for me. 100 %
- 5. My father never watches television. 60 %
- 6. I rarely eat ice cream. 100 %

**Activity O**

Read the passages below. Complete each character’s timetable.

“Hi. I’m Kumari and I am 21 years old. I like cooking very much. I cook every day. I also like playing badminton with my family. We play three times a week, Monday, Wednesday, Friday. I love walking. I go once a week to the park, usually on Saturday or Sunday. “

Kumari’s weekly routine

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

“Hello. My name is Pradeep. I am 18 years old. I am a student and I go to school five days a week. I like playing football with my friends. We play twice a week, Tuesday, and Friday. I like playing the piano. I am in a band. We practice every Thursday night.”

Pradeep’s weekly routine

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

**Activity P**

Complete the conversation with the words from the box. Answer the questions.  
Practice with a partner.

should	are	like	Do	library	going
you	usually	is	often	rarely	am

**Kumari:** Hi Shanika! How \_\_\_\_\_ you today?

**Shanika:** I'm okay, thank you. And \_\_\_\_\_?

**Kumari:** Me too. What \_\_\_\_\_ that?

**Shanika:** This is a book from the \_\_\_\_\_.

**Kumari:** \_\_\_\_\_ you like reading books?

**Shanika:** Yes, I do. I like reading and watching movies. How about you?

What do you \_\_\_\_\_ to do in your free time?

**Kumari:** I like cooking very much. I am always cooking!

I \_\_\_\_\_ cook dinner for my family.

**Shanika:** Wow! I sometimes cook dinner for my family.

**Kumari:** Do you like \_\_\_\_\_ to the cinema?

**Shanika:** Yes. But I \_\_\_\_\_ go to the cinema because I \_\_\_\_\_ busy with studies.

**Kumari:** I also like walking.

**Shanika:** How \_\_\_\_\_ do you go walking?

**Kumari:** I go to the park once a week, on Saturday or Sunday.

**Shanika:** I like walking too.

**Kumari:** You \_\_\_\_\_ join me.

**Shanika:** Thanks!

1. . What does Kumari like doing in her free time?

---

2. What meal does she usually cook for her family?

---

3. What are Shanika's hobbies?

---

4. When does Kumari go to the park?

---

**Now is it time for you to do some role-playing!**

**First practice the conversation between Kumari and Shanika with a partner.**

**Next, imagine you are having a conversation with Pradeep. Use Pradeep's information from Activity O to create the conversation. Don't forget to practice!**

**Your teacher may ask you to perform your conversation with your partner.**

**Use the example below to help you:**

e.g.

YOU: Hi Pradeep! How  $\rightarrow\rightarrow$  \_\_\_\_\_ you today?

Pradeep I'm okay, thank you. And \_\_\_\_\_?

YOU: Me too. What \_\_\_\_\_ that?

Pradeep: This is a FOOTBALL from a sports shop.

YOU: \_\_\_\_\_ you like \_\_\_\_\_?

Pradeep: Yes, I do. I like \_\_\_\_\_. How about you?

## WRAP UP

Now it is time to wind down. Your teacher will do a wrap up activity if there is time.

Do not forget to do your homework.

Well done for today!

## HOMework:

**Create your own conversation between you and a new friend. Think about what questions you would like to ask. The conversation should be more than 10 lines long:**

SELF - ASSESSMENT			
I can...	Very well	OK	Need more practice
Talk about myself			
Talk about my family			
Talk about my hobbies			
Talk about my daily or weekly routine			

### LEARNER TRAINING

Look at the conversation in Activity P. What are the questions Kumari and Shanika used instead of repeating the same questions?

How does Kumari invite Shanika for a walk?

We sometimes use “should” when we recommend something or give advice.

For example:

You should do your homework (advice)

You should try the new Chinese restaurant. (recommendation)

Think about the things you would talk about to someone new.

What would you say about yourself?

### On the YouTube / Internet:

There are many videos on the YouTube and there is a lot of information on the Internet to help you with your English vocabulary, grammar, listening and pronunciation.

Learn English British Council ([learnenglishteens.britishcouncil.org](http://learnenglishteens.britishcouncil.org))

<https://learnenglishteens.britishcouncil.org/skills/writing/beginner-a1-writing/my-favourite-meal>

Oxford Online English

[https://www.youtube.com/watch?v=uFpEp83Vh3k&list=PLD6t6ckHsruY\\_i7\\_rZhKcRBmXDdawiQUM&index=9](https://www.youtube.com/watch?v=uFpEp83Vh3k&list=PLD6t6ckHsruY_i7_rZhKcRBmXDdawiQUM&index=9)

# AROUND ME

Session	Morning
<i>Vocabulary Overview</i>	Places we live in
<i>Grammar Overview</i>	There is, There are, adjectives
<i>Objective</i>	Talk about where I live
<i>Materials</i>	Student's Workbook, Trainer's Manual



## WARM UP

Good Morning!  
This is the time for you to get your English brain started!  
Let's warm up!



## REVIEW:

What can you remember from the last lesson?  
Follow your teacher's instructions.



## HOMEWORK:

It is time for the teacher to ask you to hand in your homework.  
Have you done your homework?

**Activity A**

Do you know what adjectives are? We use adjectives to describe how something or someone looks, feels or sounds. Below are adjectives and their antonyms (opposite meaning words). Match the words on the left to the words on the right:



sad



happy



new



old

- 1) big
- 2) tall
- 3) young
- 4) rich
- 5) expensive
- 6) good
- 7) narrow
- 8) empty
- 9) noisy
- 10) busy
- 11) interesting
- 12) dirty
- 13) crowded
- 14) dry
- 15) round
- 16) high
- 17) safe
- 18) silly
- 19) hard
- 20) easy

- a) cheap
- b) old
- c) difficult
- d) full
- e) poor
- f) short
- g) wide
- h) serious
- i) boring
- j) low
- k) calm
- l) clean
- m) quiet
- n) deserted
- o) small
- p) square
- q) wet
- r) bad
- s) dangerous
- t) soft

**Activity B**

Look at the pictures below. Match the pictures to the descriptions on the next page.  
Which picture best describes where you live?



1. A city is a place where there are many tall buildings (high-rise buildings or skyscrapers), a lot of offices, shopping centres, supermarkets, cinemas, theatres, hotels, large apartments, schools, hospitals and restaurants. There are a lot of roads, cars and people. Some cities have parks. Cities are crowded, noisy and full of energy.
2. A town is a smaller than a city. There are a few large buildings, a town centre, shops, small restaurants, a hospital, one or two schools and houses. There are roads and cars and people, but it is not as busy as a city.
3. A suburb is very different from a town or city. A suburb is full of houses and some of the houses look the same. There are a few supermarkets, small shops and restaurants but suburbs are usually quiet. Some suburbs have many large parks and playgrounds.
4. A village is a group of houses that you can find in rural areas. There are many fields and possibly farms. There is sometimes a small school, and maybe one or two small shops. It is very quiet and relaxing because there is a lot of nature.

**Activity C**

Fill in the table below with underlined adjectives from the passages in Activity A. Add adjectives that you know into the different categories. You can work with a partner:

Number	Size	Age	Opinion	Colour
e.g., three	e.g., tiny	e.g., new	e.g., busy	e.g., red

**Activity D**

Read the description of Colombo. Write “T” for true and “F” for false next to the statements below:

Colombo is a charming port city in the Indian ocean. It has a rich history, and you can find many races, religions and cultures in one place. In the city there are many hotels, some are expensive, and some are reasonable. There is one famous hotel called the Galle Face Hotel. It is very old and very beautiful and if you have a chance, visit this hotel for high tea. Another place to visit is Fort Station and the Dutch Fort. The historical buildings at the Fort create a wonderful atmosphere. There are many shops to enjoy in Colombo. There are many types of food to try as well. And there are many chances to have famous Ceylon tea because there are many attractive cafes. There is a golf course near the centre.

1. Colombo has an interesting history. \_\_\_\_\_
2. There are many restaurants in Colombo. \_\_\_\_\_
3. There are no shops in Colombo. \_\_\_\_\_
4. There are two golf courses. \_\_\_\_\_
5. The Galle Face Hotel is new. \_\_\_\_\_
6. The Galle Face Hotel is famous. \_\_\_\_\_
7. All the hotels are expensive. \_\_\_\_\_

### Activity E

In Activity D there are many words for different types of buildings. Can you find them? Make a list of all the buildings or sights you might see in a big city. Use the pictures below and words in Activity D to help you. You can work alone or with a partner.

Buildings		Sights	
e.g., tower	e.g., hospital	e.g., statue	e.g., park
			
e.g., shopping centre			
			

**GRAMMAR BOX – “There is, There are”**

*We use there is and there are with countable and uncountable nouns to describe the places we live and work in.*

Countable singular	Countable Plural	Uncountable
There is a restaurant.	There are two restaurants. There are many restaurants.	There is information on the Internet. There is much noise.
There is no hotel. There isn't a garden.	There are no hotels. There aren't many cafes.	There is no paper in the printer. There isn't any paper in the printer
Questions		
Is there a bathroom?	Are there any shops? Are there a lot of shops?	Is there a lot of fresh air?
Yes, there is. No, there isn't	Yes, there are. No, there aren't.	Yes, there is. No, there isn't.

**Activity F**

Describe what is in the pictures below using “there is / there are” You can do this with a partner:



## **Activity G**

**Listen / Read the passages below and then answer the questions:**

1. Hi. My name is Pradeep. I am going to talk about my town. I live in Panadura. It is a big town not far from Colombo and it is noisy and busy. There are many buildings. There are many shops, cafes, small restaurants, schools and temples. There is a park. You can visit Bolgoda Lake. I like my town because it is not too big or crowded. But it is close to Colombo, so it is easy to travel to Colombo.

2. Hello. I am Kumari. I am going to tell you about my home. I come from a small village, not far from Trincomalee. There are not many people in my village. There is one small primary school and there are three small shops. You can visit Koneswaram Kovil. It is sometimes very dry and hot in my village, but I like my village because it is quiet and comfortable. The beach is not far and sometimes my family and I go to the beach in the evenings. The beach is very beautiful.

*1. Why does Pradeep like his town?*

---

---

*2. Why does Kumari like her village?*

---

---

## **Activity H**

**Describe the place you live in. Write a short description below. Say why you like it. Say what you don't like about it. Practice your description out loud:**

**Session** | **Afternoon**

<i>Vocabulary Overview</i>	Job names, workplaces,
<i>Grammar Overview</i>	Question forms, Prepositions of Place
<i>Objective</i>	Ask and answer questions
<i>Materials</i>	Student's Workbook, Trainer's Manual



**Activity I**

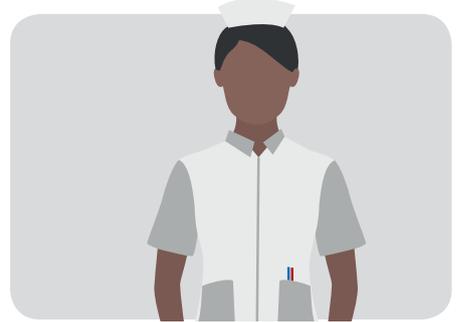
Let's learn different job names and workplaces. Label the pictures below with the correct job names from the box on the left and the correct workplace from the box on the right:



1.



2.



3.



4.



5.



6.



7.



8.



9.



10.



11.



12.

teacher      firefighter      chef (sh-ef)  
 police officer      pâtissier (pa-ti-si-yay)  
 farmer      doctor      waiter  
 commis (ko-mi)      hairdresser/barber  
 construction worker      nurse

construction site      school  
 police station      fire station  
 restaurant      patisserie (pa-ti-se-ri)  
 commercial kitchen      hospital  
 hair salon      farm

With a partner, see if you can add more jobs and workplaces to the list:

JOBS	WORKPLACE

With a partner practice making sentences, using the example below:

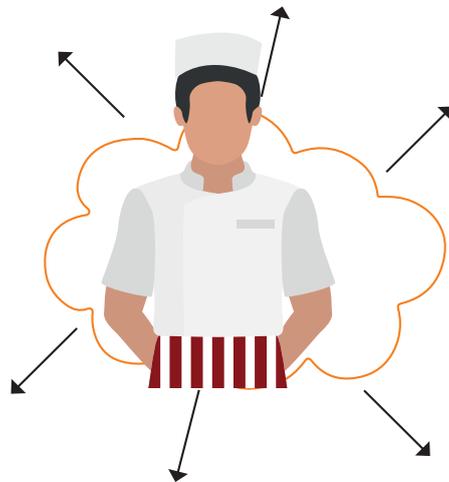
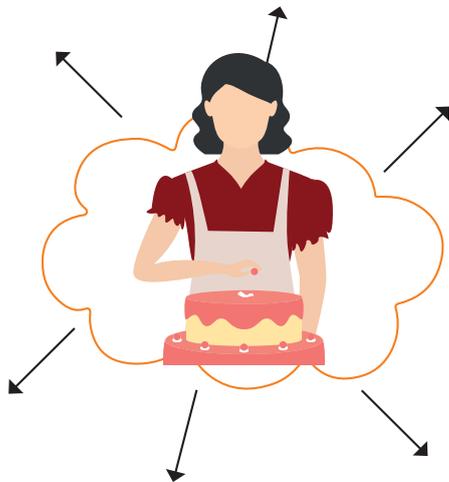
e.g., He is a firefighter. He works at a fire station.

Ask about the jobs of the people in your partner's family.

e.g., What does your older brother/sister do?

### Activity J

What are the responsibilities of a chef? A teacher? A police officer? Look at the two pictures (WORD CLOUDS) below. Match the job responsibilities from the box to the correct picture:



support the chef de partie  
 work in a bakery or cake shop  
 cut vegetables  
 make pastries  
 make bread  
 bake cakes  
 prepare meat and fish

work in a commercial kitchen  
 prepare ingredients  
 clean workstation  
 decorate cakes  
 deal with deliveries  
 check stock  
 create new desserts

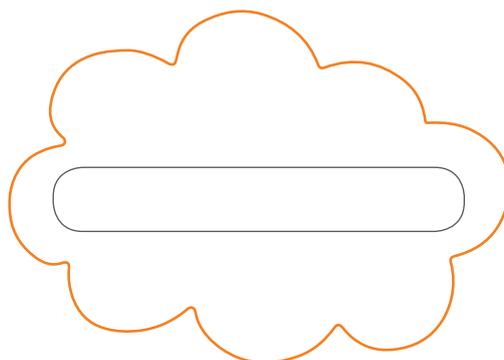
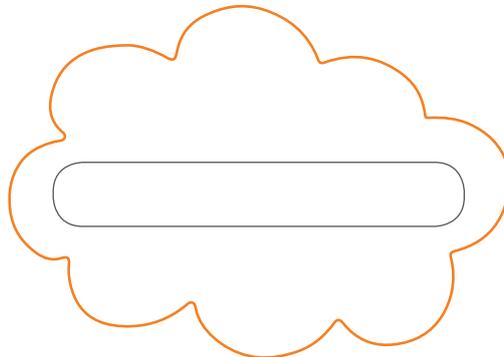
**With a partner, make sentences and practice saying them out loud:**

e.g., She is a pâtissier. She makes pastries.

**Make questions using the example to help you:**

e.g., She makes pastries.  $\longrightarrow$  Does she make pastries?

**Using two jobs from Activity I, make your own word clouds and write down the job responsibilities. You can do this with a partner:**



**Activity K**

**Listen to / Read the following passage. Mary is talking about her workplace to her friend Akyas. Answer the following questions:**

**Akyas:** Hi Mary. How are you?

**Mary:** Well, thank you. And you?

**Akyas:** I'm good thanks. I heard you started a new job.

**Mary:** Yes, I am working **in** a restaurant now. It is new and very big!

**Akyas:** Do you like it? Tell me about it.

**Mary:** Yes, I think I like it. There are about 35 staff. Five to six staff members work in front of house. It's called the reception area – like a hotel. They take reservations and take customers to their seats. They also deal with the bills. There is a small office next to the reception area. That is the manager's office. He is in charge of everything. The dining area seats about 100 people. There are 15 waiters and 15 kitchen staff. There are six bathrooms and there is one bar, one private lounge and one dining counter. There is also a small salad buffet area. There is a giant parking area **behind** the restaurant. The suppliers park there.

**Akyas:** What is the kitchen like?

**Mary:** Huge! There are a lot of counters, 4 refrigerators, two cold storage rooms, and many, many cooking stations. The restaurant serves many kinds of cuisine. In the dishwashing area there is a special machine for washing and drying dishes and glasses and cutlery. I am still learning.

**Akyas:** Nice. It's exciting! Is there a staff changing room and bathroom?

**Mary:** Yes! The staff changing room is **at the back of** the kitchen, **next to** the dry storage room. The staff bathrooms are **opposite** the changing room.

**Questions**

1. *Where is Mary working now?*

---

2. *How many staff work there?*

---

3. *What is the job of front of house staff?*

---

4. *How many bathrooms are there?*

---

5. *Is there a parking area?*

---

6. Where is the parking area?

---

7. Are there many cooking stations?

---

8. Is there are dishwashing area?

---

9. Is there a staff bathroom?

---

10. Where are the staff bathrooms?

---

We use “there is” and “there are” to talk about places and things (objects) and people that exist or that we can see. Look around your classroom and make sentences about what you can see:

e.g. (1 thing)                      There is a door.  
 (more than 1 thing)          There are windows.

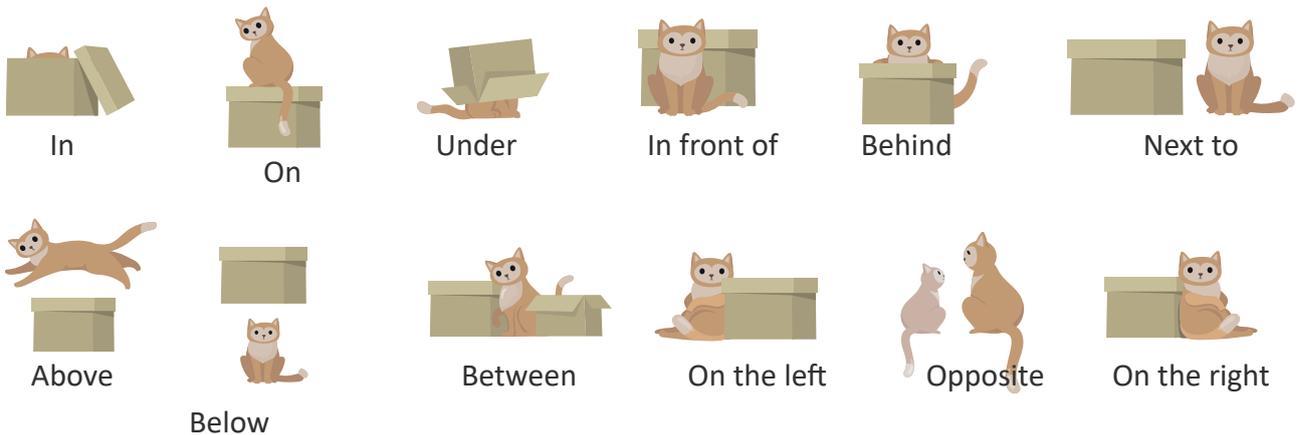
Now, make sentences about your own house. Tell your partner:

e.g., There is a kitchen.

### Activity L

Look at the highlighted words in Activity K. These words are called prepositions. They show the location of a place, person or thing. With a partner, use the picture below to ask and answer questions:

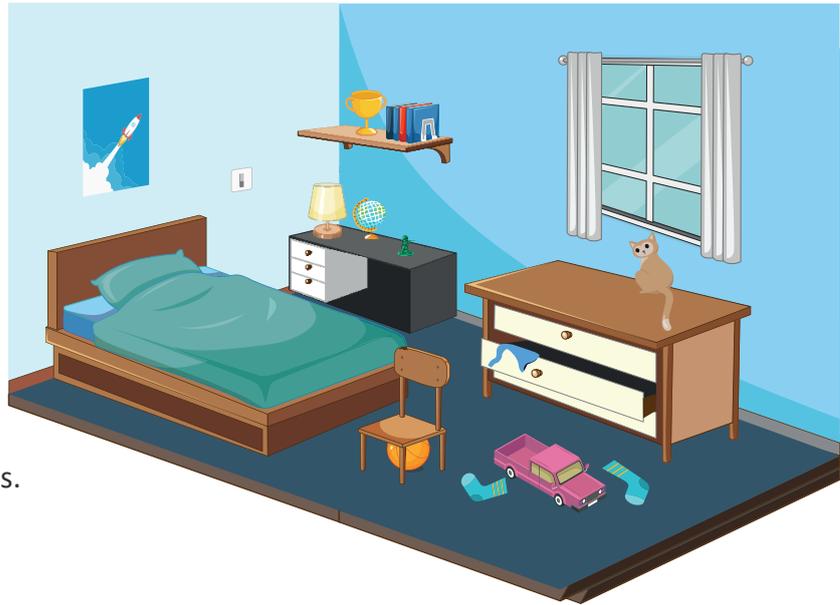
e.g. Q. Where is the cat?  
 A. It is in the box.



**Activity M**

Look at this picture. Fill in the gaps of the sentences below with the appropriate preposition:

1. The socks are \_\_\_\_\_ the floor.
2. The trophy is \_\_\_\_\_ the shelf.
3. The lamp is \_\_\_\_\_ the bed.
4. The ball is \_\_\_\_\_ the chair.
5. The blue shirt is \_\_\_\_\_ the drawer.
6. The light switch is \_\_\_\_\_ the wall.
7. The poster is \_\_\_\_\_ the bed.
8. The window is \_\_\_\_\_ the curtains.
9. The shelf is \_\_\_\_\_ the desk.
10. The cat is \_\_\_\_\_ the window



Look at the picture below and correct the sentences that follow:



e.g., There is a roast chicken in the refrigerator. —————> The roast chicken is in the oven.

1. There is an oven next to the door. \_\_\_\_\_
2. There are wine glasses in the refrigerator on the right. \_\_\_\_\_  
\_\_\_\_\_
3. There are plates under the cabinet. \_\_\_\_\_
4. There are magnets on the counter. \_\_\_\_\_
5. The kettle is under the stove. \_\_\_\_\_
6. The jars are above the kettle. \_\_\_\_\_
7. The kitchen gloves are in front of the tap. \_\_\_\_\_
8. The clock is above the stove. \_\_\_\_\_
9. The knives are next to the tomatoes. \_\_\_\_\_
10. There is a rug under the floor. \_\_\_\_\_

### GRAMMAR BOX – Prepositions of place

We use words such as *on, in, behind, under, next to, beside, above, across from, in front of* to describe where something is.

**Structure:**

Object + be verb + preposition of place + location

There is / There are + object + preposition of place + location.

**For example:**

The cup is on the table.

There is a cat under the table.  
There are cups in the cupboard.

We also use prepositions in other ways:

**Time expressions:**

on Wednesday – I go to school on Wednesday.

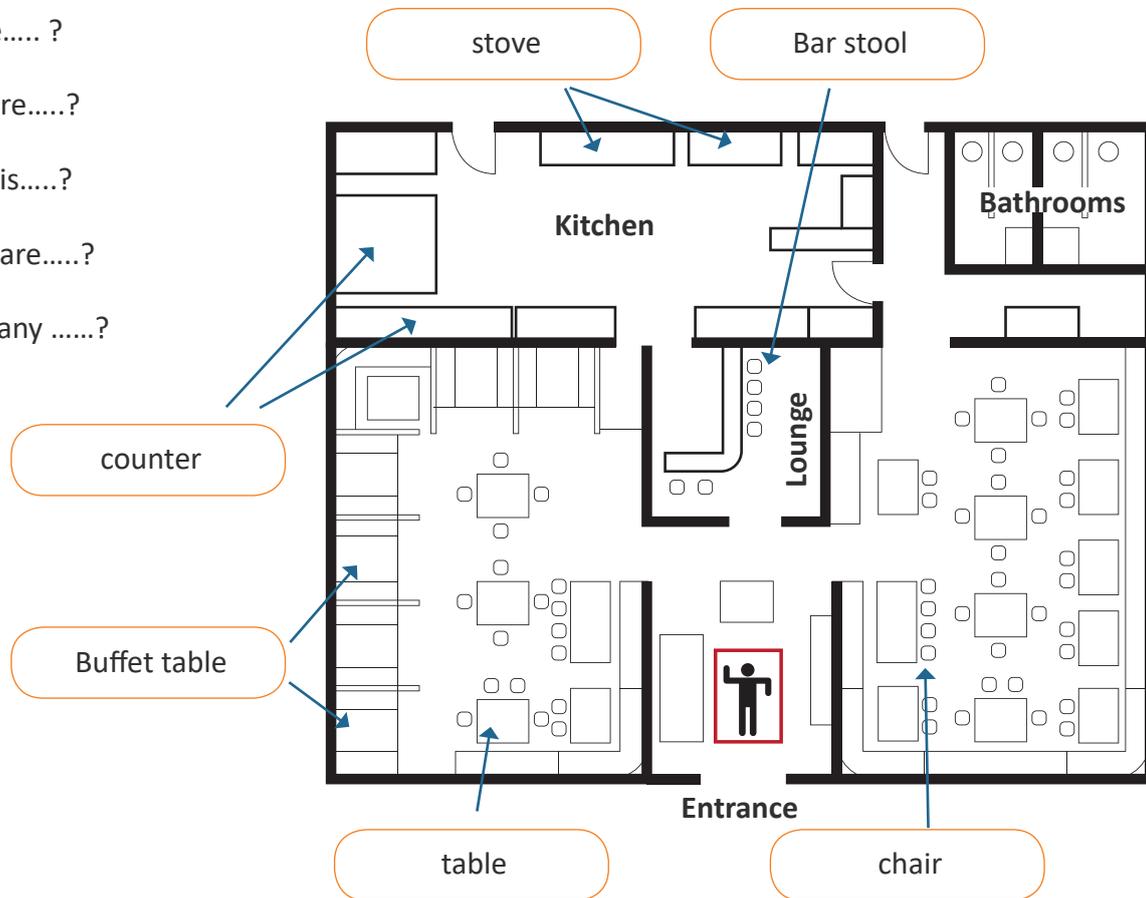
in March – My birthday is in March.

at 3 o' clock – I have to go home at 3 o' clock.

### Activity N

Let's practice making questions. Look at the picture below and use the prompts to make a question. Practice asking and answering questions with your partner:

1. Is there..... ?
2. Are there.....?
3. Where is.....?
4. Where are.....?
5. How many .....?



Below are pictures of cutlery, crockery, glassware, and utensils that you find in a commercial kitchen. Listen to / Read the text below and put the items in their correct place (see example):





**Benjamin:** Hi, Pradeep. Can you help me?

**Pradeep:** Sure, what is it?

**Benjamin:** I am looking for the glasses.

**Pradeep:** Ah, okay. They are on the wall shelf. They are on the second shelf.

**Benjamin:** Above the blue table?

**Pradeep:** Yes. The cups and saucers are on the top shelf.

**Benjamin:** Where are the dinner plates and the ramekins (ram-uh-kins)?

**Pradeep:** The plates are on the counter, over there, and the ramekins are next to the plates.

**Benjamin:** And the pots and pans?

**Pradeep:** The pots and pans are under the counter.

**Benjamin:** Where are the forks, knives and spoons?

**Pradeep:** They are in the cutlery rack on the blue table.

**Benjamin:** Thank you!

**GRAMMAR BOX – Open and Closed questions**

*Open questions use words such as “what”, “where”, “when”, “who”, “why”, “how”, “which”, “whose”.*

*We use these questions to GET INFORMATION.*

**Structure:**

**Question word + be / do / can + pronoun  
+main verb**

e.g., Where do you live?

**Answer:**

e.g. I live in Colombo.

*Closed questions start with “are”, “is”, “can”, “do”, “have”.*

*We use these questions to CHECK or CONFIRM INFORMATION.*

*The answer is only YES or NO.*

**Structure:**

**Are/Is/Do/Can/Have + pronoun + main verb/  
noun**

e.g., Do you like chocolate?

e.g., Can you play the piano?

**Answer:**

Yes, I do. / No, I do not (don't).

Yes, I can. / No, I cannot (can't).

**How to answer a question: Use the words in the question to answer in full sentences.**

Where are you going?

Which do you prefer, chocolate or cake?

What is your name?

Do you have brothers and sisters?

Can you play piano?

Are you excited?

Is it hot?

Have you got a pencil?

Do you have a pencil?

I am going home.

I prefer cake.

My name is Benjamin

Yes, I do. / No, I don't.

Yes, I can. / No, I can't.

Yes, I am. / No, I'm not.

No, it isn't. / Yes, it is.

Yes, I have. / No, I haven't got one.

Yes, I do. / No, I don't.

**Activity O**

Match the following open question words to the correct question part:

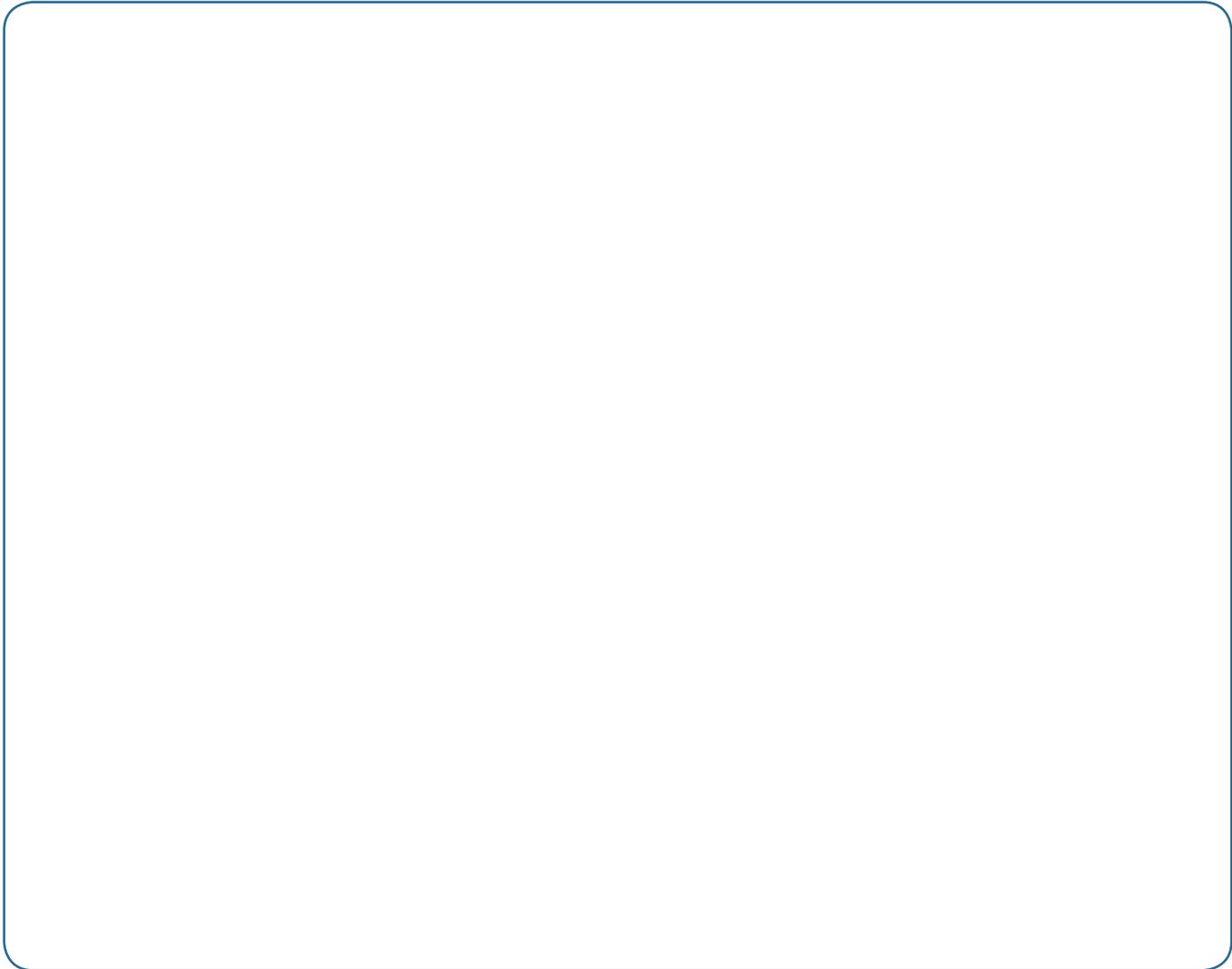
- |                 |   |
|-----------------|---|
| 1) What does    | a) they?                                |
| 2) Where is     | b) is it?                               |
| 3) Who are      | c) you like it?                         |
| 4) When do      | d) the chef de partie do?               |
| 5) Why do       | e) the bathroom?                        |
| 6) Which do     | f) you like better, chocolate or cake?  |
| 7) How do       | g) is your house?                       |
| 8) What colour  | h) you go to school?                    |
| 9) What time    | i) you get up?                          |
| 10) Which house | j) do you like to do in your free time? |

Match the questions above to the answers below (put the correct question numbers in the boxes):

- |  |   |
|--|---|
| <input type="checkbox"/> I go to school by bus.              | <input type="checkbox"/> I like cake better.              |
| <input type="checkbox"/> They are the new students.          | <input type="checkbox"/> I enjoy singing.                 |
| <input type="checkbox"/> I like it because it is sweet.      | <input type="checkbox"/> It is next to the changing room. |
| <input type="checkbox"/> It is 4pm.                          | <input type="checkbox"/> The blue house is my house.      |
| <input type="checkbox"/> He is in charge of the workstation. | <input type="checkbox"/> I get up at 6am.                 |

### **Activity P**

Draw a map of the kitchen that you work in or your kitchen at home. Next, show your picture to your partner. Describe the kitchen to your partner. Explain where all the cutlery and utensils are kept. Answer any questions your partner asks:



### **WRAP UP**

Now it is time to wind down. Your teacher will do a wrap up activity if there is time. Do not forget to do your homework. Well done for today!



**HOMEWORK:**

Design your dream hotel. Then describe the hotel using the language you have learned in today's lesson:

- How many rooms are there?
- Is there a garden?
- Is the garden big or small?
- Is there a swimming pool?
- Is there a restaurant or is there a café?

SELF - ASSESSMENT			
I can...	Very well	OK	Need more practice
Ask / answer closed questions.			
Ask / answer open questions.			
Describe where I live			
Describe where things are			

**LEARNER TRAINING**

A good way to practice describing something is to find a picture and practice speaking or writing about that picture.

- What can you see?
- What colours are there?
- What objects are there?
- What is happening in the picture?
- Are there people in the picture?
- What do these people look like?

**On the YouTube / Internet:**

There are many videos on the YouTube and there is a lot of information on the Internet to help you with your English vocabulary, grammar, listening and pronunciation.

Learn more about “there is, there are”:

<https://dictionary.cambridge.org/grammar/british-grammar/there-is-there-s-and-there-are?q=there+is%2C+there+are>

Learn about asking questions:

<https://www.bbc.co.uk/learningenglish/english/course/lower-intermediate/unit-1/tab/grammar>

A video about adjectives:

<https://www.youtube.com/watch?v=wC5GPzMb9BE>

# NUMBERS

Session	Morning
<i>Vocabulary Overview</i>	Numbers
<i>Grammar Overview</i>	Structures associated with telling time
<i>Objective</i>	Be able to tell the time
<i>Materials</i>	Student's Workbook



## WARM UP

Good morning!  
This is the time for you to get your English brain started!  
Let's warm up!



## REVIEW:

What can you remember from the last lesson?  
Follow your teacher's instructions.



## HOMEWORK:

It is time for the teacher to ask you to hand in your homework.  
Have you done your homework?

## Activity A

We are going to play some number games!

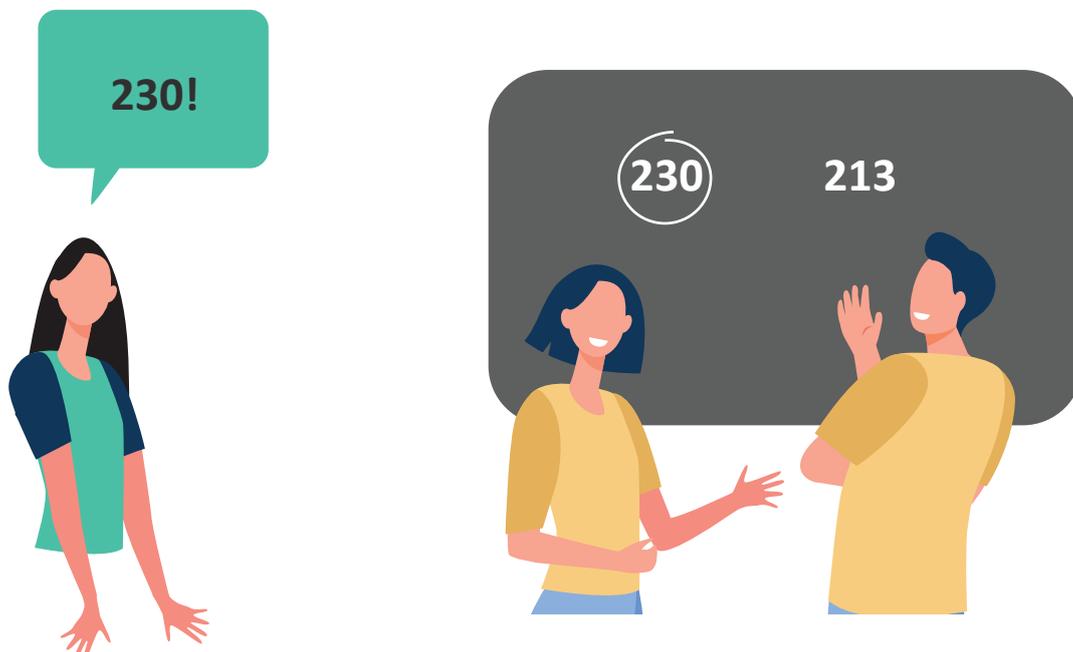
### 1) 1,2,3

Make groups of 4 or 5 and make a circle. The teacher will choose a number (for example 25). One person in the group should start counting from 1 and he or she can stop at any number (no more than 5 numbers). The next person in the group reaches the number the teacher said.



### 2) Which is it?

The teacher will write two numbers on the board (for example, 230, 213) Two students should volunteer and stand in front of the board. They will compete to circle what the teacher says.



### 3) Odd / Even

The teacher will decide whether odd numbers or even numbers or multiples of 5 will be replaced by the word “banana”. Then in groups of 4 or 5 each person will say one number and the group must get to 20 without making a mistake.



### Activity B

Listen to your teacher say a series of numbers. Write down what you hear. Compare with a classmate. Check your answers. Did you get all of them right?

**Activity C**

**What are ordinals? Ordinals are the numbers we use to express dates, or a sequence.  
Listen and practice the months and the dates:**

MONTHS	DATES					
January	First	1st	Eleventh	11th	Twenty-first	21st
February	Second	2nd	Twelfth	12th	Twenty-second	22nd
March	Third.	3rd	Thirteenth	13th	Twenty-third	23rd
April	Fourth	4th	Fourteenth	14th	Twenty-fourth	24th
May	Fifth	5th	Fifteenth	15th	Twenty-fifth	25th
June	Sixth	6th	Sixteenth	16th	Twenty-sixth	26th
July	Seventh.	7th	Seventeenth	17th	Twenty-seventh	27th
August	Eighth	8th	Eighteenth	18th	Twenty-eighth	28th
September	Ninth	9th	Nineteenth	19th	Twenty-ninth	29th
October	Tenth	10th	Twentieth	20th	Thirtieth	30th
November					Thirty-first	31st
December						

**Activity D**

**Go around the room. Make a list of your classmate's birthdays.**

A: When is your birthday?

B: (My birthday is on) April 22nd. When is your birthday?

**Activity E** 

**Listen to / Read the following passage about holidays in America. Note down the dates. Answer the following questions:**

Good evening and welcome to RDJ 48, here with you tonight and all night. It is holiday time again here and I thought I would take the time to talk about all the holidays we have here in the United States of America. Christmas is just around the corner, so I want to know what you are going to be doing December 24th. I will be wrapping presents of course! But no time to rest as we have New Year celebrations December 31st and January 1st. Personally I love the 4th of July – Independence Day barbecues and fireworks are the best! My kids love October 31st of course because of all the Halloween candy they get to eat. And then there's Thanksgiving, on the fourth Thursday of November. Of course, this year, 2021, that will be November 26th. So folks, what's your favourite holiday of the year? February 14th? Labour Day weekend? Ring in to tell me. Let's play some music.

1. *When is Independence Day in America?*

---

2. *What might you see on that day?*

---

3. *Is December 24th Christmas Day or Christmas Eve?*

---

4. *What is celebrated on October 31st?*

---

5. *What is celebrated on February 14th?*

---

**Ask your classmates what their favourite holidays are and why:**

**A:** What is your favourite holiday?

**B:** I like Diwali.

**A:** Why?

**B:** I like the decorating the floor with rangoli patterns. And you?

**Activity F**

Being able to tell time is very important. There is digital time and analogue time. Below is the analogue way of telling the time. Write the digital time for each clock.



2 o' clock



5 past 2



10 past 2



Quarter past 2



20 past 2



25 past 2



Half past 2



25 to 3



20 to 3



Quarter to 3



10 to 3



5 to 3

What do you notice about the way we tell the time in analogue style?

How do we say the following times (both digital and analogue)? Write out the digital time and then write out the analogue time. Use the example to help you:

*e.g., 5:30 It's five thirty. It is half past five.*

1) 10:03 \_\_\_\_\_

4) 4:10 \_\_\_\_\_

2) 9:45 \_\_\_\_\_

5) 1:08 \_\_\_\_\_

3) 11:55 \_\_\_\_\_

6) 3:15 \_\_\_\_\_

### **Activity G**

**Here are some time facts:**

1 minute = 60 seconds

1 week = 7 days

1 hour = 60 minutes

1 month = 20, or 30, or 31 days

1 day = 24 hours

1 year = 52 weeks – 365 days

**Can you solve these time problems? You may work with a partner:**

1. A bus leaves for Colombo at 4:30am. It takes 1 hour and 25 minutes to reach Colombo. At what time will the bus arrive?

2. Mary has to watch a video on how to make chocolate mousse. The video is 45 minutes long. It is now 11:30. What time will it finish?

3. Pradeep has cooking class for 4 and half hours every day, five days a week, for 6 weeks. How many hours of cooking class will he do in total?

4. Akyas has to prepare the cucumbers for the salad bar. It takes 5 minutes to prepare 250 grams. How long will Akyas take to prepare 2000g of cucumbers? Give the answer in seconds.

5. The class starts at 8:00am and it lasts for 3 and half hours. But the teacher was late, so the class was delayed by 50 minutes. What time will the class finish?

**GRAMMAR BOX – “half past, quarter past” and other time-related expressions**

*We have different ways of reading time.*

<p><b>What time is it?</b></p> <p><b>(Can you tell me the time?)</b> <b>(What is the time please?)</b></p>	<p>It is half past six. (6:30)</p> <p><i>When we use “half” we always use the word “past”</i></p>	<p>It is twenty to six. (5:40)</p> <p><i>After “half past” we calculate how many minutes to the next hour.</i></p>
<p><b>What time does lunch service start?</b></p>	<p>In the next 25 minutes. In 25 minutes. 25 minutes from now.</p>	
<p><b>How long do we have to make this dish?</b></p>	<p>You have under an hour (less than an hour).</p> <p>You have 55 minutes.</p>	<p>You have over an hour. (more than an hour)</p> <p>You have 90 minutes</p>
<p><b>How long will ___ take?</b></p>	<p>It will take half an hour.</p>	<p>It will take 30 minutes.</p>
<p><b>Noon = 12pm</b> <b>Midnight = 12am</b></p>		
<p><b>The 24-hour clock 00:00</b></p> <p><b>00:00 to 12:00 (midnight to noon)</b></p> <p><b>13:00 to 23:59 (afternoon, evening, night)</b></p>	<p>08:00 = 8 o'clock in the morning (8am)</p> <p>20:00 = 8 o'clock in the night (8pm)</p>	

**Activity H** 

Listen to / Read the following conversation and fill in the blanks with the phrases in the box:

**Kumari:** We are really busy today!

**Shanika:** Yes, we are. (1) \_\_\_\_\_ does dinner service start?

**Kumari:** It starts at half past 6.

**Shanika:** What time is it now?

**Kumari:** It is (2) \_\_\_\_\_.

**Shanika:** (3) \_\_\_\_\_ does the soup take to make?

**Kumari:** About (4) \_\_\_\_\_. But chef said we have to finish it in 60 minutes!

**Shanika:** So, we have to (5) \_\_\_\_\_ quarter to 6?

**Kumari:** Yes.

**Shanika:** What do we do first?

**Kumari:** We (6) \_\_\_\_\_ onions, carrots, celery, and tomatoes.

**Shanika:** We have to hurry!

90 minutes    how long    quarter to 5    What time    finish by    have to chop

If there is time, use the same conversation but change the numbers and practice with your partner.

Session	Afternoon
<i>Vocabulary Overview</i>	Numbers
<i>Grammar Overview</i>	Structures associated with numbers
<i>Objective</i>	Be able to use numbers to identify different forms of numerals
<i>Materials</i>	Student's Workbook

**Activity I**

What is the currency of your country? Do you know the currencies of different countries? Match the currency to the country and then check your answers.

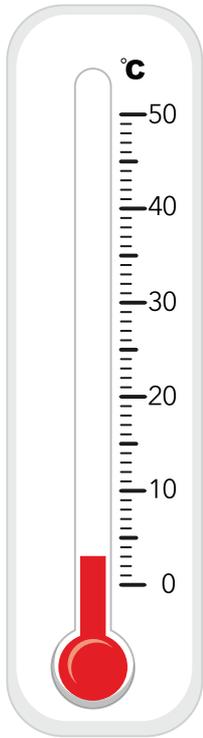
- |                      |          |
|----------------------|----------|
| (1) Singapore dollar | (a) £    |
| (2) Yuan             | (b) ¥    |
| (3) Rupee            | (c) ₹    |
| (4) Yen              | (d) €    |
| (5) USD              | (e) د.ا. |
| (6) Euro             | (f) ₹    |
| (7) Pound            | (g) S\$  |
| (8) Emirati Dirham   | (h) \$   |

In pairs, write down how to say these prices. Look at the example:

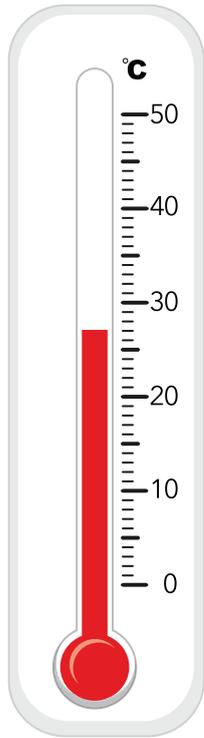
- 1) Rs.500 \_\_\_\_\_
- 2) Rs. 3569 \_\_\_\_\_
- 3) \$305 **three hundred and five dollars**
- 4) £100,000 \_\_\_\_\_
- 5) \$190 \_\_\_\_\_
- 6) €34,000 \_\_\_\_\_
- 7) Rs. 51,350 \_\_\_\_\_
- 8) €15 \_\_\_\_\_

**Activity J**

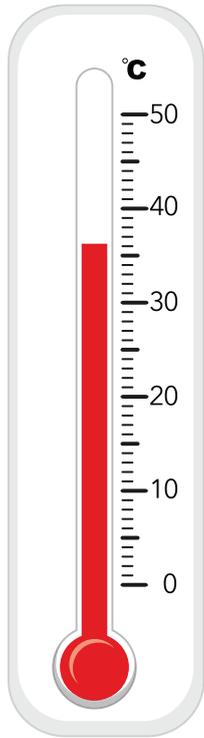
Why is it important for you to be able to tell the temperature? In a commercial kitchen, where would you find thermometers? How do we say °C in English? Discuss with your partner or group. Then read the thermometers below and write the temperatures you can see:



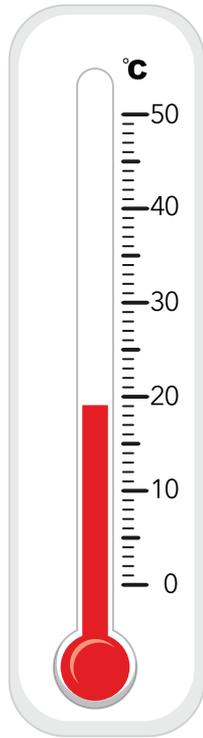
\_\_\_\_\_ °C



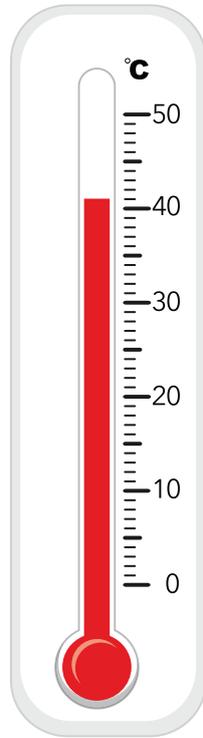
\_\_\_\_\_ °C



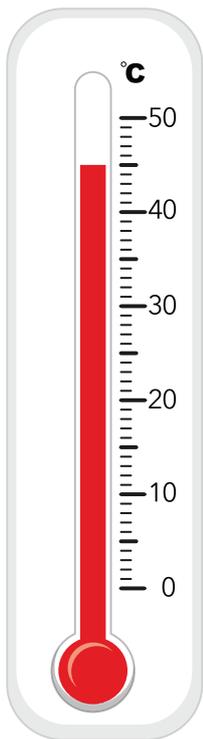
\_\_\_\_\_ °C



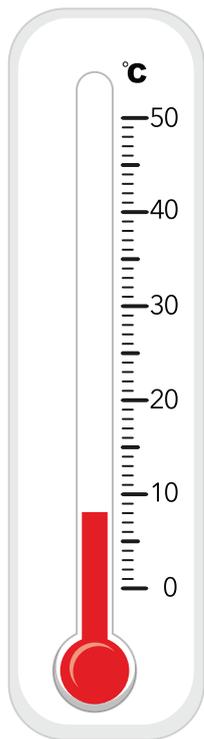
\_\_\_\_\_ °C



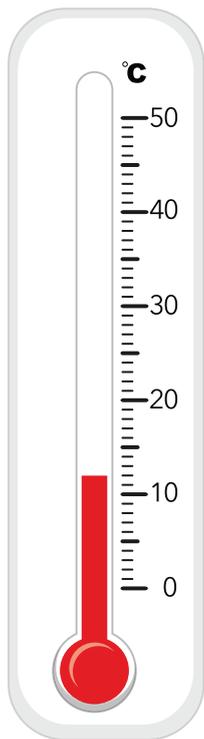
\_\_\_\_\_ °C



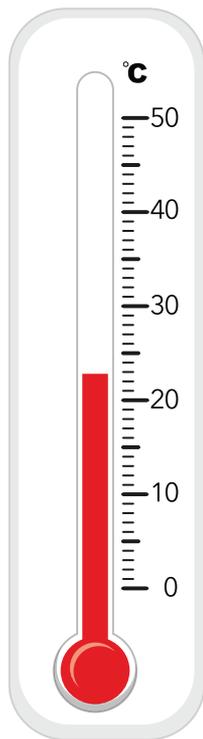
\_\_\_\_\_ °C



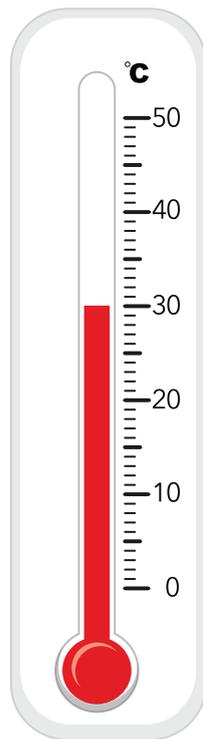
\_\_\_\_\_ °C



\_\_\_\_\_ °C



\_\_\_\_\_ °C



\_\_\_\_\_ °C

**Activity K**

Look at the recipe below. Do you know how to read the food quantities? Match the abbreviations to their meanings and answer the questions:

- 1 pkt lasagna sheets (16oz)
- 1 pound fresh mushrooms
- $\frac{3}{4}$  cup chopped green pepper
- $\frac{3}{4}$  cup chopped onion
- 3 cloves of garlic
- 1 tsp dried basil
- 2 tbsp vegetable oil



- 2 tbsp vegetable oil
- 12 oz ricotta cheese
- 4 cups mozzarella
- 2 eggs
- 26 oz tomato sauce
- $\frac{1}{2}$  cup parmesan cheese

- |         |            |
|---------|------------|
| 1) pkt  | ounce      |
| 2) tsp  | tablespoon |
| 3) tbsp | packet     |
| 4) oz   | teaspoon   |

Use the conversion table to change the amounts to the metric system:

- 1 pkt lasagna sheets (16oz) =
- 1 pound fresh mushrooms =
- $\frac{3}{4}$  cup chopped green pepper =
- $\frac{3}{4}$  cup chopped onion =
- 12 oz ricotta cheese =
- 4 cups mozzarella =
- 26 oz tomato sauce =
- $\frac{1}{2}$  cup parmesan cheese =

$\frac{1}{2}$ pound	227 grams (g)
1 ounce	28 grams (g)
1 U.S. cup	240 milliliters (ml)

## **Activity L**

**Listen to / Read the following text and answer the following questions:**

Good morning everyone. I am making an Italian favourite today, *Lasagne* (la-za-nya). It is a vegetarian lasagne. First let me get all the ingredients together. So, now I am boiling water to cook the lasagne pasta sheets. The pasta will take 10 minutes to cook. We want it to be al dente (al-den-tay). I am using mushrooms, green peppers, onions, garlic, in my vegetarian lasagne. I am heating up the oil and now. I am putting the vegetables in the frying pan, and I am sautéing the vegetables. I made my tomato sauce earlier and now I am adding the sauce to the vegetables. Now I am pre-heating the oven to 175 degrees Celsius. Next I need my cheese, ricotta, and mozzarella (mo-tsa-rella) and I am mixing them together with the eggs. Now I am taking out the sheets of lasagne. Now I am making layers of vegetables, lasagne sheets and cheese. I am putting the dish in the oven and the lasagne will cook for 40 minutes. It is going to be delicious!

### **Questions:**

1. Where is this dish from?

---

2. What is the name of the dish?

---

3. What does "ingredient" mean?

---

4. How long does it take for the lasagne pasta sheets to cook?

---

5. What is the temperature for the oven?

---

6. How long does the lasagne cook in the oven?

---

Put the actions from the recipe in order:

- |             |        |         |            |            |
|-------------|--------|---------|------------|------------|
| pre-heating | adding | using   | making     | putting    |
| sauteing    | mixing | boiling | taking out | heating up |

- |    |     |
|----|-----|
| 1. | 6.  |
| 2. | 7.  |
| 3. | 8.  |
| 4. | 9.  |
| 5. | 10. |

**GRAMMAR BOX –Present Continuous**

*We use the Present Continuous to describe the actions we are doing now.*

**Structure**

to be + verb + ing

I am cooking.  
 You are cooking.  
 She is cooking.  
 He is cooking.  
 It is cooking.  
 They are cooking.  
 We are cooking.

I am not (I'm not) cooking.  
 You are not (aren't) cooking.  
 She is not (isn't) cooking.  
 He is not (isn't) cooking.  
 It is not (isn't) cooking.  
 They are not (aren't) cooking.  
 We are not (aren't) cooking.

**Open Question form**

- What are you doing?
- Where are you going?
- Why are you doing that?
- Who is singing?

**Close Question form**

- |                          |                                    |
|--------------------------|------------------------------------|
| Are you cooking?         | Yes, I am. / No I'm not.           |
| Is he / she singing?     | Yes, he is. / No, she isn't.       |
| Are they doing homework? | Yes, they are. / No, they are not. |

### Activity M

What are you doing right now? Look at the picture below and write as many sentences as you can to describe all the actions in the picture. You may work with a partner. The teacher will start a timer.



A large, empty rectangular area with a light beige background, intended for students to write their descriptions of the kitchen scene.

### Activity N

**We are going to play a game to practice the Present Continuous!**

Write as many action words as possible (verbs) on separate pieces of paper. Fold the pieces of paper. Make a group of 4 or 5. Put all the folded papers in the centre of the table. Each person will take one paper, open it, and do the action. The first person to say, "Are you \_\_\_\_\_?" with the correct action will take the next turn.



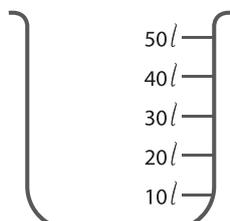
Examples of verbs

fly
run
sleep
boil
chop

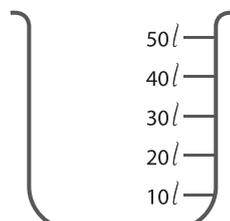
### Activity O

**Let's practice measuring weight and volume. Write the answers for the volume and weight in the pictures below:**

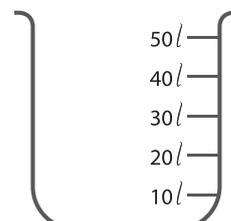
**Colour the measuring cups up to the number written below each cup:**



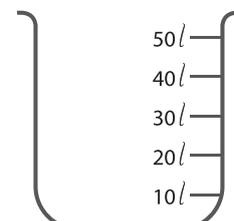
50 liters



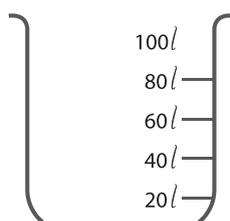
40 liters



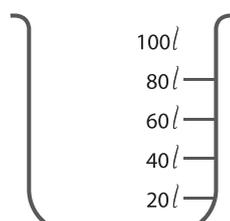
10 liters



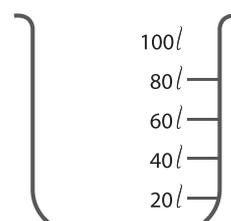
40 liters



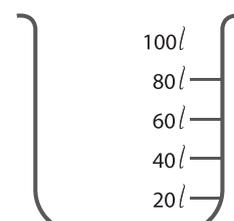
60 liters



20 liters



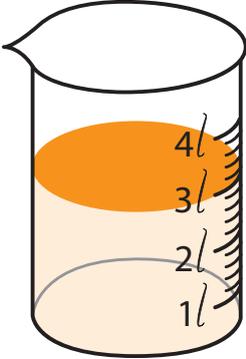
50 liters



90 liters

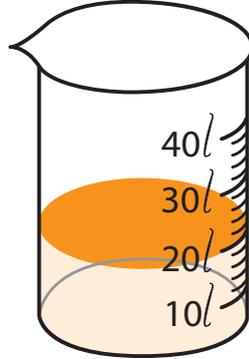
Write down the amount of water in litres of the following measuring cups:

1



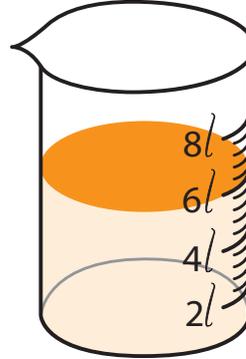
\_\_\_\_\_ liters

2



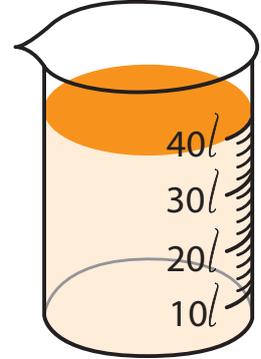
\_\_\_\_\_ liters

3



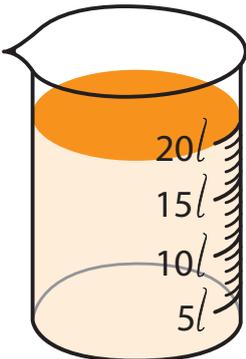
\_\_\_\_\_ liters

4



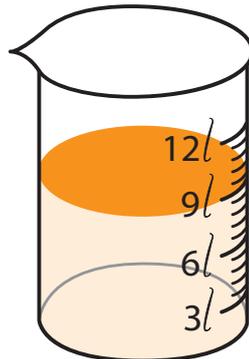
\_\_\_\_\_ liters

5



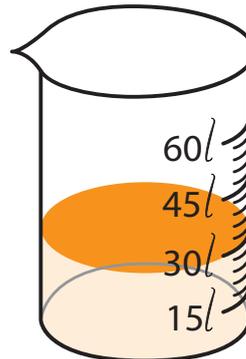
\_\_\_\_\_ liters

6



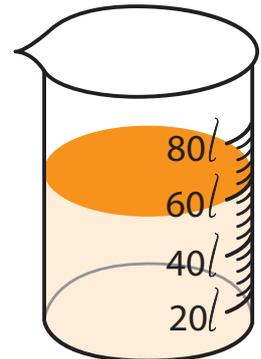
\_\_\_\_\_ liters

7



\_\_\_\_\_ liters

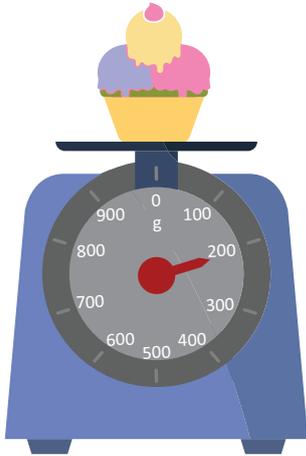
8



\_\_\_\_\_ liters

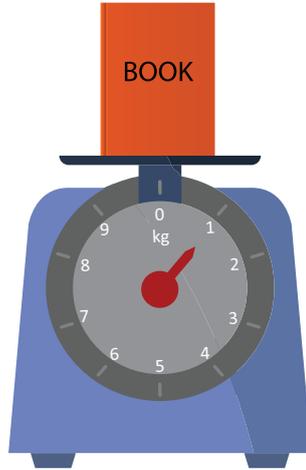
Measure the weight of each object:

1



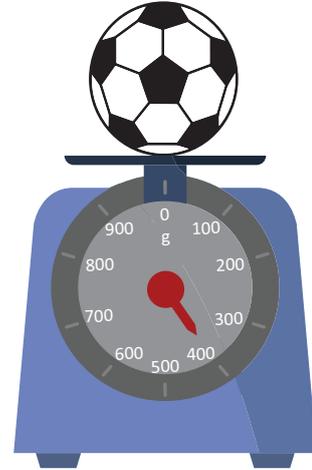
\_\_\_\_\_ g

2



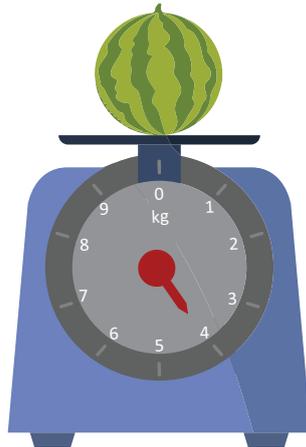
\_\_\_\_\_ kg

3



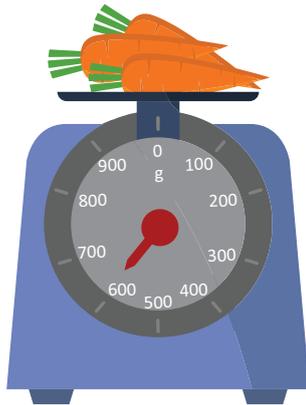
\_\_\_\_\_ g

4



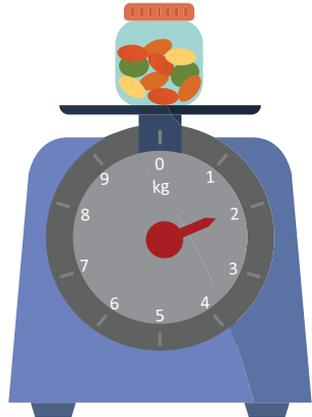
\_\_\_\_\_ kg

5



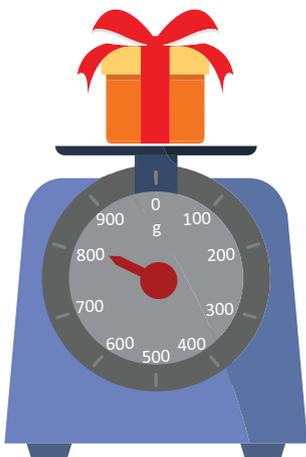
\_\_\_\_\_ g

6



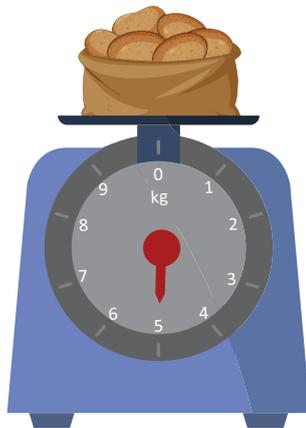
\_\_\_\_\_ kg

7



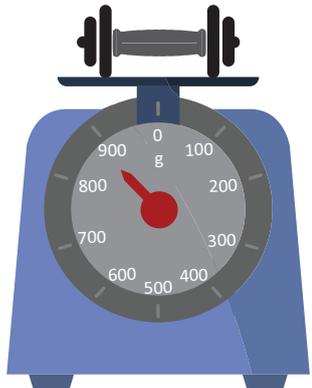
\_\_\_\_\_ g

8



\_\_\_\_\_ kg

9



\_\_\_\_\_ g

**Activity P**

Let's do some mathematics! Do the sums and word problems below. You can do this with a partner. Practice your English by reading aloud the sums and word problems:

+ plus                      -        minus                      =        equals

1.  $238 + 129 =$

2.  $9273 - 833 =$

3.  $1/4 + 1/4 =$

4.  $1/3 + 1/3 =$

5. Mary needs  $1/3$  cup of flour to make 1 apple pie. If she made 9 apple pies, how many cups of flour does she need?

6. For a cake recipe you need to add  $6 \frac{3}{4}$  cups of sugar for the cake and  $5 \frac{1}{4}$  cups of sugar for the butter frosting. How much sugar do you need in total?

7. The chef de partie ordered 5 kilograms of mushrooms. Only 2.75 kilos were delivered. How much was missing?

8. For a milkshake recipe you need 12 litres of milk, 5 litres of ice cream and 2 kilograms of strawberries. First double the recipe. Then halve the recipe.

9. If 2 cartons of eggs costs Rs.240, and 1 packet of mozzarella cheese costs Rs.540 how much money will you need to purchase 8 cartons of eggs and 4 packets of cheese?

10. In a recipe for pancakes the ratio of cups of flour to tablespoons of sugar is 4:8. This makes 20 pancakes. How much flour and sugar will you need for 60 pancakes?

**WRAP UP**

Now it is time to wind down. Your teacher will do a wrap up activity if there is time.  
Do not forget to do your homework.  
Well done for today!

**HOMEWORK:**

**Can you tell the time from a 24-hour clock?**

**Write the following times in digital and analogue style and say whether it is AM or PM:**

21:00 =

18:30 =

8:20 =

12:00 =

23:45 =

13:15 =

**What does al dente mean? Find out as part of your homework.**

SELF - ASSESSMENT			
I can...	Very well	OK	Need more practice
Listen and understand numbers			
Read and understand dates, prices, and temperature, weight, and volume			
Understand numbers to express food quantities in recipes			
Tell the time			
Use the present continuous tense			

## LEARNER TRAINING

Do you have a measuring cup at home? Practice reading the numbers for various volumes. Or do you have a scale at home? Open your fridge and weigh some food items. Practice saying the weight or write them down.

There will be many different numbers in your job. It is your responsibility to be able to understand time, money, weight, volume, temperature, etc. This is especially important when your supervisor is talking to you about recipes, portions and so on.

And practice your math skills!!

You can watch the video listed in the box below and learn about "Baker's Percentage".

<https://www.youtube.com/watch?v=yD1i3RRV2zg>

### On the YouTube / Internet:

There are many videos on the YouTube and there is a lot of information on the Internet to help you with your English vocabulary, grammar, listening and pronunciation.

Learn how math is used in the commercial kitchen:

<https://www.youtube.com/watch?v=yD1i3RRV2zg>

Practice Present Continuous:

<https://www.youtube.com/watch?v=0djfJgWhnpY>

(Oxford Online English has many great videos for learning English grammar.)

Grammar

<https://dictionary.cambridge.org/grammar/british-grammar/present-continuous-i-am-working>

# HOW CAN I HELP YOU?

Session	Morning
<i>Vocabulary Overview</i>	Telephone conversation phrases
<i>Grammar Overview</i>	Contractions
<i>Objective</i>	Answering telephone calls
<i>Materials</i>	Workbook



## WARM UP

Good Morning!  
This is the time for you to get your English brain started!  
Let's warm up!



## REVIEW:

What can you remember from the last lesson?  
Follow your teacher's instructions.



## HOMEWORK:

It is time for the teacher to ask you to hand in your homework.  
Have you done your homework?

**Activity A** 

Today you are going to practice using the telephone. Listen to / Read the two telephone calls that Mary receives while she is working in the kitchen. Then read the sentences in the table and tick the correct box to match the calls to the sentences.

**Mary:** Good morning. How can I help you?

**Caller:** Mr. Punchihewa.

**Mary:** I beg your pardon?

**Caller:** I would like to speak to Mr. Punchihewa.

**Mary:** Okay. Who's calling please?

**Caller:** Sorry?

**Mary:** May I have your name please?

**Caller:** My name is Sirisena.

**Mary:** Thank you. Please hold on.

**Punchihewa:** Mr. Punchihewa speaking.

**Caller:** Hello sir! The meeting is set for tomorrow sir.

**Punchihewa:** I see. Thank you for calling.

**Caller:** No problem sir. Goodbye.

.....

**Mary:** Hello? How can I help you?

**Caller:** Hello? This is Agrigrow, when do you need the order for mushrooms delivered by?

**Mary:** I am sorry. Could you repeat that please?

**Caller:** I'm calling from Agrigrow. When do you need the mushrooms?

**Mary:** Sorry, I'm not sure – I will ask. Please hold on.

**Caller:** Okay.

**Mary:** Thank you for waiting / holding. We need the order before 11am. Is that okay?

**Caller:** Okay sure. Before 11am.

**Mary:** Thanks for calling. Bye.

**Caller:** Bye.

	Call 1	Call 2
a) The caller's name is Sirisena.		
b) The caller is from Agrigrow.		
c) The caller is asking about the mushroom delivery.		
d) The caller wants to speak to Mr. Punchihewa.		
e) The mushrooms need to be there before 11am.		

Write "T" for true or "F" for false for the statements below:

- Mr. Sirisena is calling to speak to Mr. Punchihewa. \_\_\_\_\_
- Mr. Punchihewa is not there. \_\_\_\_\_
- Mr. Sirisena is confirming the meeting. \_\_\_\_\_
- Agrigrow is a supplier. \_\_\_\_\_
- Agrigrow is calling to say that the mushrooms are not available. \_\_\_\_\_
- The mushroom order must be delivered after 11am. \_\_\_\_\_

**Activity B** 

Listen to / Read the telephone conversations from Activity A. Which of these sentences do you hear / see? Circle them. Then practice the telephone conversations from Activity A with a partner. Take turns making the call or answering the call:

Answering a phone call

Good morning. How can I help you?  
 Who's calling please?  
 May I have your name please?  
 Please hold on.

Introducing yourself

My name is .....(name)  
 It's .....(name)

Giving a reason for the call

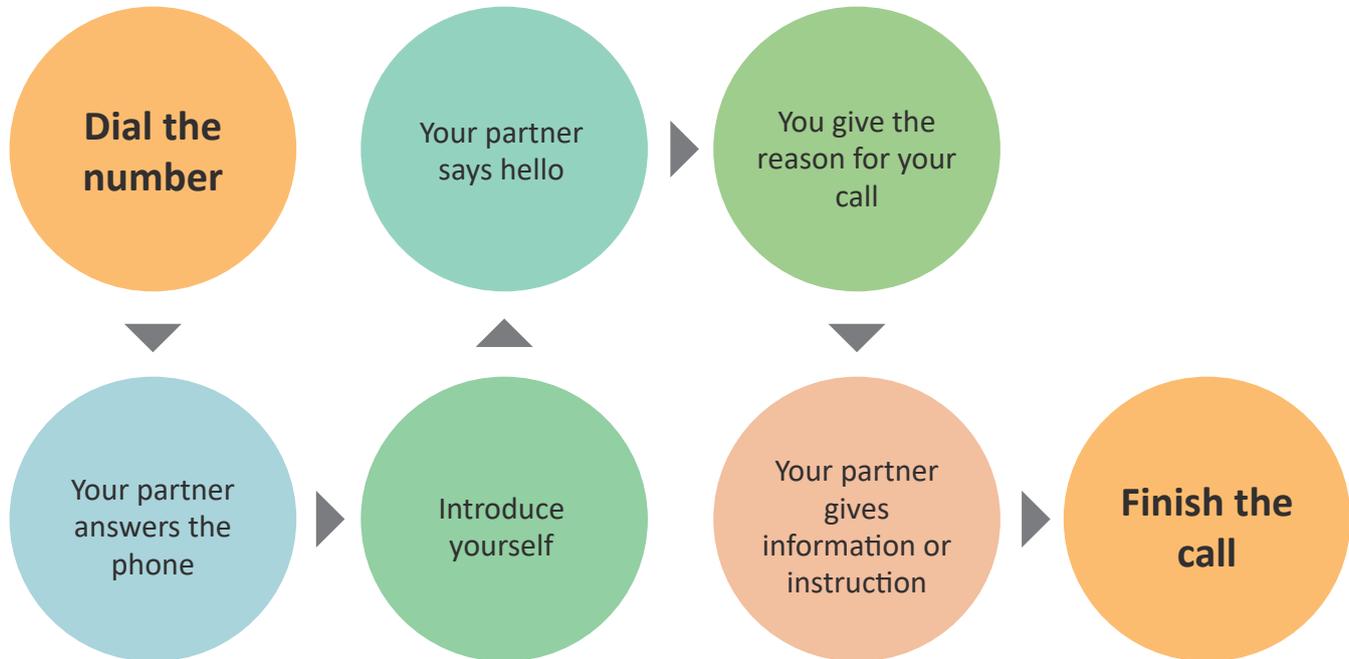
Could I speak to .... ?  
 I'm calling to.....  
 I am calling from.....  
 I would like to speak to .....

Finishing the call

Thank you for calling.  
 Thank you.  
 Goodbye / Bye.

**Activity C**

Are you good on the phone? Look at this plan for making and answering phone calls well:



With your partner decide who is answering the call or making the call. Then use the scenarios below to have the telephone conversation. When doing the role play you and your partner should not be facing each other:

**Scenario 1**

Caller 1 = Call the restaurant to say the strawberry order is ready and ask when to send the order.

Caller 2 = Answer the call and tell the supplier to send the order immediately.

**Scenario 2**

Caller 1 = Call the restaurant to speak to the Head Chef.

Caller 2 = The Head Chef is not available now.

**Scenario 3**

Caller 1 = Call the restaurant to say that red apples are not available now.

Caller 2 = Answer the call and accept the situation.

**GRAMMAR BOX – Contractions**

*In the conversations from Activity A, you will see that some words are contracted. That means they have been shortened. To help with your pronunciation it is good for you to practice using contractions.*

**Contractions (positive forms)**

I am → I'm  
 You are → You're  
 He is → He's  
 She is → She's  
 It is → It's  
 They are → They're  
 We are → We're

**Contraction (negative forms)**

I am not → I'm not  
 You are not → You're not / You aren't  
 He is not → He's not / He isn't  
 She is not → She's not / She isn't  
 It is not → It's not / It isn't  
 They are not → They're not / They aren't  
 We are not → We're not / We aren't

**Other important contractions to know:**

I would like → I'd like  
 I will → I'll

**Open Question forms**

What is → What's  
 Where is → Where's  
 Who is → Who's  
  
 There is → There's  
 That is → That's

I cannot → I can't  
 I do not → I don't  
 I will not → I won't

There is not → There isn't (any)  
 There are not → There aren't (any)  
 That is not → That's not / That isn't

**Activity D**

Contract the underlined words and rewrite the following sentences. Then practice by reading the sentences out loud:

What is your name? My name is Mary.

---

When is the class starting?

---

Where is the teacher?

---

I am making dessert.

---

He is preparing the dessert

---

She is not calling on the phone.

---

There are no tomatoes.

---

That is not my bag.

---

**Activity E** 

Do you say “zero” or “O” or nought? We have different ways of saying the number 0. Let us practice saying numbers and letters over the phone. Listen to / Read the following telephone calls. Answer the questions below:

**Benjamin:** Hello?

**Caller:** Hello, could I speak to Mr. Punchihewa please?

**Benjamin:** I'm sorry he is busy right now. Can I take a message?

**Caller:** Could you ask him to call me back as soon as possible?

**Benjamin:** Sure. Can I have your name and number please?

**Caller:** Yes, my name is Garrowson.

**Benjamin:** Could you spell that please?

**Caller:** G-a-r-r-o-w-s-o-n.

**Benjamin:** Was that "n" or "m"?

**Caller:** "n" for no.

**Benjamin:** Okay. And your number?

**Caller:** That's okay – Mr. Punchihewa has my number.

**Benjamin:** Okay – I'll make sure he gets the message.

**Caller:** Thanks. Bye.

**Benjamin:** Goodbye.

.....

**Akyas:** Hello?

**Caller:** Yes, hello, can I speak to the manager please?

**Akyas:** I am sorry, but he is in a meeting right now.

**Caller:** I see. Well, my name is Sirisena, and I am a producer of mushrooms. My company name is Agrigrow. I want to know if your establishment is interested in purchasing fresh mushrooms.

**Akyas:** Sorry, I am not in a position to say. Can I take a message?

**Caller:** Yes okay.

**Akyas:** Please tell me your name again.

**Caller:** Sirisena from Agrigrow. We grow and deliver fresh mushrooms. Would you like some mushrooms?

**Akyas:** Could you repeat that please?

**Caller:** I am Sirisena from Agrigrow. We grow and deliver fresh mushrooms. Are you interested?

**Akyas:** Can I have your contact number please?

**Caller:** 0777289476

**Akyas:** Let me repeat that – 0777289467.

**Caller:** No – 07772894-7-6

**Akyas:** Thank you. I will make sure the manager gets this message.

**Caller:** Thank you. What's your name?

**Akyas:** It's Akyas.

**Caller:** Okay. Thanks Akyas. Bye.

**Akyas:** Goodbye.

**Questions:**

1) *Who wants to speak to Mr. Punchihewa?*

---

2) *What is the message?*

---

3) *Does Mr. Punchihewa have the phone number of the caller?*

---

4) *Who does Mr. Sirisena want to speak to?*

---

5) *Why is he calling?*

---

6) *What is his phone number?*

---

7) *What does Akyas mean when he says, "I am not in a position to say."?*

---

**Activity F** 

**Choose five of these sentences to complete the phone dialogue below:**

- a) I am afraid she is not here today.
- b) Could you ask her to call me back?
- c) She is not in her office at the moment.
- d) Could you spell that please?
- e) Can I take a message?
- f) Could I have your name and number?
- g) I'll make sure she gets the message.
- h) I'll call back later.

**Mary:** Hello?

**Caller:** Could I speak to Ms. Gunawardene please?

**Mary:** \_\_\_\_\_ (\_\_\_\_\_) \_\_\_\_\_ . \_\_\_\_\_ (\_\_\_\_\_) \_\_\_\_\_

**Caller:** I see. \_\_\_\_\_ (\_\_\_\_\_) \_\_\_\_\_ .

**Mary:** Of course. \_\_\_\_\_ (\_\_\_\_\_) \_\_\_\_\_ .

**Caller:** Yes, my name is Garrowson. That's G-a-r-r-o-w-s-o-n

**Mary:** Did you say "G"?

**Caller:** Yes. "G" for good. And my number is 0778775100

**Mary:** 0778775100

**Caller:** That's correct.

**Mary:** Okay sir, \_\_\_\_\_ (\_\_\_\_\_) \_\_\_\_\_ .

**Caller:** Thank you goodbye.

**Mary:** Bye.

### Activity G

Do you know how to take a message? What do you need to take a message? What messages do people leave when they call? Have a short discussion with your partner.

Use the Message Template below and fill it in using the information from the conversations in Activity E and F:

#### TELEPHONE MESSAGES

Calling for: \_\_\_\_\_ Time of Call: \_\_\_\_\_

Name of Caller: \_\_\_\_\_ Number of Caller: \_\_\_\_\_

Message:

\_\_\_\_\_

\_\_\_\_\_

This message was taken by: *Benjamin*

TELEPHONE MESSAGES

Calling for: \_\_\_\_\_ Time of Call: \_\_\_\_\_

Name of Caller: \_\_\_\_\_ Number of Caller: \_\_\_\_\_

Message:

\_\_\_\_\_

\_\_\_\_\_

This message was taken by: *Akyas*

TELEPHONE MESSAGES

Calling for: \_\_\_\_\_ Time of Call: \_\_\_\_\_

Name of Caller: \_\_\_\_\_ Number of Caller: \_\_\_\_\_

Message:

\_\_\_\_\_

\_\_\_\_\_

This message was taken by: *Mary*

**Activity H**

Here are six basic steps for taking a message on the phone. Complete the table with the appropriate phrases from the phrase box. Then practice with a partner:

Steps for taking a message	Appropriate Phrases
1. Answer the call and explain that the person is not available.	
2. Get the caller's name and number.	

3. Offer to take a message.	
4. Clarify anything you did not understand.	
5. Confirm the message.	
6. Say goodbye.	

Sorry, I am afraid it is \_\_\_\_\_ day off.

May I ask who's calling?

Can I ask who is calling?

Could I have your name please?

May I have your name please?

Can I take a message?

Would you like to leave a message?

I'm sorry but \_\_\_\_\_ is not available / out / busy at the moment.

Thank you for calling. Goodbye.

I'll pass on the message. Thank you and goodbye.

Sorry I didn't catch that – you said.....

Let me confirm the message.

Let me repeat the message.

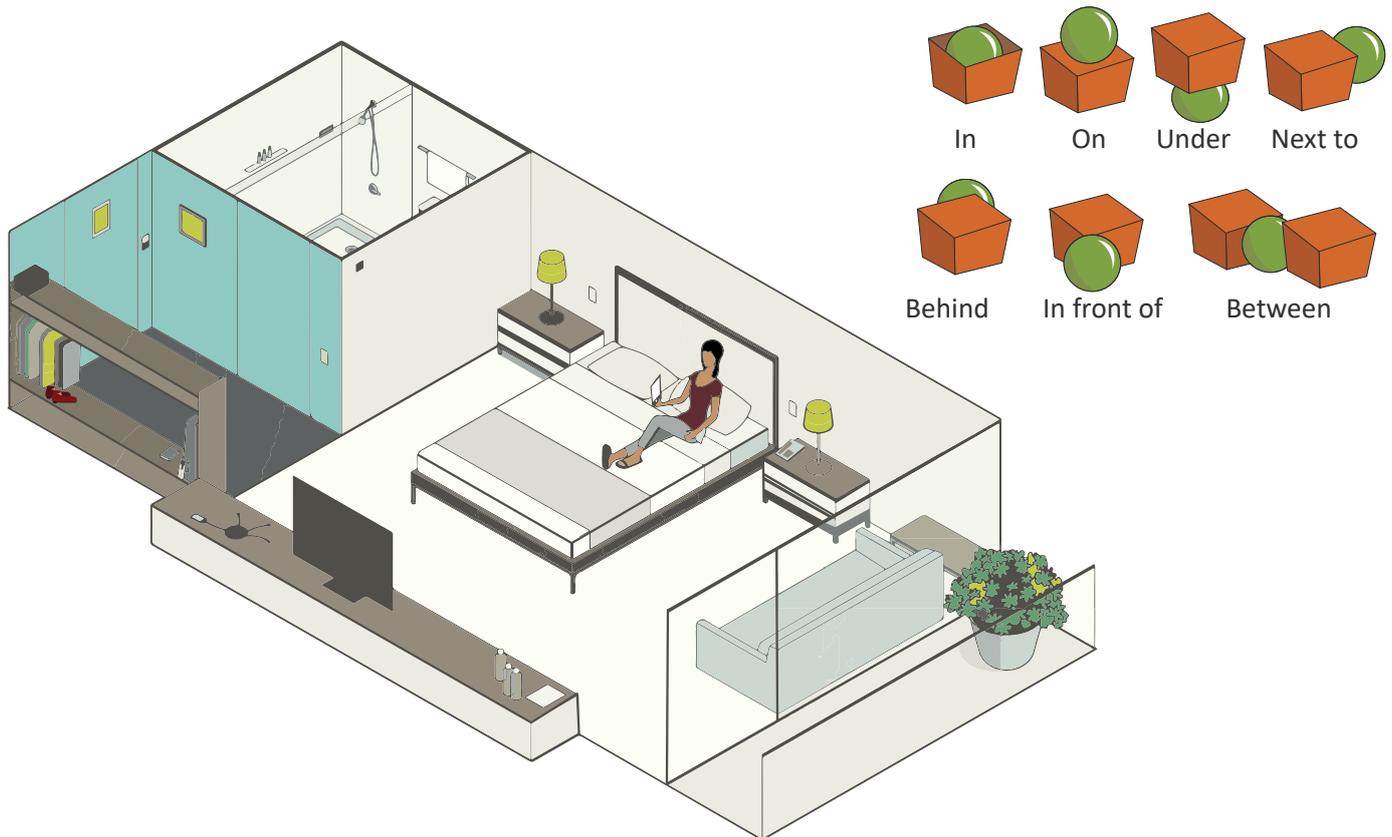
Sorry – could you repeat that please?

Sorry but I'm afraid \_\_\_\_\_ is in a meeting.

Session	Afternoon
Vocabulary Overview	Words related to hotel amenities
Grammar Overview	Prepositions of place review, Imperative Form
Objective	Give directions
Materials	Workbook

**Activity I**

Do you remember what are prepositions of place are? We use these words to show location of something. Let's practice! Use the prepositions to fill in the gaps of the text below. The text is about the hotel room. Imagine you are the guest:



“Hi, mom! I am \_\_\_\_\_ my hotel room now. Yes, it is beautiful! I am \_\_\_\_\_ the bed now. It is queen sized and it is very comfortable. The bed is \_\_\_\_\_ two bedside tables. There is a lamp \_\_\_\_\_ each table. The light switches are \_\_\_\_\_ the wall. There is a television \_\_\_\_\_ the bed. There is a charging station \_\_\_\_\_ the television. There is a lovely balcony. The bathroom? Yes, it is spacious but there is no bath \_\_\_\_\_ the bathroom. Okay, I have to go now. I must look for my red shoes. I think I put them \_\_\_\_\_ my clothes \_\_\_\_\_ the wardrobe. Okay, bye!”

## Activity J

You will need to know all about the place you work in, whether it is a restaurant, hotel, or guest house. You should know about the different amenities that are available. Read the hotel brochure below and answer the questions that follow. Then label the pictures using the correct amenity:

### ARALIYA TREE GUEST HOUSE

We welcome you to our guest house. We hope you will have a wonderful stay! To help you enjoy your stay we offer the following services and amenities:

<p><b>Amenities</b></p> <ul style="list-style-type: none"><li>• FITNESS GYM</li><li>• POOL</li><li>• BADMINTON COURT</li><li>• RESTAURANT</li><li>• TERRACE CAFÉ and BAR</li></ul>	<p><b>Business Amenities</b></p> <ul style="list-style-type: none"><li>• CONFERENCE ROOM (up to 10)</li></ul> <p><b>Services</b></p> <ul style="list-style-type: none"><li>• Laundry</li><li>• Room Service</li><li>• WIFI</li></ul>
--	--



## Questions

1. How many amenities are there?

---

2. What is the maximum number of people who can use the conference room?

---

3. What services does the guest house offer?

---



1.



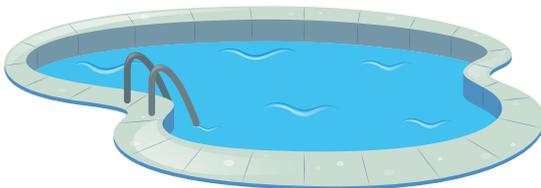
2.



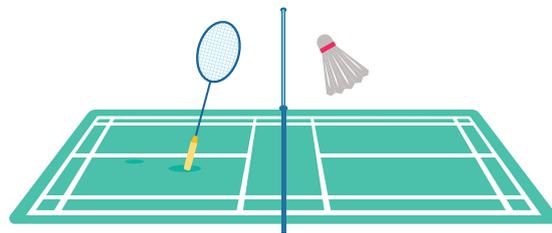
3.



4.



5.



6.

**Activity K** 

Listen to / Read the conversation between a guest and an employee of the guest house. Then label to complete the map of the guest house ground floor:

**Guest:** Excuse me.

**Kumari:** Yes, how can I help you?

**Guest:** Yes I am looking for the Terrace Café and Bar.

**Kumari:** Yes, it is on the ground floor. Go into the garden and turn left.

**Guest:** Thank you. Is there a toilet downstairs?

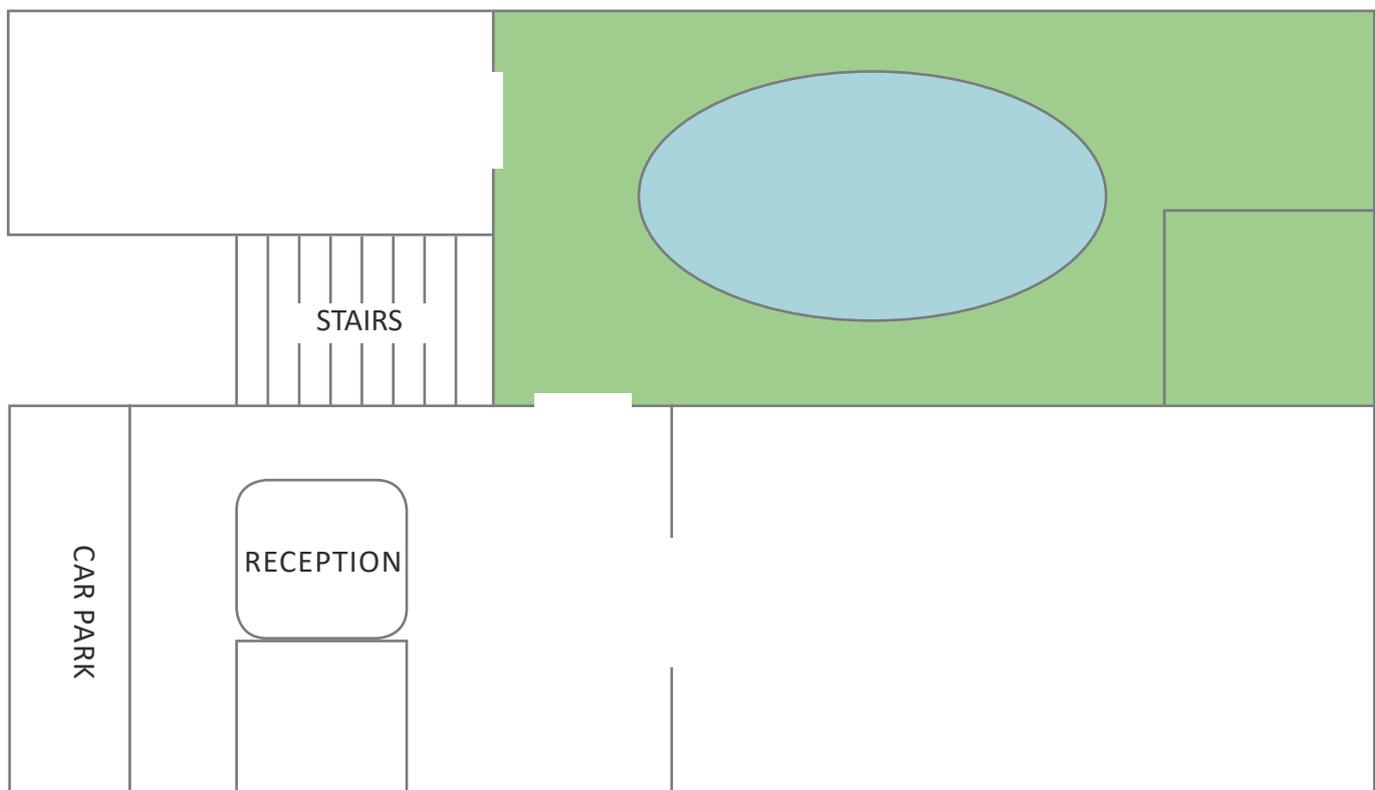
**Kumari:** Yes, there is a toilet next to the reception.

**Guest:** Where is dinner served?

**Kumari:** In the restaurant. It is on the ground floor.

**Guest:** Thank you very much.

**Kumari:** You are welcome.



**Activity L** 

Listen to / Read the conversation between a guest and an employee of a large hotel. Label the floors in picture below:

**Akyas:** Hi, madam, can I help you?

**Guest:** Oh yes, I am a little lost! Where's the swimming pool?

**Akyas:** It's on the 4th floor, madam. The rooftop.

**Guest:** I see. Thank you. Oh, and I also want to know where the hair salon is.

**Akyas:** The hair salon and the spa are on the 2nd floor.

**Guest:** Is the souvenir shop on the second floor too?

**Akyas:** No, it's on the ground floor. The

**Guest:** Thank you very much.

**Akyas:** You're welcome, madam. Have a nice day!

**Questions**

1. Where is the spa?

---

2. What do you think a souvenir shop is?

---

**Activity M**

Let's play a game! In addition to knowing the prepositions of place, it is important to be able to give directions. Make pairs and each of you will take a pencil from your partner and hide it (do not let your partner see you) somewhere in your classroom. Then your partner will ask, "Where is my pencil?" and you must give directions through the classroom, using the list of phrases below and any prepositions of place:

- Go straight / Go along... / Go past... / Go through...
- Turn right / Turn left
- It's on your left / right.
- It's across from / opposite.....

**Activity N**



Below is the floor plan of the 2nd floor of a hotel. Listen to / Read the conversation and label the floor plan. Then answer the questions that follow:

**Guest:** Hello, can you help me please?

**Pradeep:** Of course.

**Guest:** I am looking for the souvenir shop.

**Pradeep:** Yes, it is on the second floor. Take the lift. When you come out of the lift, turn right and go straight. It is at the end of the corridor, on your left. It is opposite the hair salon.

**Guest:** Thanks. And where is the fitness centre?

**Pradeep:** It is also on the 2nd floor. When you come out of the elevator, go straight, past the boutique. It's at the end of the corridor, on the right.

**Guest:** Thanks.

**Pradeep:** You're welcome



**Questions**

1. What is between the souvenir shop and the boutique?

---

2. What is next to the supermarket?

---

**GRAMMAR BOX – Giving directions**

*Giving someone directions is the same as giving someone instructions. When we want to give directions/instructions we use the imperative form and words for direction and prepositions of place.*

*Imperative form*

**Verb + object**

To do + object = to do homework

To cut + object = to cut tomatoes

**Structure of the imperative form**

Do + object = Do homework.

Cut + object = Cut tomatoes.

**Words for giving directions**



Turn Left



Go straight



Turn right



Go through



Cross



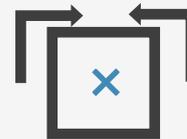
Go up



Go down



Go towards



Turn left/right at..



Turn around



It's on the left.



It's on the right.



It's at the end of...



It's across from / opposite

**Activity O**

Below is the floor plan of a private villa. With a partner, write the directions to answer the questions that follow (imagine you are standing at the red dot):.



**Questions**

1. Where is the swimming pool?

---

2. Where is the 1 car garage?

---

3. Where is the Master Suite?

---

4. Where is Bedroom 3?

---

5. Where is the utility room?

---

## **Activity P**

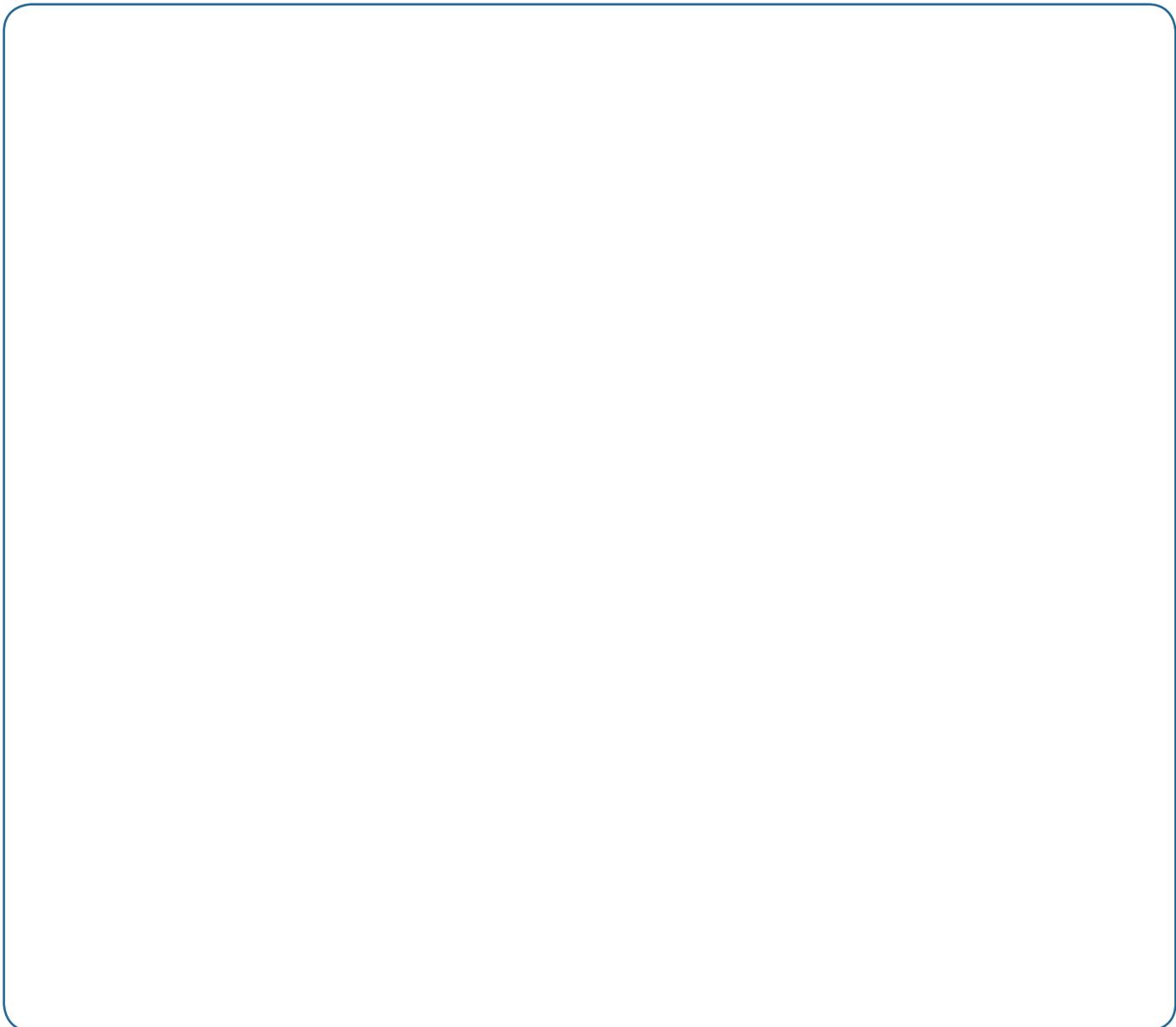
Using the questions below, take turns and practice speaking with your partner. Imagine one of you is the guest and one of you is the villa manager. Look at the grammar box and Activity M to review the dialogue.

Asking for directions

- Excuse me. How do I get to the.....?
- Excuse me. Where is the ....?
- Excuse me, is there a .....?
- Excuse me, can you tell me the way to the.....

### **Alternative Option:**

Make pairs. Each of you will be given a set of instructions and a picture. Read the instructions and do not show the picture to your partner. Describe your picture using the words given and prepositions of place to your partner. He or she must draw what you are saying in the space in their workbook. They can ask questions. Then it is your turn to listen and draw. Whose picture will be close to the original?



**WRAP UP**

Now it is time to wind down. Your teacher will do a wrap up activity if there is time.  
Do not forget to do your homework.  
Well done for today!



**HOMEWORK:**

**Using the scenarios below create your own telephone conversation and write it out:**

Scenario 1

Caller 1 = Call and leave name and number and name of your business.

Caller 2 = Answer the call and take the message.

Scenario 2

Caller 1 = Call and ask to speak to the manager.

Caller 2 = Answer the call and take the message.

**OR**

**Draw a simple map of your house. Imagine your friend is with you in the living room. Describe where all the rooms are.**

SELF - ASSESSMENT			
I can...	Very well	OK	Need more practice
Answer the telephone with confidence			
Understand how to take a telephone message			
Know the names of hotel amenities			
Give directions			

## LEARNER TRAINING

You can practice telephone conversation or giving directions with a classmate, friend or even your family members at home. Practice using the many different phrases found in this lesson.

Practice the Imperative Form – you can play a game like Simon Says with friends or classmates or pretend to be a hotel/restaurant guest and ask your friend and family to tell you where something is in English.

The more English you speak outside the classroom the better!

### On the YouTube / Internet:

There are many videos on the YouTube and there is a lot of information on the Internet to help you with your English vocabulary, grammar, listening and pronunciation.

Here are some links:

Giving directions

<https://learnenglishteens.britishcouncil.org/skills/listening/elementary-a2-listening/giving-directions>

The BBC have an English Learning portal where you can watch and listen to short episodes of English with different language points.

(EPISODE 161) <https://www.bbc.co.uk/worldservice/learningenglish/flatmates/episode161/index.shtml>

(EPISODE 161 Language Point) <https://www.bbc.co.uk/worldservice/learningenglish/flatmates/episode161/languagepoint.shtml>

# ASKING POLITELY

Session	Morning
<i>Vocabulary Overview</i>	Verbs, polite phrases
<i>Grammar Overview</i>	Using Modal verbs (can, could, etc.)
<i>Objective</i>	Talk about my abilities, ask for permission, make a request
<i>Materials</i>	Workbook



## WARM UP

Good Morning!  
This is the time for you to get your English brain started!  
Let's warm up!



## REVIEW:

What can you remember from the last lesson?  
Follow your teacher's instructions.



## HOMEWORK:

It is time for the teacher to ask you to hand in your homework.  
Have you done your homework?

**Activity A**

Look at the different actions (verbs). Label the pictures using words from the box. Make a group of 4 or 6 and each person must act out one of the pictures. The rest of the group must guess what action you are doing

Do you speak English?




















- play    basketball    drive a car    use a computer    play an instrument  
 Cook    speak English    drawsing    swim

**Activity B**

Write down 5-6 questions using can using the verbs in Activity A. Look at the example:

*e.g., Can you sing?*

Can you think of any more questions? Write them down.

Now ask you partner the “Can you.....?” questions and answer your partner’s questions:

GRAMMAR BOX – “Can”		
<i>We use can talk about our abilities (what we can do).</i>		
<p><b>Structure can + verb</b></p> <p>I can ride a bicycle. You can ride a bicycle. She / He can ride a bicycle. They can ride a bicycle. We can ride a bicycle.</p>	<p><b>NEGATIVE</b></p> <p>I cannot / can’t speak Chinese. She can’t play the piano.</p>	<p><b>QUESTION and ANSWER</b></p> <p>Q. Can you play the piano? A. Yes, I can. A. No, I can’t.</p> <p>Q. What (sports) can you play? A. I can play football.</p> <p>Q. What (food) can you cook? A. I can cook rice and curry.</p>

**Activity C**

Have you thought about your soft skills? What are you good at? Read the survey below and fill it in for yourself.

**A personal profile questionnaire**

What are you good at?	YES	NO
Are you good at communicating with people?		
Are you good at solving problems?		
Are you good at speaking different languages?		
Are you good at making decisions quickly?		
Are you good at thinking of new ideas?		
Are you able to drive a car?		
Are you able to finish tasks on time?		
Can you use a computer?		
Can you make a cake?		
Do you like traveling?		
Do you like working in a team?		
Do you like working by yourself?		
Do you enjoy working long hours?		
Do you enjoy cleaning?		

Compare your profile with a partner. What would you like to get better at?

In the table above there are two more ways to talk about what you can do (your abilities) – what are they?

### Activity D

**Have you thought about your soft skills? What are you good at? Read the survey below and fill it in for yourself.**

**Benjamin:** Hey Akyas, can you play the drums?

**Akyas:** No, why?

**Benjamin:** I was just wondering. My friend is looking for a musician for her band. I can play the piano, but she needs a drummer.

**Akyas:** My brother can play the drums. Shall I ask him?

**Benjamin:** Could you? That would be great!.

**Akyas:** Do you like band shows?

**Benjamin:** Yes, how about you?

**Akyas:** Yes, I do.

**Benjamin:** She will have a show next Sunday.

**Akyas:** Can I come?

**Benjamin:** Of course, it's free! Can you pass me my phone? I will call her.

Talking about an ability	Asking for permission	Making a polite request

**Activity E**

What other language do we use to ask for permission, or to make polite requests? With a partner, think of all the ways we ask permission and make polite requests (think about the questions you ask your teachers or your parents or your supervisors). Write them below:

**Activity F**

We can answer requests and questions for permission in different ways, but it is important to be polite. Match the following requests with an appropriate answer:

- |  |  |
|--|--|
| <ol style="list-style-type: none"> <li>1. Can you pass me the frying pan please?</li> <li>2. Can you switch on the lights please?</li> <li>3. Could you repeat that please?</li> <li>4. Could you help me with my homework?</li> <li>5. Would you open the window please?</li> <li>6. Would you mind writing that down for me?</li> <li>7. Would you mind clearing the counter?</li> <li>8. Could you take these dishes away?</li> <li>9. Can I help you?</li> <li>10. Can I use the cream that is in the fridge?</li> <li>11. Can I taste this dish?</li> <li>12. Can I have a new chef's hat?</li> </ol> | <ol style="list-style-type: none"> <li>a. Sure, are you feeling hot?</li> <li>b. Yes, of course.</li> <li>c. I'm not sure – please ask the head chef.</li> <li>d. Yes, you can. It is a new carton of cream.</li> <li>e. No, sorry. This dish is for the guest.</li> <li>f. Yes, I will repeat it.</li> <li>g. I'm sorry, the frying pan is not here.</li> <li>h. I'm sorry, I can't. I'm a little busy now.</li> <li>i. Yes, I can take them away.</li> <li>j. Yes, please.</li> <li>k. No, I don't mind. Can you give me some paper?</li> <li>l. I am so sorry! I will do it right now.</li> </ol> |
|--|--|

### Activity G

There are other ways to ask for permission or make a polite request.

Asking for permission	Making a polite request
Can I ..... ?	Would you .....?
May I.....?	Can / could you .....?
Do you mind if I.....?	Would you be able to .....?
Is it okay if I .....?	
Shall I .....?	

Using the questions from Activity F, change the question by using a different way of asking the question (from the box above) and practice. e.g., *Can I help you?* → *May I help you*

What is the answer to “Do you mind if I open the window?”

### Activity H

Make groups of 4-5. Each of you should write three requests or questions for permission on separate pieces of paper. On the back of two pieces, draw a big X and on the third paper draw a big √ . Collect the papers together and shuffle, then place in the middle of the table. Each one of you will take one piece of paper.

Could you cook dinner tonight?

Would you mind closing the window?

Can I use this tin of tuna?

Ask the question on the paper. Hold up each paper so your classmate can see the back of the paper and answer yes or no.

When you are answering:

X = say sorry and give a reason

√ = say yes



Session	Afternoon
<i>Vocabulary Overview</i>	Phrases for asking for clarification and confirmation
<i>Grammar Overview</i>	Tag Questions
<i>Objective</i>	Follow a briefing, asking for clarification or confirmation, notetaking
<i>Materials</i>	Workbook

.....

## Activity I

Read the following text about briefings and answer the questions:

### What is a “Briefing”?

A briefing is a meeting of staff for the team leader to give short and clear instructions about the duties to be performed during each work shift. The purpose of these briefings is to maintain two-way communications between the management staff and the work staff. The briefing is taken by the team leader at the beginning of each work shift. It is a daily routine, and all work-related staff is expected to attend briefings.

Briefing of food and beverage staff is important because of following reasons:

- The briefing will help the employees know their special jobs of the day.
- It will help them to know about the operations, menu, and service.
- Review of general rules and policies is updated during the briefing.
- Likes and dislikes and allergies of regular guests can be prioritized.
- To let staff know if there are VIP guests that day.
- Briefing helps to bring employees suggestion on a day-to-day work for smooth functioning.
- Briefing helps in solving any problems faced by the staff in their work.
- Maintenance or equipment issues are reported.

1. a) *Who usually leads a briefing?*

---

b) *Give three reasons why a briefing is important?*

---

---

2. *Look at the underlined words from the text and match them with the words that have the same meaning below:*

- a) Workers →
- b) Go through again →
- c) Highlighted →
- d) At the start of →
- e) Every day →
- f) Fixing →

**Sometimes when we listen to a briefing, we need to check the information again. It is okay to say if you do not understand or hear clearly. Do not pretend to understand. ALWAYS say if you did not understand and ask for clarification. This is an important skill. Practice speaking the following phrases:**

### **Expressing a lack of understanding**

- I am sorry, I didn't catch that.
- I'm sorry, I am not sure what I have to do now.
- I beg your pardon?
- I beg your pardon, but I don't quite understand.
- I'm not quite sure I know what you mean.
- I'm not quite sure I follow you.
- Sorry, I didn't quite hear what you said.

Asking for clarification

- What do you mean by...?
- Do you mean...?
- I'm sorry, could you say that again, please?
- Sorry, could you repeat number 3 again?
- I'm sorry, could you repeat please?
- Sorry, could you clarify that, please?
- Would you elaborate on that , please?
- Could you be more explicit?
- Could you explain what you mean by...?
- Could you give us an example?
- Could you put it differently, please?
- Could you be more specific, please?
- Excuse me, did you say.....?
- Excuse me, what do you mean by "....." ?

**Activity J**

**Your teacher will read out the following briefings (2). Fill in the gaps accurately by asking for clarification or confirmation (see the phrases from Activity I):**

1. Good morning team. Today we are expecting \_\_\_\_\_ for breakfast and \_\_\_\_\_ for lunch. Lunch is at \_\_\_\_\_ today, not 12:00 because we have some \_\_\_\_\_ arriving at \_\_\_\_\_. Please be on your best behavior. Today, \_\_\_\_\_ group is preparing the \_\_\_\_\_ meals. Staff lunch is \_\_\_\_\_ and \_\_\_\_\_. Dessert special is \_\_\_\_\_. Please check plating design.

2. Good afternoon, everybody! Is everyone okay? Did you have a good lunch? Thank you to Pradeep's team for preparing the staff lunch. Right, dinner is coming. We have to prepare \_\_\_\_\_, so we are very busy. We have one \_\_\_\_\_ group coming in at \_\_\_\_\_ 15 guests. \_\_\_\_\_ of the guests have \_\_\_\_\_ allergies. Please be \_\_\_\_\_ aware. Specials are fish and chips and \_\_\_\_\_. We need \_\_\_\_\_ portions of fish and chips and \_\_\_\_\_ portions of the soup – who is on specials preparation? Yes, production time is tight – you have \_\_\_\_\_ before doors open so please watch your time.

**Match the words on the left to the meaning on the right:**

- |                    |                          |   |
|--------------------|--------------------------|---|
| 1. VIP             | <input type="checkbox"/> | a. bad reaction to some ingredients     |
| 2. behavior        | <input type="checkbox"/> | b. how to present the food on the plate |
| 3. plating design  | <input type="checkbox"/> | c. guests/people who dine in            |
| 4. covers          | <input type="checkbox"/> | d. very important person                |
| 5. allergies       | <input type="checkbox"/> | e. servings                             |
| 6. portions        | <input type="checkbox"/> | f. time to cook and serve dish          |
| 7. production time | <input type="checkbox"/> | g. manners / performance                |

**Activity K**

Asking questions is a very important skill. In English we have open questions, closed questions, and tag questions. Write OQ for open questions, CQ for closed questions and TQ for tag questions next to the questions below:

1. What are you doing? \_\_\_\_\_
2. Where are the plates for the VIPs? \_\_\_\_\_
3. Are there any peanuts in this dish? \_\_\_\_\_
4. You are cleaning the refrigerator today, aren't you \_\_\_\_\_
5. Is he delivering the chicken this morning? \_\_\_\_\_
6. Do you have any brother and sisters? \_\_\_\_\_
7. What time is it? \_\_\_\_\_
8. Why are we starting lunch early \_\_\_\_\_
9. There aren't strawberries in the storeroom, are there \_\_\_\_\_
10. You can cook, can't you? \_\_\_\_\_

**GRAMMAR BOX – Tag Questions**

*We use tag questions to confirm or asking for information.*

*If you feel very sure of the information, your tone will drop at the end of the question (confirming).*

**Structure: positive statement + negative tag**  
negative statement + positive tag

**INFORMATION**

I can ride a bicycle.

I have a dog.

You have to wash the dishes here.

This is the soup station.

There are no peas available today.

That is not your job.

**TAG QUESTION**

You can ride a bicycle, can't you?

You have a dog, don't you?

We have to wash the dishes here, don't we? This is the soup station, isn't it?

There aren't any peas available today, are there?

That isn't my job, is it?

**Activity L**

Try practicing the intonation of tag questions. Then write if it is asking for or confirming information :

- 1. I have to take this to the storeroom, don't I? ↗ \_\_\_\_\_
- 2. He is sick, isn't he? ↘ \_\_\_\_\_
- 3. She isn't coming to work today, is she? ↗ \_\_\_\_\_
- 4. It is 12pm, isn't it? ↘ \_\_\_\_\_
- 5. We have to wash our hands here, don't we? ↗ \_\_\_\_\_
- 6. This is my locker, isn't it? ↘ \_\_\_\_\_
- 7. You don't like chocolate, do you? ↗ \_\_\_\_\_

**Activity M**

You are going to practice asking questions. Use the picture prompts below to ask your questions. When the teacher says "Open Questions" you can ask only open questions. If the teacher says "Tag Questions" you can ask only tag questions. Do not forget to answer the questions!





## Activity N

You are going to practice notetaking.

**Group Discussion** – discuss with your group how to take good notes when someone is speaking.

Exchange ideas and advice. Write the ideas and advice below. **Underline** what you think is the best advice for you:

A large, empty rectangular box with a blue border, intended for students to write their ideas and advice.

Read this advice about notetaking:

### Note Taking Techniques and Tips

**Be prepared.** Make sure you have your pencil/pen and writing pad. Do not use pieces of paper. They will get lost. Use a small notebook or paper pad.

**Be an active listener.** Listen – look at the speaker – ask questions.

**Do not be afraid to ask questions!** Clarify and confirm information when you need to.

**Write phrases, not full sentences.** Only record the key words that you need to get the idea of the point.

**Take notes in your own words.** Do not copy what the speaker is saying. Try to use your own words. Structure your notes. Use numbers, make a list, draw a table, draw a picture.

**Code your notes**—use color, or underline words or use symbols to highlight what information is very important.

**If you miss something,** write key words, skip a few spaces, and get the information later. Leave a space on the page for your own notes and comments.

**Compare your notes with a teammate.** Help each other.

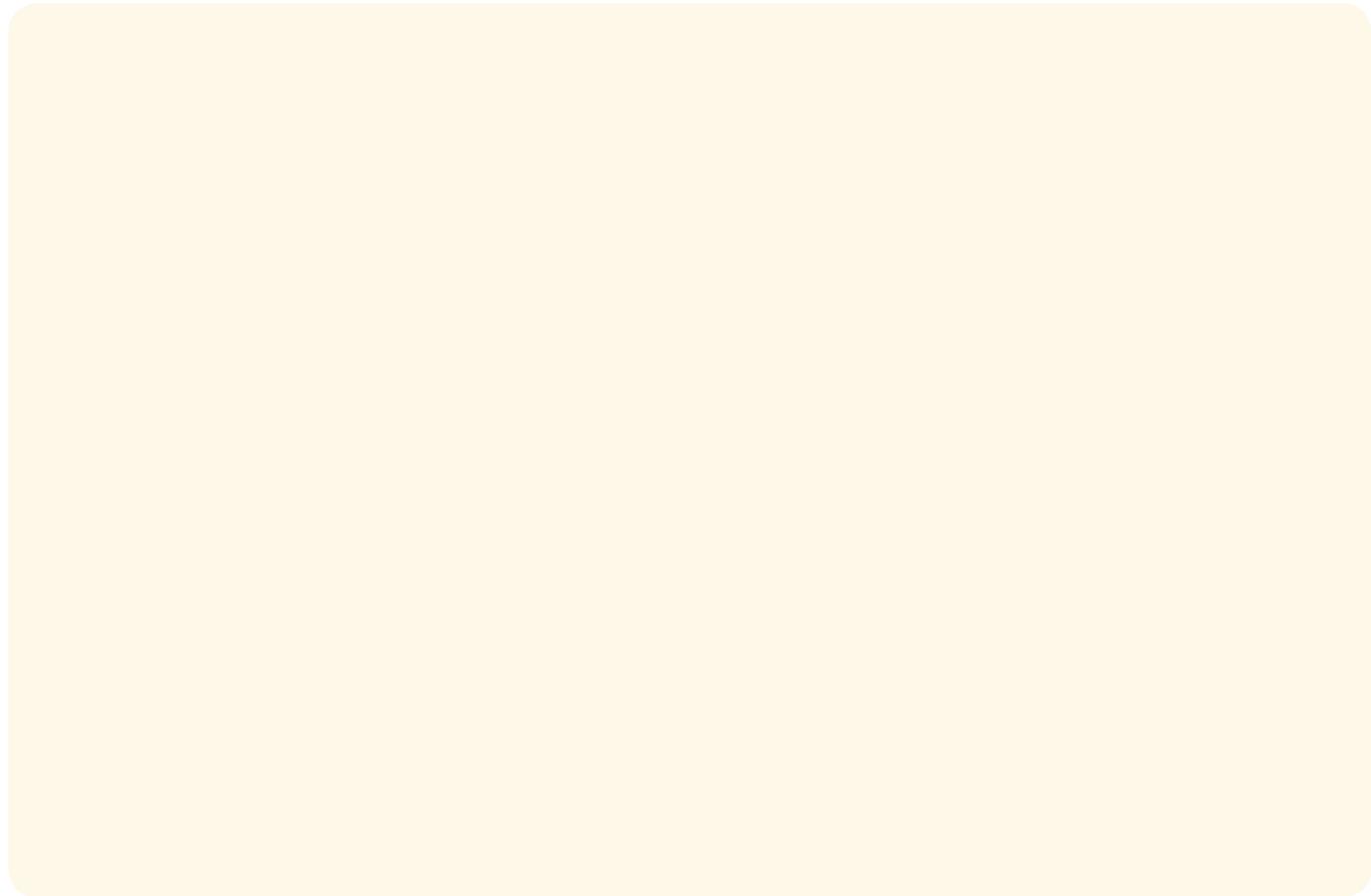
**Cross off tasks you have completed.** If you have a list of jobs, cross off the ones you have completed so you know what you have to do next.

### Activity O

The teacher will read out a team briefing. You cannot ask questions this time. Listen as carefully as you can and take notes. You will use your notes to answer the following questions:

1. *What is the service you are preparing for?*
2. *What is the cuisine you will be preparing?*
3. *What are today's specials?*
4. *What happens at 3pm?*
5. *What are the special requirements for this group?*
6. *What does the executive chef say about hands and masks?*
7. *Where are your tasks for today?*
8. *There was a problem with the refrigerator – what is the problem and has it been fixed?*

**(Hint: Use the questions above to help you take notes)**



Compare your notes with a partner or in a group and consolidate the information. Now, choose a speaker for your group or pair and present the information back to your group or to you teacher.

### Activity P

Now it is your turn! Make groups of 2 or 3. The teacher will give role play cards to pairs or groups of three students. One of you will be the chef de partie or supervisor (green card) and the other(s) will be trainee chefs (orange) Follow the instructions on the cards.

**WRAP UP**

Now it is time to wind down. Your teacher will do a wrap up activity if there is time.  
Do not forget to do your homework.  
Well done for today!

**HOMEWORK:**

**Make as many open or closed or tag questions as you can about this picture:**



SELF - ASSESSMENT			
I can...	Very well	OK	Need more practice
Make requests			
Ask for permission			
Accept or refuse requests			
Ask for clarification			
Ask for confirmation			
Take adequate notes			

**On the YouTube / Internet:**

There are many videos on the YouTube and there is a lot of information on the Internet to help you with your English vocabulary, grammar, listening and pronunciation.

Here is a link for tag questions:

<https://dictionary.cambridge.org/grammar/british-grammar/tags>

Here is a link for asking questions:

<https://learnenglish.britishcouncil.org/grammar/beginner-to-pre-intermediate/question-forms>

Here is a VIDEO link for practising question asking:

<https://www.youtube.com/watch?v=nsBnelSa-YQ>

There are mini-English lessons presented by the British Council – take a look!

<https://www.youtube.com/channel/UckRdaYH5K2TpM3rYAC1Gnzg>

**Here is some information about briefings:**

<https://www.theforkmanager.com/en-au/blog/restaurant-management-briefing>

**LEARNER TRAINING**

Practice your notetaking skills. Find some YouTube videos of the daily news or of people making speeches and try to take notes about the content.

You can do this with a friend, and you can compare notes with each other. The more practice the better.









## **Skills for Inclusive Growth**