



WORKING IN AN OFFICE



Functional English
resource bank





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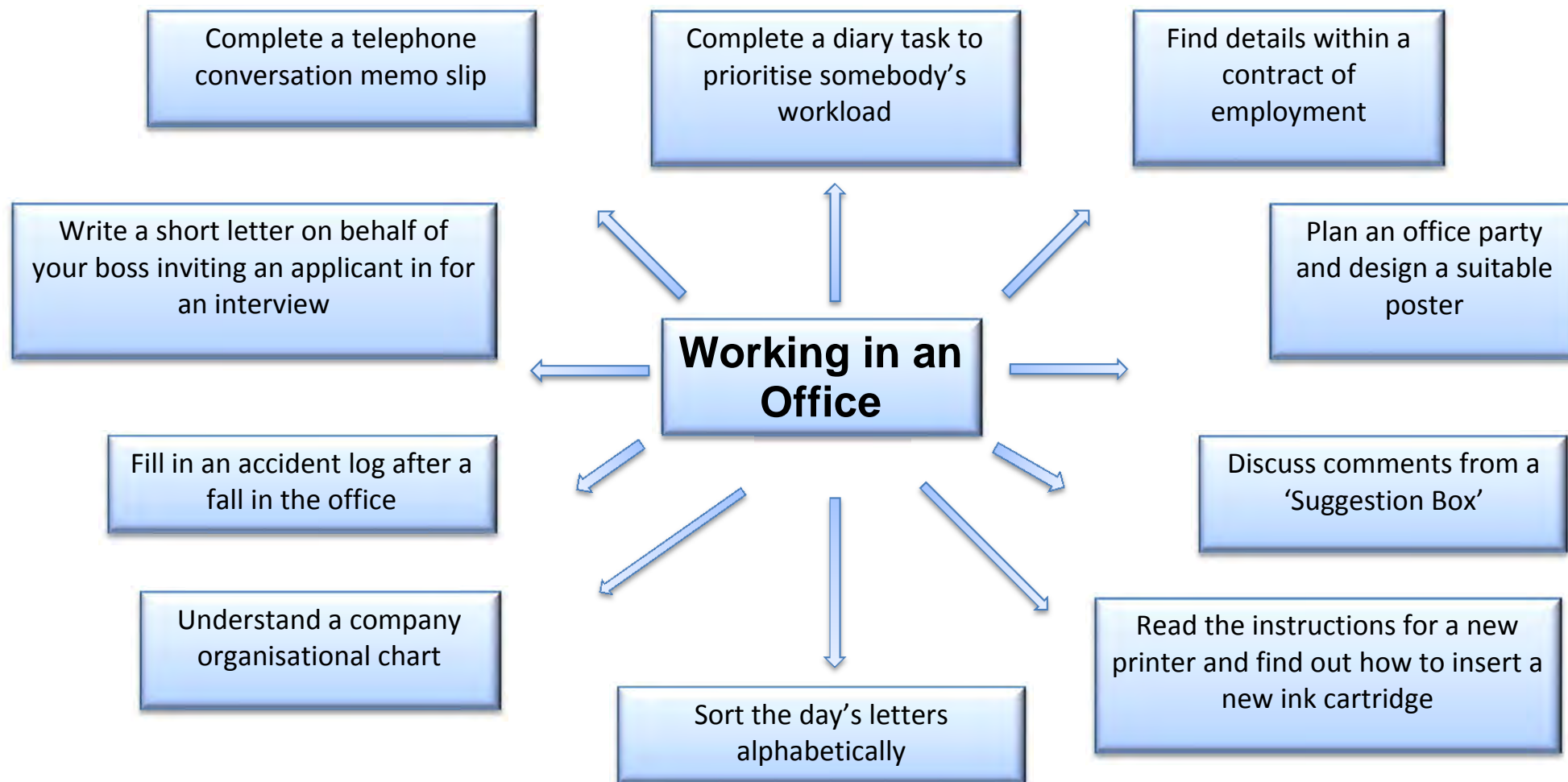
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Coverage: R = reading, W = writing, S = speaking, listening and communication.

T = for tutor reference



Working in an office – embedding ideas



This diagram inspired by a similar one (based on working in a hair salon) at <http://www.fssupport.org/node/98>

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Company Information



Inter-Global Data Analysis

400-423 Merrytown Road

Levenshulme

Manchester

M79 9JB

Telephone: 01161 998 7498

Fax: 01161 998 7499

Email: office@igda.org.uk

Office Hours: 8am – 6pm, Monday to Friday. 9am to 4.30pm, Saturday.

Key Contacts:

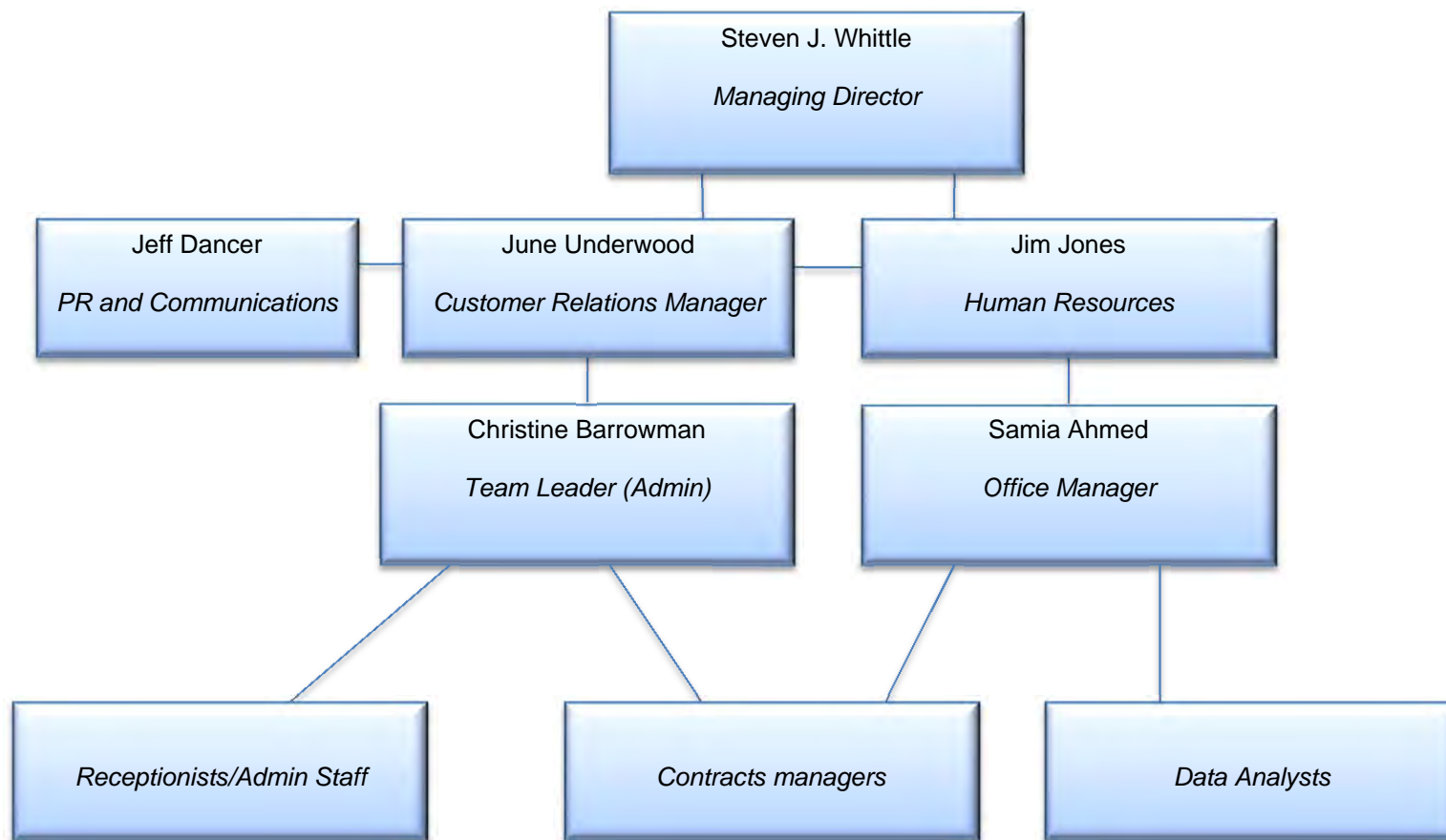
Steven J. Whittle – Managing Director

Jeff Dancer – PR and Communications

Samia Ahmed – Office Manager

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Company Organisational Chart



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Understanding an organisational chart – activity

(Simple Q&A – hand learners a chart and ask these questions to the whole group)



- Who is in charge of the company as a whole?
- (Steven J. Whittle, Managing Director)

- Who do the Data Analysts report to?
- (Samia Ahmed, Office Manager)

- Who is Christine Barrowman responsible for?
- (Receptionists/Admin Staff and Contracts Managers)

- If a receptionist has a problem that their own manager cannot resolve, who should they report to?
- (June Underwood, Customer Relations Manager)

- Does Jeff Dancer report to anybody?
- (Yes, Steven J. Whittle – Jeff is on the same level as June Underwood and Jim Jones)

- Why do both Christine Barrowman and Samia Ahmed report to Jim Jones?
- (Because Human Resources is responsible for most departments within most companies, as they deal with things like sickness, wages and contracts)

- Why do you think that the Contracts Managers are responsible to both Christine Barrowman and Samia Ahmed?
- (Because Christine is the team leader for Admin, so they will likely submit paperwork to her for approval, whilst reporting to Samia as their line manager on a day-to-day basis)

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Letter writing task – tutor instructions

- 1) Explain to the class that they have been asked by the head of the company to write a letter inviting an applicant to an interview for the position of Team Leader.
- 2) Discuss with the class what information you would need in order to write a letter and make a list on the wipe board.
- 3) Then discuss the actual content of the letter – tone/register, what information is necessary, how the letter should be ordered, how to give clear instructions about where to come/who to see to the applicant, etc.
- 4) Cut out the bottom portion of this page and divide learners into groups of three or four. Hand a copy to each group.
- 5) Get each group of (mixed ability) learners to construct a letter between them. For example, one learner to write the address, one the introduction, another the instructions / directions, and the final learner writing a suitable ending.
- 6) When the letter is complete and has been spellchecked, a final version can be typed up, either individually or in groups.

Applicant Details:

Steven Jones

7, Crescent Hall Road
Orpington
Kent
CT1 1EG

07849 119 123

D.O.B. – 01/04/1980

Position applied for: Team Leader

Interview availability: 23/02/2010 to 30/02/2010

Would prefer morning shifts



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Accident report - tutor instructions



Commence a discussion on the importance of taking accurate notes containing only relevant information.



- 1) Read a sample transcript (below) and ask learners to make notes. Repeat transcript twice, and tell learners to write down as much information as they can.
- 2) Elicit feedback on information noted and give advice on which details were most/least relevant.
- 3) Read the 'ACCIDENT!' transcript (below) twice, giving learners time to take notes.
- 4) Learners must then complete APPENDIX A (Accident Log), using their notes and the attached 'Employee Record' document.

SAMPLE TRANSCRIPT

Steven Holmes, of 4, Trent Crescent, Withington, won the lottery jackpot today. Scooping £7million, he celebrated his win with his wife, Sarah, and sons Steven Jnr. and Jack. Holmes said he was “over the moon” with his big win, and plans to move to the south of France within the next few months. “This was the first time I have ever won anything in my life,” said Holmes, “and I really couldn’t be happier!”

ACCIDENT!

This morning, Tommy Trent fell in the reception area at work and injured his knee. He slipped on a loose bit of carpet and landed heavily, cutting and bruising his knee, and also grazing his hand. Tommy was dealt with immediately by the registered first aider on site, Mrs A Brush, and was bandaged and taken immediately to the hospital. The hospital took an X-ray of the knee and found only swelling and bruising. Tommy is expected to return to work within two weeks.

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Accident report – Appendix A



PART A

About You

What is your full name?

What is your job title?

What is your telephone number?

About your organisation

What is the name of your organisation?

What is the address of your organisation?

What type of work does the organisation do?

PART B

About the injured person

What is their name?

Are they:

☐ Male?

☐ Female

What is their job title?

What is their home address and postcode?

What is their home telephone number?

How old are they?

Was the injured person:

☐ An employee?

☐ On a training scheme?

☐ On work experience?

☐ Employed by somebody else?

☐ Self-employed?

☐ A member of the public?

PART C

About the incident

On what date did the incident happen?

At what time did the incident happen?
(please use the 24-hour clock, eg: 13:00)

Where on the premises did the incident take place?

Was the injury:

☐ A fatality?

☐ A major injury or condition?

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Accident report – Appendix A



- ☐ An injury to an employee or self-employed person which prevented them from doing their normal work for more than three days?

- ☐ An injury to a member of the public which meant they had to be taken from the scene?

Did the injured person:

- ☐ Become unconscious?
- ☐ Need resuscitation?
- ☐ Remain in hospital for more than 24 hours?
- ☐ None of the above.

PART D

About the kind of accident

Please tick the box which best describes what happened:

- ☐ Contact with machinery or materials being moved
- ☐ Hit by a moving, flying or falling object
- ☐ Hit by a moving vehicle
- ☐ Hit something fixed or stationary
- ☐ Injured whilst handling, lifting or carrying
- ☐ Slipped, tripped or fell on the same level
- ☐ Fell from a height
- ☐ Trapped by something collapsing
- ☐ Drowned or asphyxiated
- ☐ Exposed to, or in contact with, a harmful substance
- ☐ Exposed to fire
- ☐ Exposed to an explosion
- ☐ Contact with electricity or electricity discharge
- ☐ Injured by an animal
- ☐ Physically assaulted by a person

PART E

Describing what happened

Please give as much information as you can. For example:

The name of any substance involved

Who witnessed the incident

Whether the injured party was treated at the scene

If they were treated, by who?

Signed:

Date:

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Accident report

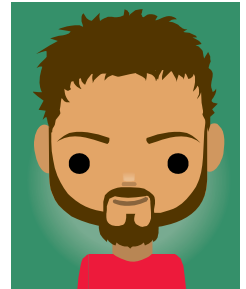
Employee Record: Tommy Trent



Name: Thomas Shaun Trent

Job Title: Employment Analyst

Address: 16, Bromsgrove Walk,
Didsbury
Manchester
M9 3BL



Tel: 07419 943 228

D.O.B. 26/01/1974

Hours of work: 37.5

Days/Times: Monday – Friday, 9:00 – 5:30pm (breaks: 15 mins (AM) 30 mins (lunch) 15 mins (PM))

Annual Salary: £17,500

Contract Length: Two Years

Date of Contract Renewal: 18/10/2011

Notes: (18/10/2009) 2 year contract extension offered and accepted. Salary increased to £17,500

(14/09/2008) 1 year contract extension offered and accepted. No salary increase

(16/09/2006) 2 year contract extension offered and accepted. No salary increase

(15/09/2004) 2 year contract offered and accepted. Salary increased to £16,000

(15/09/2004) End of six-month probation period

(19/03/2004) Full CRB clearance received for this employee

(15/03/2004) Employee start date

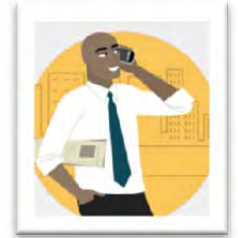
(10/02/2004) Contract signed and returned by employee for 37.5 hours per week at £15,000 per year.

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Telephone activity – tutor instructions

Task: Listen to the telephone call and make notes of all the relevant details.

Tutor Guidance: Get two learners to role-play this call for the class – one learner to play the part of the caller, one the part of the receptionist. The reading part of the activity can be kept very light-hearted. The main aspect of this task is note taking, and you can print off the attached 'Memo' pads and cut them out for your class, if you wish.



Tell learners to make brief, neat notes on the pads of everything that they think is important within the call. It is important that the notes are neat, as somebody else will need to be able to read them when the memo is passed on to the correct person.

The activity will test their handwriting, listening and note-taking skills.

Once the 'call' is finished, elicit feedback from the class on the following:

- ◆ The caller's name
- ◆ Who he wished to speak to
- ◆ Why
- ◆ The caller's number
- ◆ When the called wished to be called back

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Telephone conversation – transcript

Receptionist: Good morning, welcome to Inter-Global Data Analysis, how may I help?

Caller: I want to speak to the manager.

Receptionist: Ok, may I take your name please?

Caller: I want to speak to the manager!

Receptionist: That's fine, and I will pass you to the manager, but I need to take your name and the reason for your call first.

Caller: My name is Mr Smith, and I am calling to speak to the manager!

Receptionist: Okay Mr Smith. Which manager do you wish to speak to?

Caller: *Your* manager!

Receptionist: Please don't raise your voice, Mr Smith – we have several different managers here, so I need to know which department it is that you wish to speak to. If you tell me what your call is regarding, I can then contact the correct person for you.

Caller: *(Sighs)* I have a problem with a contract I received from your company.

Receptionist: Oh – so you'll need to speak to our Office Manager, Samia Ahmed – she's the one responsible for the contracts team. Just hold one second and I'll put you through.

PAUSE

Receptionist: I'm sorry Mr Smith, Ms Ahmed is on another call at the moment. Can I take a contact telephone number for you and I'll get her to call you back as soon as possible?

Caller: *(Speaking very quickly)* It's 09724113092

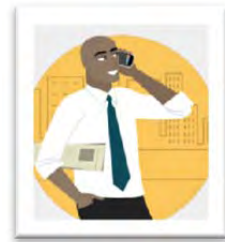
Receptionist: I'm sorry, I didn't catch that Mr Smith. Could you repeat the number for me please?

Caller: 0-9-7-2-4-1-1-3-0-9-2.

Receptionist: Thank you, Mr Smith. I'll get Ms Ahmed to call you back as soon as she is available.

Caller: Goodbye.

Receptionist: Goodbye, thanks for calling IGDA.



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Telephone conversation – memo pads



MEMO

MEMO

MEMO

MEMO

MEMO

MEMO

Contract of Employment



NAME: I. B. Working

ADDRESS: 48, 2nd Avenue, Lancaster, LA82 3DZ

DATE: 02/02/2010

The basic terms and conditions of your employment are as set out in this Contract of Employment (the "Contract"), your offer letter, the Employer's Handbook (the "Handbook") and the Employer's policies, procedures and rules as may be introduced and/or amended from time to time. Together these documents incorporate the written particulars of employment required to be given to you by statute. There are no collective agreements affecting your terms and conditions of employment.

1. Duration of Contract

Your employment with the Employer under this Contract commenced on 2 February 2010 and shall continue, subject to your terms and conditions of employment, until further notice, subject to the successful completion of a probationary period of 6 months, or unless your employment is terminated earlier in accordance with clause 14.

2. Period of Continuous Employment

No period of employment prior to your start date counts as part of your period of continuous employment and accordingly your period of continuous employment for the purposes of the Employment Rights Act 1996 commenced on the Commencement Date.

3. Job Title and Flexibility

- 3.1 You are employed as Administration Assistant, reporting to the Office Manager.
- 3.2 You are expected to perform all duties which may be required of you in this role and as set out in the attached Job Description. You must comply with all reasonable directions given to you and observe all the policies, procedures and rules of the Employer as may be introduced and/or amended from time to time.
- 3.3 The Employer operates a policy of job flexibility and the Employer may, at its discretion, require you to perform additional or other duties, whether skilled or unskilled, not within the scope of your normal duties and may at its discretion amend your Job Description at any time.

4. Place of Work

- 4.1 Your normal place of work is our office in Merrytown Road, Levenshulme. The Employer may require you however to work at such other locations on a temporary basis as the Employer may from time to time require. The Employer reserves the right to relocate you on reasonable notice to such other locations as the Employer may from time to time require.
- 4.2 You may be required to travel throughout the UK in order to fulfil the duties of your employment. If using your own car to undertake work related travel you are required to ensure that you have adequate insurance cover for business use.

5. Normal Working Hours

- 5.1 Your normal working hours are 37.5 hours per week to be worked at such times as the Employer reasonably requires.
- 5.2 You are required to work such additional hours as may be necessary or appropriate from time to time to enable you to carry out your duties properly. You shall not be entitled to receive any additional remuneration for work outside your normal hours.
- 5.3 The Employer reserves the right, if it reasonably requires, to increase, reduce and/or otherwise vary or alter your hours or times of work

Contract of Employment

6. General Obligations During Employment

- 6.1 During your normal working hours and at such other times as may reasonably be required of you, you shall devote the whole of your time, attention, skill and abilities to the performance of your duties under this Contract and shall act in the best interests of the Employer. You shall not undertake any work or employment, other than for the Employer, during your hours of work.
- 6.2 Outside your normal hours of work, you shall not be entitled to be employed by, work for and/or be engaged by other parties and/or carry out any other work-related tasks of a paid or unpaid nature, unless you obtain prior written consent from the Employer. Such consent shall not be unreasonably withheld, delayed or withdrawn.
- 6.3 Save in the proper performance of your duties and subject always to sub-clause 6.5, you shall not, at any time, use, copy, disclose, communicate and/or publish or enable or cause any person to become aware of and/or use, copy, disclose, communicate and/or publish any confidential information which you receive or obtain during the course of or as a result of your employment with the Employer.
- 6.4 Save in the proper performance of your duties and subject always to sub-clause 6.5, you shall not, either during your employment or after its termination, make any statement or give any interviews to the media in relation to the Employer or any of its employees, members or workers without the prior written consent of the Employer.
- 6.5 The obligations contained in sub-clauses 6.3 and 6.4 shall not apply to:-
- any information which you are ordered to disclose by a court or tribunal of competent jurisdiction or otherwise required or permitted to disclose by law; and
 - any information which is (otherwise than as a result of your breach of sub-clauses 6.3 or 6.4) available to the public generally.
- 6.6 You agree that you shall, whenever requested by the Employer and in any event on the termination of your employment, promptly return to the Employer all property belonging to the employer in your possession, custody or control. You acknowledge and agree that, on termination of your employment, you shall not be entitled to retain and shall not retain any property.
- 6.7 The Employer foresees that, during the course of your employment, you may create, originate, conceive, discover, design, develop and/or make works in or relating to which there may be intellectual property rights. Subject to the provisions of the Patents Act 1977, all intellectual property rights in or relating to all or any works made during the course of your employment shall belong to and is the absolute property of the Employer.
- 6.8 You are required to inform the Employer if you are offered and/or receive any gifts or hospitality in connection with your work for the Employer. The Employer reserves the right to require you to refuse any such gifts or hospitality and/or to return them.
- 6.9 The provisions of sub-clauses 6.2 – 6.7 above shall continue to apply following the termination of your employment, howsoever arising, without limitation in point of time.

7. Remuneration

Rate of Pay

- 7.1 You are entitled to be paid at the rate of £15,000 per annum. Your salary will be paid monthly in arrears, normally on the 17th day of the month by bank transfer.
- 7.2 Your rate of pay will be reviewed regularly. Your rate of pay will not necessarily increase as a result of the review.

Expenses

- 7.3 You are entitled to be reimbursed for all reasonable expenses properly incurred in the performance of your duties in accordance with the Employer's Expenses Policy. A copy of the Employer's Expenses Policy is contained in the Handbook. The Employer reserves the right to amend, vary or alter the policy on expenses at any time.

Contract of Employment

Deductions

- 7.4 For the purposes of Part II of the Employment Rights Act 1996 and otherwise you consent to the deduction of any sums owing by you to the Employer at any time from your salary or any other payment due from the Employer to you. You also agree to make any payment to the Employer of any sum owed by you to the Employer on demand by the Employer at any time.

8. Benefits

8.1 Pension Scheme

The Employer will contribute to a personal pension scheme of your choice, as follows, provided that the pension scheme is approved by the Employer and any appropriate funding body. The Employer will, subject to you making your own contribution into the scheme, match the amount of your contribution up to a maximum of 10% of your gross basic salary.

9. Holidays and Holiday Pay

- 9.1 The Employer's holiday year runs from 1st January to 31st December inclusive. Your pro-rata entitlement, based on the number of hours you work, is to 4 public holidays and 20 working days paid holiday in each year.

- 9.2 All holiday pay will be calculated at your basic rate of pay and will be subject to normal deductions.

- 9.3 Your entitlement to holidays shall, subject to the provisions of clause 9.5 below, accrue pro rata throughout each holiday year. For the purpose of calculating the amount of accrued holiday entitlement, only complete calendar months will count. You will not, except in exceptional circumstances, be permitted to take more than 10 working days holiday at any one time.

- 9.4 You are encouraged to take your full holiday entitlement each year. Any holiday entitlement outstanding at the end of the holiday year shall not be carried forward to any subsequent year (except in exceptional circumstances) and the Employer will not make any payment in lieu of any holidays not taken.

- 9.5 If you leave the Employer's employment the following applies:-

- You will be paid in lieu of any accrued but untaken holiday entitlement which may exist as at the date of termination of your employment.
- If by the termination of your employment you have taken more holidays than you have accrued, you will be required to repay to the Employer pay received for holidays taken in excess of your basic holiday entitlement. Any sums so due may, if necessary, be deducted from any money owing to you from the Employer.

- 9.6 You must obtain authorisation from the Employer before making any holiday arrangements. The date of holidays must be agreed with the Employer and a Holiday Request must be completed and authorised by the Employer at least 14 days prior to your proposed holiday dates.

10. Sickness Absence

Sickness Absence Reporting

- 10.1 Full details of the Employer's requirements for reporting and certifying absence are contained in the Handbook. Failure to comply with the notification and certification procedures may result in disciplinary action and non-payment of sick pay.

Sick Pay

- 10.2 Subject to you complying with the above notification and certification requirements, plus any additional rules introduced from time to time, you will, if eligible, be paid Statutory Sick Pay in accordance with the legislation applying from time to time. For the purpose of Statutory Sick Pay, your qualifying days are Monday to Friday.

- 10.3 The Employer does not operate a sick pay scheme other than Statutory Sick Pay.

Medical Examination

- 10.4 The Employer reserves the right at any time to require you to undergo a medical examination by your doctor and/or any other doctor nominated by the Employer including a consultant or other specialist.

Contract of Employment

11. Data Protection

- 11.1 The Employer may, for the purposes of your employment, hold, use or otherwise process personal data and sensitive personal data, as these terms are defined in the Data Protection Act 1998, relating to you. Details of this are set out in the Handbook.
- 11.2 For the purposes of the Data Protection Act 1998, you explicitly consent to the processing of personal data and sensitive personal data relating to you by the Employer for any purpose which reasonably arises out of and/or in connection with your employment with the Employer.
- 11.3 You are required to inform the Employer immediately of any changes to any personal data relating to you which the Employer may hold, use or otherwise process including your name, address and emergency contact telephone numbers.
- 11.4 The Employer reserves the right to carry out the following monitoring of employees:
- random personal searches of you and your personal belongings, including without limitation the contents of lockers, bags, briefcases and vehicles
 - random drugs and alcohol screening
 - monitoring and recording of telephone calls
 - monitoring of email and internet use

Details of the monitoring undertaken by the Employer are contained in the Communications Policy.

12. Health and Safety

- 12.1 The Employer recognises that safe working practice is a joint concern for the Employer and its employees. The Employer is responsible for ensuring that working conditions conform to statutory requirements. To comply with these requirements there must be an acceptance on your part to act in a responsible manner and not to indulge in unsafe working practices. You are required at all times to observe and co-operate with safety procedures.
- 12.2 You are required to familiarise yourself with the Health and Safety regulations in force and to ensure that at all times you take care not to endanger yourself or any other person. You are required at all times to observe the Health and Safety Policy of the Employer. A copy of the Policy is available from the Chief Executive.
- 12.3 You should be aware that irrespective of any action taken by the Employer, if you are found contravening safety regulations you could be liable to criminal proceedings under the provisions of the Health and Safety at Work etc Act 1974.

13. Disciplinary and Grievance Procedures

- 13.1 The Employer's Disciplinary and Grievance Policies and Procedures are set out in the Handbook. The Disciplinary and Grievance Procedures do not form part of your contractual terms and conditions of employment. You are also referred to the Employer's policies on Harassment and Bullying and The Disclosure of Suspected Wrongdoing and Ethical or Legal Concerns.
- 13.2 The Employer may, in its absolute discretion, suspend you on full pay pending the outcome of any investigation or process undertaken under any of the above procedures.

14. Notice Period

- 14.1 Your employment is subject to a probationary period of 6 months from the commencement date. The length of your probationary period may be extended if the Employer in its absolute discretion deems it appropriate.
- 14.2 During your probationary period, this Contract can be terminated by either party giving to the other not less than one week's written notice.
- 14.3 Subject always to the statutory minimum notice requirements, following the end of your probationary period, this Contract can be terminated by either party giving to the other not less than one week's written notice.
- 14.4 The Employer reserves the right to pay salary in lieu of notice.

Contract of Employment



14.5 The Employer reserves the right to terminate your employment without notice or salary in lieu of notice in appropriate circumstances. Appropriate circumstances include, but are not limited to, situations of gross misconduct, gross incompetence and/or gross negligence.

14.6 Upon you reaching the Employer's normal retirement age of 65 years your employment, if not previously terminated, shall automatically terminate without compensation, damages or notice being given to you.

15. Garden Leave

15.1 Once notice to terminate your employment has been given either by you or by the Employer, the Employer shall be entitled, at its absolute discretion to require you to remain in the employment of the Employer throughout the notice period or any part of it, but without being provided with any work and the Employer shall be entitled to exclude you from any premises occupied by or belonging to the Employer.

15.2 In the event of the Employer exercising any or all of its rights pursuant to this clause 15, the contractual obligations of each party (including but not limited to the Employer's obligation to pay you or provide you with your contractual benefits and your obligations under clause 6 of this Contract) shall continue unaffected.

16. General

Prior Agreement

16.1 This Contract takes effect in substitution for all previous agreements, contracts and arrangements whether written or oral or implied between the Employer and you relating to the your employment, all of which contracts, agreements and arrangements shall be deemed to have been terminated by mutual consent as from the date of commencement of your employment under this Contract.

Interpretation and Definitions

16.2 The headings to the clauses are for convenience of reference only and shall not affect the meanings or construction of anything contained in this Contract.

16.3. References to the singular shall include the plural and vice versa and references to the masculine shall include the feminine.

Jurisdiction

16.5 This Contract shall be governed by and interpreted in accordance with English law and each of the parties submits to the exclusive jurisdiction of the English Courts and Tribunals as regards any claim or matter arising under this Contract.

Signed for and on behalf of Inter-Global Data Analysis

by

Signature of Authorised Signatory Date

Name of Authorised Signatory

I accept employment on the terms outlined in this Contract.

Signature of Employee Date

Name of Employee

Contract task



What date does the contract start?

How many days holiday does it entitle the employee to each year?

What is the maximum percentage of your annual salary that you can pay into the pension scheme that the company will match?

Where is the employee's normal place of work?

How many hours will the employee work per week?

What day of the month will the employee be paid on?

How long is the employee's probation period?

Dictionary Task:

Look up the meaning of the following terms in your dictionary and write the meanings below:

Remuneration

Pro-rata

Reimbursed

Contract task - answers



What date does the contract start?

(02/02/2010)

How many days holiday does it entitle the employee to each year?

(20 plus four Public Holidays)

What is the maximum percentage of your annual salary that you can pay into the pension scheme that the company will match?

(10%)

Where is the employee's normal place of work?

(Merrytown Road, Levenshulme)

How many hours will the employee work per week?

(37.5)

What day of the month will the employee be paid on?

(17th)

How long is the employee's probation period?

(6 months)

Dictionary Task:

(Answers)

Look up the meaning of the following terms in your dictionary and write the meanings below:

Remuneration

(Something that remunerates; reward; pay)

Pro-rata

(In proportion (to annual salary); according to a certain rate)

Reimbursed

(To pay back; refund; repay)

In tray activity



This is a fun, easy-to-play game to promote speed and accuracy when sorting important letters.

- For this task, the tutor will need to cut out all of the letters in the 'Letters' document and shuffle them up and place them face down on a table.
- Next, print all of the in-trays from the 'In-Tray' document and, using blu-tack, affix them to a table.
- The tutor should then place the learners into teams of two, and each team should take turns to sort the pile of post into the in-trays.
- The tutor can time this, if possible, and deduct five seconds for any incorrectly sorted letters.
- The tutor can then record scores on the wipe board, giving a prize to the team with the best score.

Steven J Whittle

Managing Director

IN

June Underwood

Customer Relations Manager

IN

Jim Jones

Human Resources

IN

Jeff Dancer

PR & Communications

IN

Christine Barrowman

Team Leader (Admin)

IN

In tray activity



Samia Ahmed

Office Manager

IN

In tray activity

S J Whittle
Inter-Global Data Analysis
400-423 Merrytown Road
Levenshulme
Manchester
M79 9JB



Mr Dancer
Inter-Global Data Analysis
400-423 Merrytown Road
Levenshulme
Manchester
M79 9JB



Ms J Underwood
Inter-Global Data Analysis
400-423 Merrytown Road
Levenshulme
Manchester
M79 9JB



J Underwood
IGDA
400-423 Merrytown Road
Levenshulme
Manchester
M79 9JB



Mrs J Underwood
Interglobal Data
400-423 Merrytown Road
Levenshulme
Manchester M79 9JB



In tray activity

The Customer Relations Manager
Inter-Global Data Analysis
400-423 Merrytown Road
Levenshulme
Manchester
M79 9JB



Mrs J Underwood
IGDA
400-423 Merrytown Road
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In tray activity

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J Dancer
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Jeff Dancer
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C Barrowman
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C Barrowman
IGDA
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In tray activity

Miss Samia Ahmed
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S Ahmed
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Steven Whittle (M.D.)
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Ms C Barrowman
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Ms Ahmed
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Ice breaker

HOW MANY STEPS?



Stand in a corner of the class and ask the learners to take turns shouting out instructions as to how you get from where you are standing to the door without bumping into anything.

As they shout out the answers, you move or turn accordingly, but be VERY literal in how you interpret their answers (eg: If they say turn left and walk forward, don't stop walking forward until they tell you to stop.)

When you have safely made it out of the door, discuss with the class what went well/what didn't go so well, and why, when they were giving you directions.

Ask the class what they think is most important when giving instructions and what details might be less important.

Printer instructions task

(Tutor Instructions)

♦ FIRST, COMPLETE 'ICEBREAKER' ACTIVITY (page 33)

Place learners in groups of three and, using the Printer Instruction Manual provided (see link below), instruct each group to find out one the following:



- *How you load paper*
- *How you remove an ink cartridge*
- *How you insert a new ink cartridge*

Once they have found the information, each group should do something different with it:

- **Group One** should simply copy the instructions out as they are.
- **Group Two** should summarise the instructions into a neat paragraph
- **Group Three** should then simplify the instructions as much as possible, down to just one, two or three basic steps

For example:

Open front cover

Reach in and press eject button

Pull to remove old cartridge



When each group has done this, the class should sit around a table and, one group at a time, a game a Chinese Whispers should commence.

One learner from the first group whispers his set of instructions to a person in the next group, and the message is then passed through each member of his team and each member of the third team. Once the message has reached all participants from the other group, the final learner to hear the instructions must try to recount them for the rest of the group. The first group can then feedback as to whether it is right or not.

The object of this exercise is to teach the importance of clear, concise instructions – particularly when a task involves multiple people. Group one's message, inevitably, will become very twisted and unusual by the time the final learner explains it to the group. Group Two's should be a little clearer, but not much. Group Three's should be the clearest.

http://www.lexmark.com/publications/pdfs/2007/1400/v2147183_en.pdf

Diary activity



The aim of the Diary Task is to look at prioritising workload and time-management, as well as bringing in reasoning, turn-taking, discussion and debating skills.

It is a very fun and simple paired task, superficially, but if the tutor elicits feedback following the session on the following topics, this will turn into a lively, learner-led speaking and listening session.

- ❖ Which item each pair thought was the most important meeting and why (this should prompt some lively debate).
- ❖ Which item each pair thought was the least important (again, different pairs will probably select very different items).
- ❖ How did each pair select the order in which to insert items into the diary? Did they, for example, look at the existing appointments and slot in items based on the tasks Jeff Dancer already had booked in, or did they just fill the gaps based on how much time was available on each day?
- ❖ Could Jeff be more efficient? For example, could he not discuss contracts with Steven Whittle before the conference call, or could he not have a shorter lunch break and use 30 minutes to check emails?

Diary task

This is the diary of Jeff Dancer (Head of PR and communications at IGDA). In pairs, fill in the gaps with the appointments listed in the boxes below.



1st April

09:00 Meeting with company head of security about thefts

10:00 Meeting with Steven Whittle regarding contracts

11:00 _____

12:00 _____

13:00 _____

14:00 Arrange documents for press briefing

15:00 _____

16:00 _____

17:00 Read through CVs for job interviews tomorrow

18:00 Home time

2nd April

09:00 _____

10:00 _____

11:00 Gather documents for USA/S Whittle conference call

12:00 _____

13:00 _____

14:00 _____

15:00 _____

16:00 _____

17:00 _____

18:00 Home time

Items to include:

Lunch break (1 hour)

Meeting with local press company about the launch of a new IGDA service (2 hours)

Team meeting with Samia Ahmed and Christine Barrowman (1 hour)

Team meeting regarding a recent company theft (1 hour)

Check email inbox and reply to important emails (1 hour)

Write a letter to J. Stevens, a potential customer (1 hour)

Conduct interviews for contracts jobs (4 hours)

Conference call with USA contact and Steven Whittle (1 hour)

GOOD NEWS!



Your company is having a party, and you've been asked by your boss to make the arrangements!

In groups of two or three, you need to decide what kind of party you want to throw for your colleagues: will there be hot food or cold food? Will there be a bar? Will you have a disco or some other entertainment?

When you have decided what type of party you want to throw, create a poster to tell colleagues about the party. First, do a rough draft of your poster on scrap paper, so that you can make sure that it is spell-checked before you do your final copy. Be sure to include the following information on your poster:

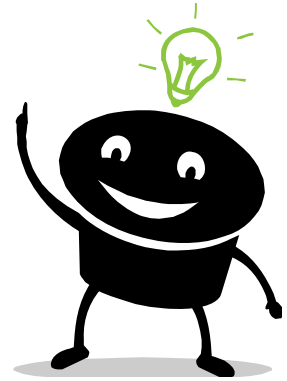
- Date
- Time
- Venue
- What type of food there will be
- What type of entertainment there will be
- What time the party finishes

Make your final draft as bright and as colourful as you can!

Suggestion box

The Suggestion Box Tutor Instructions

1. Place a cardboard box on the table and then cut out the notes from the 'Suggestion Box Comments' document and place them inside the cardboard box.
2. Discuss with the class what a suggestion box is, and why a company might have one (to give workers the chance to make anonymous suggestions, etc.).
3. Invite each learner to come to the front of the class and choose a suggestion. When they have selected one, ask them to read it aloud to the class.
4. Prompt discussion about the suggestion...



- ❖ Is it a viable suggestion?
- ❖ Would it work? If not, why?
- ❖ Why might the company not be doing this already?
- ❖ Would it be expensive to action?
- ❖ Would it be suitable for an office environment?
- ❖ Would it benefit the company or the workers?
- ❖ Who should get the final say on this suggestion – the workers or the bosses?

Suggestion box

I think there should be a free drinks machine in the reception area	I think an 'Employee of the Month' scheme would be a great idea, as it would give everyone something to work towards.
Can we have a free bar at the staff Christmas party please?	We don't like the company's policy of not letting us have personal items on our desks. Can we at least have personal photographs please?
Can we get new paintings for the office walls please? The picture of the sad clown is making me depressed!	How about a 'bring your child to work' day, like in America?
An extra ten minutes for lunch each day would make us all a lot more productive in the afternoons!	I would like free on-site parking for staff, as it is very expensive to park in the local car parks
Free meals for all staff!!!	Can we have a 'dress-down' day on Fridays?

Working in an Office

Teaching notes and curriculum mapping



Background

When I wrote this resource my place of work had not yet adopted Functional Skills but I was doing some preliminary research on the topic. I found a document (see link on page 3) through the LSIS Functional Skills Support Programme about working in a salon. I thought that this was excellent, and just the kind of thing that I could adapt for my learners (and which would also help to give me an idea of how FS would work for my particular group).

Thus, I set about creating 'Working in an Office'. It covers a wide range of office tasks, backed by a wide range of teaching methods. Level-wise, I think this could be comfortably be used between E2 and L1, although it could be adapted for higher/lower levels.

Matt Barnes

Curriculum Coverage

Functional English

The main skills for each section are highlighted in the tables on pages 41-43 but exact coverage will depend on the learner group and how this resource is used by the teacher.

References: Ofqual (2009), Functional Skills criteria for English: Entry 1, Entry 2, Entry 3, level 1 and level 2.

<http://www.ofqual.gov.uk/qualification-and-assessment-framework/89-articles/238-functional-skills-criteria>

Adult Literacy

Also covers many aspects of the adult literacy curriculum. For related resources and further curriculum links visit the download description page for this resource at www.skillsworkshop.org

To obtain an editable Word version of this resource: upload and share your own resources (or detailed feedback) at www.skillsworkshop.org
If you have comments or ideas for extending or adapting 'Working in an Office' this resource please log in and leave a comment.

THANK YOU

Working in an Office

Teaching notes and curriculum mapping

Functional English Writing	Coverage and range statements										
	A Organisation	B Letter writing	C Accident report	D Telephone	E Contract	F In tray	G Instructions	H Diary	I Party poster	J Suggestion box	
Skill Standards											<p>The coverage and range statements provide an indication of the type of content candidates are expected to apply in functional contexts; however, relevant content can also be drawn from equivalent (school) National Curriculum levels and the Adult Literacy standards.</p> <p>Reference: Ofqual (2009), Functional Skills criteria for English: Entry 1, Entry 2, Entry 3, level 1 and level 2.</p> <p>http://www.ofqual.gov.uk/qualification-and-assessment-framework/89-articles/238-functional-skills-criteria</p>
• Entry 1 Write short, simple sentences									✓		Use written words and phrases to present information
											Construct simple sentences using full stops
											Spell correctly some personal or very familiar words
• Entry 2 Write short texts with some awareness of the intended audience			✓	✓					✓		Use written words and phrases to record and present information
											Construct compound sentences using common conjunctions
											Punctuate correctly, using upper and lower case, full stops and question marks
											Spell correctly all high frequency words and words with common spelling patterns
• Entry 3 Write texts with some adaptation to the intended audience		✓		✓			✓		✓		Plan, draft and organise writing
		✓	✓	✓			✓				Sequence writing logically and clearly
		✓									Use basic grammar including appropriate verb-tense and subject-verb agreement
		✓									Check work for accuracy, including spelling
• Level 1 Write a range of texts to communicate information, ideas and opinions, using formats and styles suitable for their purpose and audience		✓	✓	✓			✓				Write clearly and coherently, including an appropriate level of detail
		✓	✓	✓			✓				Present information in a logical sequence
		✓	✓	✓			✓		✓		Use language, format and structure suitable for purpose and audience
		✓									Use correct grammar, including correct and consistent use of tense
		✓		✓							Ensure written work includes generally accurate punctuation / spelling & that meaning is clear
<i>in more than one type of text.</i>											
• Level 2 Write a range of texts, inc. extended written documents, communicating information, ideas and opinions, effectively and persuasively		✓					✓				Present information on complex subjects clearly and concisely
		✓					✓				Present information/ideas concisely, logically, and persuasively
		✓					✓				Use a range of writing styles for different purposes
		✓									Use a range of sentence structures, inc. complex sentences, and paragraphs to organise written communication effectively
		✓									Punctuate written text using commas, apostrophes and inverted commas accurately
		✓									Ensure written work is fit for purpose and audience, with accurate spelling and grammar that supports clear meaning
<i>in a range of text types.</i>											

Working in an Office Teaching notes and curriculum mapping

Functional English Reading Skill standards	Coverage and range statements									
	A Organisation	B Letter writing	C Accident report	D Telephone	E Contract	F In tray	G Instructions	H Diary	I Party poster	J Suggestion box
• Entry 1 Read and understand short, simple texts that explain or recount information						✓				Understand short texts on familiar topics and experiences
										Read and understand simple regular words and sentences
• Entry 2 Read and understand straightforward texts that explain, inform or recount information		✓								Understand the main events in chronological texts
										Read and understand simple instructions and directions
										Read and understand high frequency words and words with common spelling patterns
						✓				Use knowledge of alphabetical order to locate information
• Entry 3 Read and understand the purpose and content of straightforward texts that explain, inform and recount information		✓								Understand the main points of texts
		✓								Obtain specific information through detailed reading
	✓	✓								Use organisational features to locate information
	✓	✓								Read / understand texts in different formats using strategies / techniques appropriate to task
• Level 1 Read and understand a range of straightforward texts		✓		✓						Identify the main points and ideas and how they are presented in a variety of texts
		✓		✓		✓				Read and understand texts in detail
	✓	✓	✓		✓		✓	✓		Utilise information contained in texts
		✓						✓	✓	Identify suitable responses to texts
• Level 2 Select, read, understand and compare texts and use them to gather information, ideas, arguments and opinions	<i>in more than one type of text.</i>									
				✓			✓			Select and use different types of texts to obtain and utilise relevant information
		✓				✓				Read and summarise, succinctly, information/ideas from different sources
						✓				Identify the purposes of texts and comment on how meaning is conveyed
										Detect point of view, implicit meaning and/or bias
								✓		Analyse texts in relation to audience needs and consider suitable responses
<i>in three or more texts.</i>										

Working in an Office

Teaching notes and curriculum mapping

Functional English Speaking, listening and communication	Coverage and range statements									
	A Organisation	B Letter writing	C Accident report	D Telephone	E Contract	F In tray	G Instructions	H Diary	I Party poster	J Suggestion box
Skill standards • Entry 1 Participate in and understand the main points of simple discussions / exchanges about familiar topics with another person in a familiar situation				✓			✓			
									✓	✓
• Entry 2 Participate in discussions / exchanges about familiar topics, making active contributions, with one or more people in familiar situations			✓							
									✓	✓
									✓	✓
							✓			✓
	✓									
• Entry 3 Respond appropriately to others and make some extended contributions in familiar formal and informal discussions and exchanges				✓						
				✓						
									✓	✓
				✓						✓
								✓	✓	✓
• Level 1 Take full part in formal and informal discussions and exchanges that include unfamiliar subjects	✓							✓	✓	
								✓		✓
• Level 2 Make a range of contributions to discussions in a range of contexts, including those that are unfamiliar, and make effective presentations										
									✓	
									✓	