

Using place words

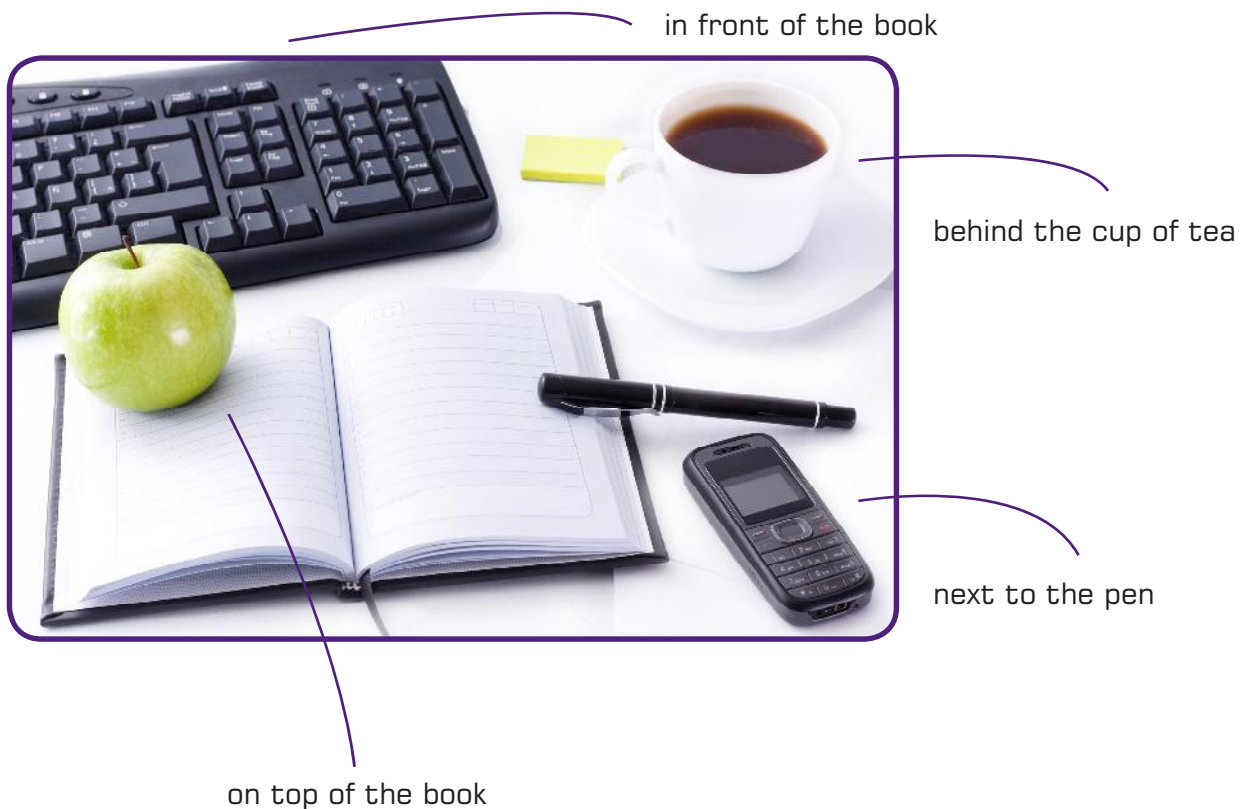


Word list

place words = words that tell you '**where**' something happens (inside, on, between, under, through, near, up, across ...).

instructions / directions = what to do and how to do it (pull the lever **up**, slide the bar **across**, change the dressing **on** his leg).

directions = where to go, or where to find something (**in** the cupboard, **under** the sink, **on** the side of the road, straight **ahead**).



Using place words



When do we use it? *Context*

People use place words to be very clear about '**where**'.

Place words can tell us:

- **where** (in one place) 'It is **on** the desk.'
- where to (moving) 'She went **across** the oval.'



Why?

Place words help us to be clear when we communicate with others.

They help us understand other people's instructions and directions.

They make it easier to give clear instructions and directions.

ORAL COMMUNICATION
• LEVEL 2 •

WHERE
on the table?



Using place words



Do

Go to the Communication Reference Card - **Place words**.

Practise saying each of the place words. Look at the diagrams and read the sentences on the card.



Talk about – Discuss

Are you ever confused by directions? What can you do when you don't understand?

What questions can you ask?

Can you use the place words to draw a picture in your head?

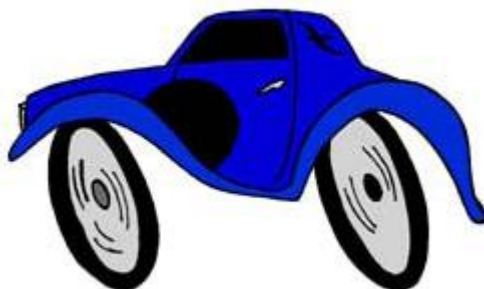
Go up the stairs,
along the corridor,
past Paediatrics, then
across the hall to
Admissions.



Do

Draw a simple picture (some people under a tree, a house, a car). Ask someone at work to draw the same picture – without looking at yours. Use your words to describe your drawing, bit by bit.

Now look at their drawing. Is it the same as yours? Could you have used different words to better describe your drawing?



Using place words



Do

Now circle the place words. The first is done for you.

Apply pressure around the limb.

Support the limb between your hands.

Bandage up to the armpit.

Roll the patient onto their straight arm.

Strap around the torso.

Kneel at the back of the patient.



Put a rolled up towel or blanket under the knees.



Apply pressure over the bitten area.

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

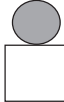




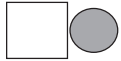
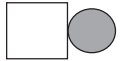



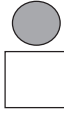



WELL
Community Services and Health
Workplace English Language
and Literacy Program



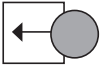
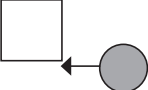
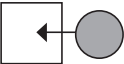
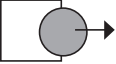

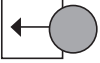
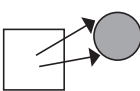
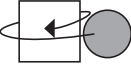

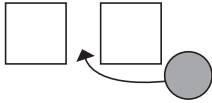
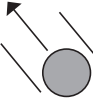
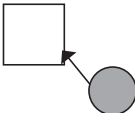
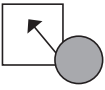
Using place words

where – in one place

at = an exact place		He works at the clinic.
in = a country, town, street, building, area, container		She lives in the community.
on		The coffee is on the shelf.
under		Put it under your tongue.
in front of		Meet me in front of the hospital.
behind		Look behind the door.
next to		Sit next to me.
by		It is by the phone.
beside		Stand beside me.
between		Go between the goal posts.
in the middle of		It is in the middle of the chest.
opposite		Sit opposite me.
above		Look above you.
below		Look below you.

Using place words

where to – moving

over		Put it over the wound.
under		Hold this under your arm.
into		Put this into the ear.
out of		Squeeze it out of the tube.
past		Go past the school.
onto		Put this onto the sterile field.
off		Take off his shirt.
round		Wrap this round the arm.
back to		Come back to the clinic.
through		Go through those doors.
along		Walk along the corridor.
to		Go to the hospital.
across		Walk across the oval.

ORAL COMMUNICATION
• LEVEL 2 •

Using time words



Word list

time words = words that tell you 'when' something can happen.



Watch – Observe

People often use clocks to talk about time.

People talk about time in other ways too.

I get paid
every fortnight



Be back
at 12:00



When do we use it? *Context*

Time words let us know when things are important or serious.

They can tell us:

- when – 'I'll call you back in **5 minutes**.'
- how often – 'He is **usually** a well baby.'
- how long – 'Take this medicine for a **week**.'
- how fast – 'Come **quickly**!'
- what order – 'Eat your food **first**.'

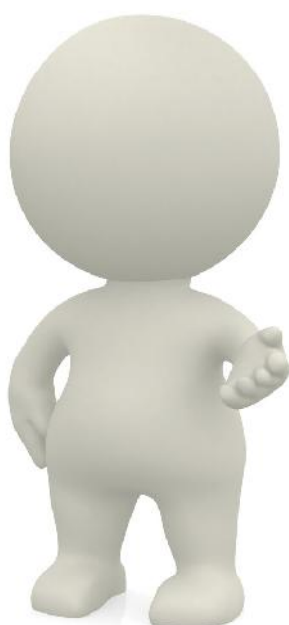
Using time words



Why?

Time words help us to be clear when we communicate with others.

They help us understand others and they help us to plan our time.



Now?
Later?
Next week?

January July
February August
March September
April October
May November
June December
sunday thursday
monday friday
tuesday saturday
wednesday

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• LEVEL 2 •

Using time words



Do

Photocopy this card and cut out these 'time word' headings:

when	how long	how fast
how often	what order	

Now use your photocopy to cut out these words.

yesterday	frequently	daily	occasionally
overnight	slowly	now	tomorrow
sometimes	soon	rarely	usually
immediately	already	never	later
firstly	often	finally	quickly
suddenly	earlier	secondly	beforehand
since Friday	afterwards	always	today
		still	urgently

Place each word underneath its matching heading like this:

<u>when</u>	<u>how long</u>	<u>how fast</u>	<u>how often</u>	<u>what order</u>
yesterday				
already				

Using time words



Do

Look at the group of words you have for 'how often'.

Find the word **never** and put it at the top of your list.

Now find the word **always** and put it at the bottom of your list.

Put the rest of these words in order from least often (**never**) to most often (**always**). Ask someone to check your work.

Can you order the other groups of words in the same way?



Do

Now paste all of your headings and words onto a page in your Learning Journal.
Then you can look at them when you need to.



Talk about – Discuss

When do you need to use time words at your work?

Where can you keep your Learning Journal?

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• LEVEL 2 •

Interpreting and clarifying



Word list

interpreting = understanding and explaining to others – helping someone get their message across to someone else. You can interpret or tell how people are feeling, as well as what they are saying.

translating = listening to a message in one language (like Kriol) and speaking that same message in a different language (like English).

clarifying = making a message clear.

paraphrasing = saying something again, in a new and clear way.



Watch – Observe

Language is an important part of communication – but at times, it can also be a barrier between people.



When do we use it? *Context*

When people speak different languages or just have different ways of speaking English, messages can be hard to get across.

People with good interpreting skills work 'in the middle' to help other people communicate by:

- translating one language into another
- understanding and explaining culture to others.

Ishio a besoin de
voir un médecin
d'urgence
(French)

Ishio needs to see
a doctor **URGENTLY**
(English)

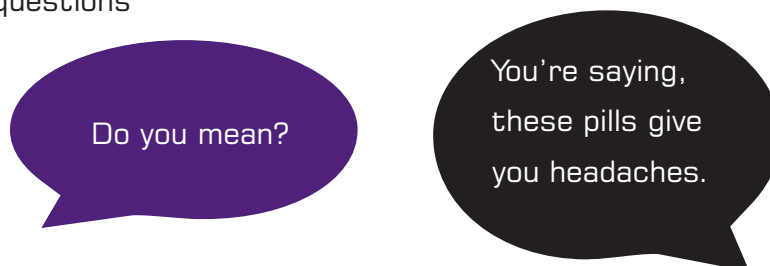
Interpreting and clarifying

Even when people speak the same language, messages are not always clear.



People with good clarifying skills:

- ask lots of questions
- paraphrase



Why?

Australia is multi-cultural and multi-lingual – meaning that people have different backgrounds and speak many languages.

People who are skilled at interpreting and clarifying help to make communication clearer. The more we understand each other, the more we can help each other.



Talk about – Discuss

Have you seen people finding it hard to understand each other?

How do you use the skills of interpreting and clarifying at work?

Interpreting and clarifying



Talk about – Discuss

To interpret how someone feels, we need to listen to their actual words (verbal) and look at the way they say them (non-verbal).

To interpret what someone means, we often need to ask questions.

Do you want to see a male doctor?



Write

We can paraphrase (say again) to check we have it right.

Look at the following paraphrasing questions.

Other person

I'm hurting more now.

I'm not a drinker.

Me

I hear you saying that the pain is getting worse. Is that right?

Do you mean you never drink alcohol?

Interpreting and clarifying

Now you write questions for these:

Other person

Me

My head hurts.
I can't sleep.

Are you saying: _____

Other person

Me

These pills are no
good. I feel sick.

Are you saying: _____



Talk about – Discuss

We can clarify (check) what someone means by asking questions



Talk about – Discuss

Read through the following examples with someone at work:

Tell me more about your headaches?

What did you mean when you said your heart feels bad?

What happens when you take the pills?

Can you think of any other examples?

ORAL COMMUNICATION
• LEVEL 2 •



Word list

to make a referral = to ask someone else to do something that needs doing at work. You ask them when you know it is their job to do it and it is not part of your job.



Watch – Observe

When do workers call other people to do some work?



When do we use it? *Context*

We call other people for help at work when:

- we see something that might cause a problem to people's
- health and we know it is part of their job to do something about it
- we see something that needs fixing that we can't do
- ourselves or is not part of our job
- we see something that is dangerous
- we have to stop work because we don't know what to do next
- we want help to start a new project and we think they might be able to help.



Talk about – discuss

When do you need to refer something to other people?

Who have you contacted to do work before? Why did you contact them?



Write

Who would you call if you: 1. See items for sale at the store that are out of date.

Name: _____

Contact details: _____

2. See lots of sick people in some houses during rounds on a dog program.

Name: _____

Contact details: _____

3. Find something is wrong with the sewage pond.

Name: _____

Contact details: _____

4. See broken light switches or power points during a housing survey.

Name: _____

Contact details: _____



Write

Write two more things that you might need to refer to other people. Write names and contact details for each person.

1. _____

Name: _____

Contact details: _____

2. _____

Name: _____

Contact details: _____

Negotiating



Word list

negotiating = when people talk (have discussions) to agree on how to solve a problem or how to make something happen.

compromise = when people don't agree, they can compromise – they can 'meet in the middle', so both sides can 'win'.



Watch – Observe

Some people are very skilled at negotiating. They can make things happen and solve problems while keeping others happy.

People who don't negotiate might put up with problems to keep the peace. Or they might get upset when they can't solve a problem.

Do you know how to negotiate?



Why?

Negotiation allows both sides to have their say when making a change.

Negotiation is fair. To negotiate is to treat people with respect.



When do we use it? *Context*

We can negotiate to make something happen when we have a new idea. We also negotiate when there is a problem and we want to make changes to solve it.

Governments negotiate with other governments. Unions negotiate with employers to improve worker pay and conditions. Individuals might negotiate for:

- an earlier (or later) lunch break
- when to take annual leave (holidays)
- more support to do their work
- extra training to develop new skills
- flexible hours or time off in lieu (you might work longer over a few days, then get a whole day off)
- study leave (time off work to study)





Talk about – Discuss

Some things are 'not negotiable'. This means they can't happen.

Other things are 'negotiable'. This means they might be able to happen.

Talk about this with idea with someone at your work and make a list of things people could possibly negotiate at work.

Things that might be negotiable
Example: What time you take your lunch-break



Do

Listen to other people when they negotiate. What do they say?

Can we compromise ...?

Can we negotiate ...?

Can we discuss ...?

Can we work something out ...?

Negotiating



Do

Watch the way other people negotiate. Listen for these strategies.

Do they explain their reasons?

Do they make suggestions?

Can we organise
some training

Is it ok if I eat
my lunch first
tomorrow

Do they empathise? (show understanding)

Sue needs a
tea break



Do

Imagine that you and a workmate both want to take your holidays over the Christmas period. Your manager needs one of you to change dates because she needs someone in the clinic at that time.

Role play (act out) how you might negotiate with your workmate.

Then write down how you solved the problem.

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• LEVEL 2 •



Negotiating



Talk about – Discuss

Find out if someone in your workplace has written down a set of procedures for negotiating. Read them through with a workmate and talk about what they mean.



Do

Think about something you want to negotiate. Be clear about it.

Is what you're asking for reasonable (ok, fair, just)?

Are there forms that need to be filled in? Get one if you need it.



Write

Write the answers to these six questions when you need to negotiate something.

1. When? (pick the right time)
.....
.....
2. Where? (pick the right place)
.....
.....
.....
3. Who? (who can give you what you want?)
.....
.....
.....
4. What? (practise asking clearly for what you want)
.....

Negotiating

5. Why? Practise giving a reason for what you want e.g.

'I need to use the vehicle because ...'

'You can't take the vehicle right now because ...'

- _____
- _____
- _____
- _____
- _____

6. What else could you accept or offer if the other person doesn't agree?

For example:

'I could take the vehicle tomorrow.'

'You can take the vehicle if you ...'

- _____
- _____
- _____
- _____
- _____

Sometimes you need to follow up negotiations to make sure that what you have agreed really happens. Sometimes you need to:

- write down what the people negotiating agreed to do
- get it signed
- write the date.

Later you can show people what everyone agreed to do.

Workplace meetings



Word list

chair = person who runs meetings.

agenda = written plan for a meeting.

minutes = writing that tells what happened at a meeting.

secretary = person who writes down what happens at a meeting.



Watch – Observe

Meetings are part of a process (a planned way of doing things).

Listen and watch for these steps:

1. plan (people think and talk about what needs to happen)
2. give notice (let everyone know when and where)
3. use meeting procedures (keep meetings fair and on time)
4. take action (follow up – do the things that were agreed on).

How do people show that they want to speak at your meetings?



When do we use it? *Context*

Many workplaces have meetings once a week. They can be held to:

- make plans
- keep up to date with what's happening
- encourage cooperation among the workers.

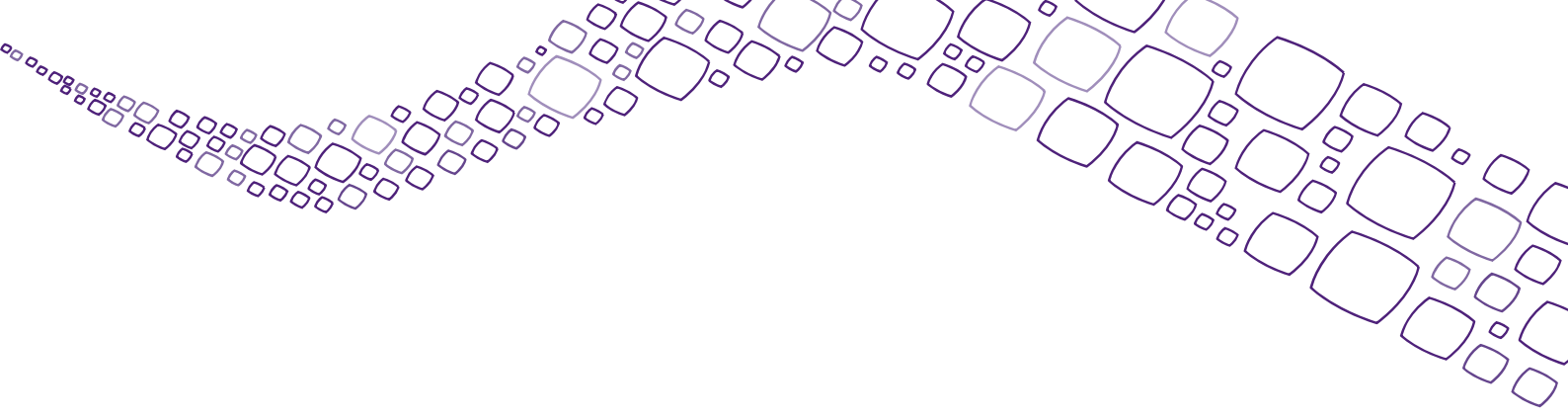
History

People who work together always have meetings.

Sometimes people meet sitting under a tree.

At other times they meet inside with written minutes.





Workplace meetings



Do

Start using them yourself.



Talk about – Discuss

When English is not your first language, it can be hard to speak up in an English-speaking group.

If you have something you want to say, you can tell your Manager before the meeting and ask them to help you explain it.



Do

You'll often hear people use the words below in a meeting.

Ask someone at work to help you understand their meanings:

moved

seconded

carried

actioned

Notice when doctors, nurses and government people use these words during a meeting.

Start using them yourself.



Write

Write what they mean in your own words:

moved

• _____

• _____

seconded

• _____

• _____

carried

• _____

• _____

actioned

• _____

• _____

time frame

• _____

• _____

agenda

• _____

• _____



Watch – Observe

Notice when people use these words.



Word list

sensitivity = treating with care, so as to avoid strong reactions.

inclusivity = making each person feel included, valuing people's differences,

treating with fairness. diversity = difference.

awareness = keeping something at the front of your mind.



Watch - Observe

People who come from different cultures can have ways of living that are different from what we know.

Some might be to do with:

- a way of relating (e.g. not giving eye-contact, not asking too many questions)
- clothing (e.g. covering the legs or hair)
- ways of eating / preparing food (e.g. with the right hand, halal meat)
- avoiding some foods (e.g. pork, beef, all meats or some types of seafood).

He never looks at me when I speak to him

That's a sign of respect.



When do we use it? *Context*

You will be working with families from many different cultures. Sensitive communication across cultures is always important.

You won't know every cultural belief, but you can show you are:

- sensitive – by using soft language to explore difference
- aware of cultural diversity – by asking questions respectfully
- inclusive – when planning meals, interactions and activities.



Why?

Different ways of living develop from strong values and beliefs.

It is easy to offend someone (hurt someone's feelings) if you don't understand their social and cultural values and beliefs.

Most people are happy to be asked about their culture or values when the question is respectful.

Taking time to find out about diversity can also show that the 'big things' (such as love for children, need to feel safe and valued) are the same for everyone.



Think about – Reflect

How have people asked you about your culture in the past? How can you find out more about different cultural beliefs?

How can we show the children in our care that we understand and value cultural difference?

Communication across cultures



Do

Learn some more about your workmates. Start by adding yourself to the first line. Then ask questions to fill in the table below.

Name of person	Which languages do you speak?	Which country is your mother from?	Which country is your father from?



Talk about – Discuss

Have you ever found it difficult to understand why someone from another cultural background behaved in a certain way?

If this happened again, what questions could you ask? What else could you do?

Do you think that your behaviour could have ever confused someone from a different cultural background?

If this happened again, what could you tell them? What else could you do?

Excuse me Bill, can I explain something? That woman is my mother-in-law. My cultural law says I can't speak with her.

Communication across cultures



Do

Find out some more about your workmates. What do they already know from their own culture? What do they want to learn? (You can write answers in the table or just listen and remember.)

Name of person	How does your cultural knowledge help you in this work?	Is there anything you want to learn about another culture?

ORAL COMMUNICATION
• LEVEL 3 •

