

# In the Workplace

An Intermediate Integrated Skills Textbook



# Copyright

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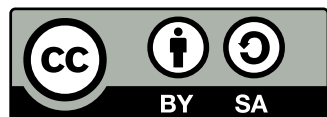
## In the Workplace An Intermediate Integrated Skills Textbook

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[Click here](#), or go to page 344 to access the References.



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# Note to the Learner

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Welcome to  
**In the Workplace**  
**An Intermediate Integrated Skills Textbook!**

The textbook is an English language textbook with some very special features. It:

- has a focus on the workplace in Canada
- gives you practice in the four main language skills—listening, speaking, reading and writing
- helps you learn about some aspects of Canadian workplace culture
- helps you develop some important essential skills
- is an Open Educational Resource (OER) that can be used in two different ways. You can use it as an online textbook with interactive activities, or you can print the PDF and use it as a regular textbook.

You will meet a few different people in the textbook. Some of the people work for a company called CDN Malls. CDN Malls is a company that cares about its employees and empowers them do their best. Here is some information about the main people you will meet.



Susan is the manager of Guest Services at CDN Malls. She started her career with CDN Malls as a Guest Services Coordinator six years ago.



Sima also works at CDN Malls. She is the Guest Services Coordinator. She loves her job and enjoys working at CDN Malls. She has worked there for three years.



Raja is a newcomer to Canada. He has just joined CDN Malls. This is his first job in Canada. He works hard and does his best to notice how people interact and function in the workplace in Canada.



Paul is also a new employee at CDN Malls. He joined CDN Malls at the same time Raja did. Paul finished university just a few months ago.



Sandy is your Workplace Mentor. She is very helpful and mentors you by giving you some very important tips about workplace culture in Canada.



Ray is your Strategy Coach. He helps you develop your English language learning strategies. Pay close attention to the many useful strategies he gives you.



# Book Tour

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Take the Book Tour to learn more about your book. It will help you understand the different parts of the book and its chapters.



Your textbook can be used in two different ways. You can use it as an **online textbook with interactive activities**, or you can print the PDF and use it as a **regular textbook**.

Some activities have video or audio. When you use the online textbook, you can play the video and audio by clicking on the picture for that activity. The interactive tasks also have the video or audio you will need. However, when you download the PDF so that you can print the textbook, you will need your instructor's help to access the video and audio.

The textbook has four appendices. You will find the answer keys, the Workplace Mentor tips, the Strategy Coach tips and the glossary in the appendices.

The content is the same whether you use the book online or if you print it. However, the experience is different. What are the main differences?

### When you use the textbook online

Start by downloading the online textbook on your computer. When the textbook has finished downloading, you can click on the interactive sections to complete tasks, watch video and listen to audio.

The Table of Contents for the book and the chapter are interactive. This means you can click on the chapter or section and go there.



Many activities and tasks are interactive and will have this icon.

Note! Any audio and video you need will be in the interactive task. After you have finished the interactive task, you will need to return to your online textbook.

You can click on the icons and go to an activity or task.



This icon means that the task has a worksheet in a fillable PDF format. Click on the icon to access the fillable PDF, download it and save it on the computer. Some fillable PDFs include audio, which you can access by clicking on the play button.

**Complete the task in the PDF that you saved on your computer.**

### When you print it and use it as a regular textbook

Start by downloading the PDF textbook on your computer. When the textbook has finished downloading, you can print the chapters and sections you need.

The Table of Contents for the book and chapter help you identify the page number of the chapter or section you need.

The activities are **not** interactive.



This icon only tells you that there is an interactive task if you use the textbook online.

The icons only tell you what to expect with the task.



This icon means that there is a fillable PDF if you use the text online. When you print the textbook, there is space in the textbook to complete many of the activities. Where there is not enough space, your instructor will give you the necessary instructions, or provide worksheets for you to complete.

### When you use the textbook online



This icon means that there is some important information. All the Strategy Coach and Workplace Mentor tips have this icon. When you click on the Strategy Coach and Workplace Mentor tips, you will automatically be taken to a page where you can read the tip. This page also has an interactive icon. You can click on this and view a slideshow of the tip. The slideshow has audio.

You can click on an underlined word to read the definition.

### When you print it and use it as a regular textbook



This icon means that there is some important information for you to read. All the Strategy Coach and Workplace Mentor tips have this icon. Go to the page number provided to read the tip.

An underlined word in the textbook tells you that the definition is available in the Chapter Vocabulary List and Glossary.



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# Chapter 1: Workplace Environment

## Introduction

### Objectives

In this chapter, you will

- identify common Canadian workplace interactions and behaviours
- locate information in workplace documents
- identify sequence words in texts
- complete detailed workplace forms
- clarify information.

### Video

Watch this chapter's video. You will be introduced to a group of employees at CDN Malls. You will follow some new employees through the onboarding experience for their new jobs.

While watching the video, think about the questions on the right. Write down any information that you think is important.

- Who are the people?
- What can you say about them?
- What do you notice about their actions, behaviour, and appearance?
- What do the two women think about the men? Are their observations important? Why?
- Why are they meeting?



## Focus questions

### Sandy, your Workplace Mentor

Hi! I am Sandy, your Workplace Mentor. Throughout this book, I will give you important pointers to help you understand the general environment in many workplaces in Canada.



#### 1.1 Four important points about the video

Go to page 243 to learn more.

In the video, you watched an interaction between four people at CDN Malls during their onboarding process.

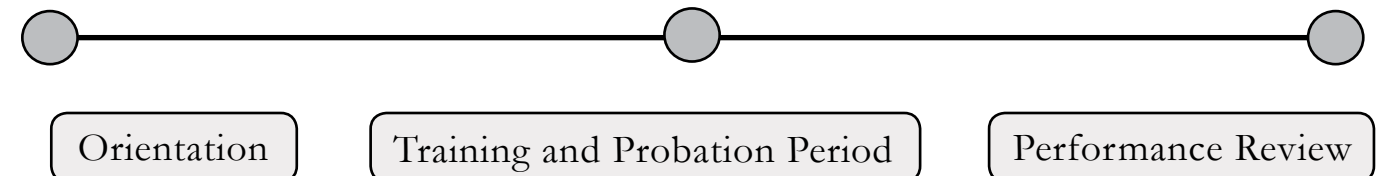
### Discussion

Discuss the following:

1. Who are the people in the video? What do you think their positions are in the company? How do you know? Put the names (Susan, Sima, Paul, Raja) beside their correct positions.

Position	Name
Manager	
Senior employee	
New employee	
New employee	

2. What do you notice about the behaviour of the people in the video? Do they make eye contact? Why is this necessary? Why does Susan think Paul is confident and trustworthy? What do these two words mean?
3. Why is it important to show people we have these qualities? Can we show these qualities in other ways?
4. What do you notice about the language the people use when they interact? How formal/informal is it?
5. At the end of the video, Raja was going to ask a question. What do you think it was about? Can you complete it for him? Is it necessary to ask questions to make sure you have understood everything that is important? Why/Why not?
6. What do you think “onboarding” means?
7. The onboarding process involves three main stages. Which stage of the onboarding process do you think this video shows? Place an X on the continuum below:





## Before you read

### Sandy, your Workplace Mentor



**1.2 Our background influences how we see things**

Go to page 244 to learn more.

Discuss the following to help you prepare for the reading:

- Look at only the title of the reading. What do you think the title means?
- What do you think the reading will be about?
- Can an organization or company have a culture?
- Is it important to understand the culture of the company we work in? Why/Why not?

## Read

### Ray, your Strategy Coach

Hi! I'm Ray, your Strategy Coach. I will give you some important tips to help you build your learning strategies.



**1.1 Understanding what a document is about**

Go to page 280 to learn more.

Read the passage on the next page about how company values and mission statements affect companies.

Read the following:

### Company Values

It is important to understand a company's mission statement and values. They influence the culture of the company. They show what is important to the company. They help all employees understand the culture of the company. Employers generally introduce these values to new employees during orientation. Orientation is usually the first stage of the onboarding process for a new employee. People do not always realize how important these values are. Let us take a quick look to see how important they can be.

#### Our Mission

To provide accessible service of the highest standard to all our customers and clients.

#### Our Values

- Keep service foremost in mind.
- Empower people to do their best.
- Take responsibility and be accountable.
- Respect all types of diversity.
- Demonstrate a positive team spirit.
- Promote sustainability and be environmentally friendly.

First of all, a company's values can influence the hiring process. Interviewers look at more than the interviewee's education and hard skills. They also use these values to see if the interviewee is a good fit for the company. They look for skills and personality traits that match the company's values. When preparing for a job interview, many people look at the company's website to see if they can find information that shows the values of the company. They do this so they can be better prepared for the interview.

A company's values are also important when employers make decisions to retain employees. Employers expect employees to show the right attitude and to demonstrate these values once they hire them. They expect employees to conform to the company's culture and adopt its values. Many successful employees use these values to set goals for improving their soft skills. They know that many companies promote from within. They know that they have a better chance of getting a higher position in the company if they can demonstrate these values along with their hard skills.

How can you use your company's values to help you become a better employee? First, you need to understand your new company's culture and environment. You can do this by carefully noticing how the company itself upholds its values. Notice also how successful employees meet the company's values. Identify any gaps and think of ways you can improve in these areas. Use this information to set yourself some clear goals for improvement. Listen carefully to the feedback you get from your supervisors. Their feedback may help you identify areas for improvement and set goals.

The core values of a company are also important to people outside the company. These values can attract potential employees, clients, and customers. From a company's values, they can see how the company makes decisions. They can also see how the company meets its own set of values and whether or not the company can help them achieve their goals. In short, a company's values give a clear picture of the company's culture, what the company is about, and what is important to it.

## After you read

### Comprehension

Answer the questions.

1. The reading is about
  - a) one company's organizational culture and values
  - b) organizational culture and values in general
  - c) the importance of understanding a company's values
  
2. Why is it important for a company to have a mission statement and a list of values?
  - a) They give a clear picture of the company to current and potential employees, clients, and customers.
  - b) They inform the general public about how important the company is.
  - c) They help current employees understand what hard skills are important to the company.
  
3. When are the company's values usually introduced to employees?  

---
  
4. Onboarding is another name for orientation.
  - a) True
  - b) False
  
5. Paragraph 2 talks about how a company's values are
  - a) used before employees start working in the company
  - b) used after employees start working in the company
  - c) used while employees are working in the company
  
6. One of the core values of CDN Malls is "Empower people to do their best." This means
  - a) all the people who work for CDN Malls must help each other improve
  - b) all the people who work for CDN Malls must be better than others
  - c) all the people who work for CDN Malls must be powerful
  
7. If I know what the company's values are, I can know
  - a) what soft skills I need to work on to make myself a more successful employee
  - b) what to focus on when I observe how successful employees act at work
  - c) both a and b



## Vocabulary

Ray, your Strategy Coach



### 1.2 Guessing new words

Go to page 281 to learn more.

## Meaning

Answer the questions.

1. Can you guess what these words mean? Use your own words to describe them. Talk about their meanings in the reading.
  - a) stage (Paragraph 1)
  - b) retain (Paragraph 3)
  - c) promote (Paragraph 3)
2. Fill in the sentences with suitable words or phrases from the list in the box.

hard skills	soft skills	identify	potential
demonstrate	a good fit	influence	

- a) His job is to \_\_\_\_\_ to the customers how the equipment is used.
- b) She was not hired because they thought she was not \_\_\_\_\_.
- c) He was worried about the \_\_\_\_\_ side effects of the drug.
- d) Typing and using the computer are examples of \_\_\_\_\_.
- e) His friends tried to \_\_\_\_\_ him, but he did not listen to them.

Ray, your Strategy Coach



**1.3 Types of words: noun, verb, and adjective**

Go to page 282 to learn more.

**Form**

Complete the following:

The words in the box are from the reading. Look at the reading again to determine how these words are used in the text. Put each word in the correct category in the table based on how it was used in the reading. Then use each word from the box in a sentence.

core	mission	values	introduce
attitude	conform	position	

Noun	Verb	Adjective

**Discussion**

The reading talks about company values and culture. It outlines how a company's values and culture influence the hiring process and promotions and attract clients and employees.

1. Think about

- a place you are working at now or worked at in the past. What are/were your company's values? How did you know?
- how a company's values affect employees, customers, and clients.

Discuss

- whether or not you think it is important to understand a company's values. Why or why not?
- the values of CDN Malls from the reading.
- what one of the values means to you.

2. Think about

- what soft skills are.

Discuss

- what soft skills a person would need to meet the values of CDN Malls.

## Reading progress check

### Reading

This is a modified tip sheet from the Alberta Learning Information Service (ALIS) website.

Read the questions in the *Comprehension* section on the next page before reading the article below. This strategy will help you locate the answers more easily.

After you read the tip sheet, answer the questions that follow.

### Learning to Improve Your Career

Change is constant in today's competitive workplace. To keep up, you need to keep learning. When you're committed to improving your knowledge and skills for work, you get many benefits. You're more likely to enjoy your work, improve your performance, be invited to work on rewarding projects, and earn a raise or even a promotion. Ongoing learning often makes it easier to get your next job, if you ever need or want one. Think about the skills and knowledge you need now and to prepare for the future. Then use the following tips to be more effective as you learn for work.

#### Plan your learning with your career path in mind.

When you can see how your learning fits into the bigger picture of your life and work, or your career path, you'll be a more motivated, more effective learner. Plan your career path based on your skills, experiences, interests, and preferences. This can help you make good decisions and take positive steps at all stages of your life.

#### Identify what you need to learn in the short term.

In the short term, learning can help you meet an immediate need, such as mastering a new computer program or technical skill:

- Check your most recent performance review. Then ask your supervisor or talk with a more experienced co-worker about skills that you can improve on.
- Think about a typical work day. Identify any tasks you avoid or struggle with because of knowledge or skills you don't have, such as preparing and delivering presentations.
- If your job responsibilities have increased over time, ask yourself if you need training to be more effective in these responsibilities; for example, to supervise or train others.
- Take advantage of any short-term training opportunities your employer or other organizations offer; for example, training to use new equipment.

#### Identify what you want to learn in the long term.

Build skills and knowledge that support your future goals, such as getting a promotion:

- Develop new skills that will be useful beyond your current position. For example, if you're interested in management and have an excellent supervisor, think about your supervisor's skill set and begin learning or improving those skills.
- Volunteer for projects that challenge you to learn new things or work with new people. This will help you improve your skills, network outside your area, and gain valuable information about your organization.
- Talk with a mentor about learning goals that will help you advance your career. If you don't have a mentor, ask for one.

#### Adapt to a changing future.

If you can prepare for possible changes that may affect your workplace and industry, you can plan your learning to help you adapt. Prepare and watch for change by observing the labour market. Keep in touch with your industry. Talk to others in your workplace, follow industry leaders online, and attend related events.

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For more career-related information, check out [alis.alberta.ca](http://alis.alberta.ca).

## Comprehension

Answer the questions:

- The reading gives advice on how to
  - improve your career opportunities
  - write short-term goals
  - change your career
- According to the reading, which one of the following benefits can you get by improving your knowledge and skills?
  - You will be more intelligent than your colleagues.
  - You may like your job better.
  - You may retire sooner.
- Career planning is the process of
  - learning how to make career goals
  - motivating yourself for a future career
  - building your career

- Which of the following is a long-term learning goal?
  - Learn new skills that will be useful for a position you would like.
  - Find a training course to improve a skill you need now.
  - Ask a supervisor what skills you need to work on.
- Planning what skills and knowledge you need will help you adapt to change.
  - True
  - False

## Vocabulary

What do the following words mean in the text? Match each word with the correct meaning. There is one extra meaning.

Word	Meaning
a) raise (Paragraph 1)	change or adjust to a different situation
b) promotion (Paragraph 1)	expect or predict
c) mentor (Paragraph 4)	an increase in salary
d) adapt (Paragraph 5)	a move to a better position
	someone who can advise or guide



## Before you listen

Ray, your Strategy Coach



**1.4 Predicting helps with understanding**

Go to page 283 to learn more.

Complete the following to help you prepare for the listening excerpt:

1. In the video, we saw the list of points Sima had planned for the first day of the orientation. Look at the list again and think about the questions.
  - a) What do you think the two listening excerpts will be about?
  - b) What do you already know about the points on the list?

**AGENDA**

- PARKING
- DRESS CODE
- WORK HOURS AND BREAKS
- COMPANY CHART AND REPORTING
- USING THE RADIO
- KEY REQUISITION PROCESS
- TIME SHEETS
- TOUR OF THE OFFICE AND EMPLOYEE FACILITIES

**CDN MALLS**

2. Talk about what the following words and phrases mean. Listen carefully for the words and phrases in the listening excerpts and think about their meanings.

carpool	performance review	probation	encourage
press	two-way radio	raise	strict
identifier	emergency contacts	release	button
monitor	shifts	procedure	

## Listening: Excerpt I

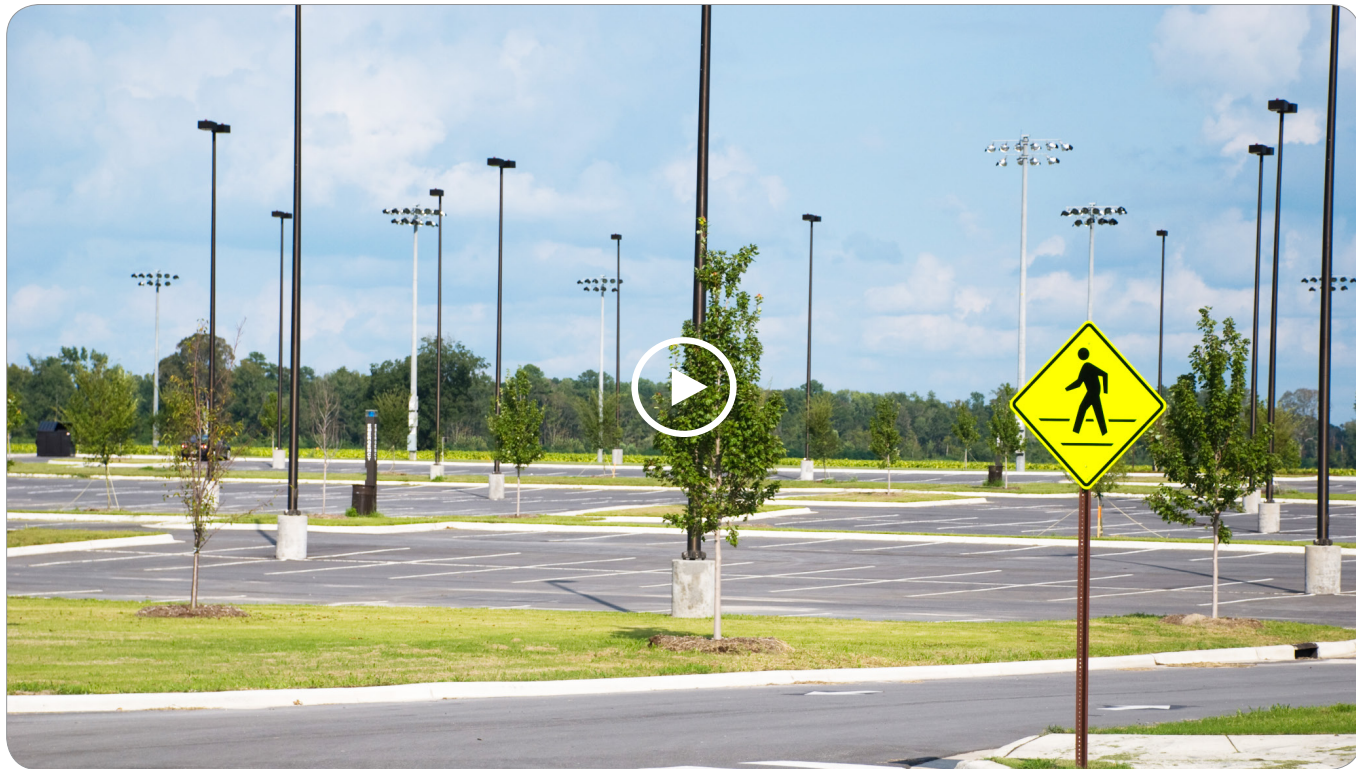
Ray, your Strategy Coach



**1.5 Read the questions first**

Go to page 284 to learn more.

Read the questions in the *Comprehension* section so you have an idea of what to listen for. Then listen to Sima explaining company policies at the onboarding meeting.



## After you listen

### **Comprehension**

Answer the questions.

1. What is Sima discussing?
  - a) Parking
  - b) Dress code
  - c) Work hours and breaks
  
2. The onboarding process at CDN Malls lasts for three months.
  - a) True
  - b) False
  
3. Which of the following points will be discussed on Friday?
  - a) Performance review
  - b) Holidays
  - c) Time sheets

4. Which one of the following is true of the urban heat island effect?
- It makes us use a lot of energy and can make the air and water quality bad.
  - It helps us save energy but is harmful to the air and water.
  - It is good for the air and water but makes us waste energy.

5.

- Many employees at CDN Malls take transit, bike to work, or carpool.
- The parking lots don't have black asphalt.
- There are lots of trees and plants in the parking lots.

Which one of the following company values are the statements above examples of?

- Empower people to do their best.
- Keep service foremost in mind.
- Promote sustainability and be environmentally friendly.

## Vocabulary

Complete the following:

- Listen to Excerpt 1 again. Identify the words and phrases you heard in this excerpt. Talk about what the words and phrases mean. Compare them with the meanings you had discussed in the *Before you listen* section.

carpool	performance review	probation	encourage
press	two-way radio	raise	strict
identifier	emergency contacts	release	button
monitor	shifts	procedure	

- Use a dictionary to look up the words and phrases you identified above. Write down their meanings. Some words/phrases may have more than one meaning. Be careful to select the meaning of the word/phrase as it is used in the excerpt.
- Write sentences using the words and phrases you wrote meanings for. Talk about your sentences.



## Listening: Excerpt 2

Ray, your Strategy Coach



**1.6 Understanding the order of instructions**

Go to page 285 to learn more.

Complete the following:

Read the questions in the *Comprehension* section so you have an idea of what to listen for.

Next, listen to Sima give instructions. Notice the words she uses to make the order of the instructions clear. Notice also how Raja and Paul double-check the information she is giving them.



## After you listen

Sandy, your Workplace Mentor



**1.3 Checking for understanding**

Go to page 245 to learn more.

## **Comprehension**

Complete the following:

1. What is Sima discussing?
  - a) Parking
  - b) Using the radio
  - c) Filling in time sheets



- Put the instructions for answering a call on the radio in order. Number the instructions to show the correct order.

	At the end of your shift, write down the details in the log.
	First, press the Talk button and hold it to speak.
	When the other person has finished speaking, press the Talk button and hold it to speak again.
	Holding the button down, identify yourself using your radio identifier.
	Release the button when you have finished speaking to hear the other person speak again.
	Follow Steps 3 and 4 until the end of the communication.

- Sima thinks people can learn how to use the radio very quickly.
  - True
  - False

## Vocabulary

Complete the following:

- Listen to Excerpt 2 again. Identify the words and phrases you heard in this excerpt. Talk about what the words and phrases mean. Compare them with the meanings you had discussed in the *Before you listen* section.

carpool	performance review	probation	encourage
press	two-way radio	raise	strict
identifier	emergency contacts	release	button
monitor	shifts	procedure	

- Use a dictionary to look up the words and phrases you identified above. Write down their meanings. Some words/phrases may have more than one meaning. Be careful to select the meaning of the word/phrase as it is used in the excerpt.
- Write sentences using the words and phrases you wrote the meanings for. Talk about your sentences.

## Discussion

Refer to the questions in the *Before you listen* sections.

Think about the listening excerpts that you heard.

Discuss the answers to these questions:

- Did you correctly predict what the listening excerpts were going to be about?
- How did reading the questions and thinking about what you were going to listen for help you understand?
- What are two new things you learned in the listening section?

## Listening progress check

Complete the following:

The instructions in the table are for using the online time sheet system. They are not in the correct order. Read each instruction carefully and do the following:

- Identify the sequence words in each sentence that will help you determine the order that the steps should go in.
- Listen to the dialogue.
- Number the steps to show the correct order.



	Next, in your profile, click on the Time In or Time Out button, depending on whether you are arriving at work or leaving. When you click on the Time In or Time Out button, the computer will automatically enter the current time.
	The first thing you do once you have entered the TimeTracker system is click on My Time Sheet.
	Once you have clicked on Name, scroll down the list until you find your name, and then click on it.
	Start by clicking on the TimeTracker icon on the computer. That will bring you to the time sheet system.
	Once you are on the My Time Sheet screen, the second thing you will do is click on the button that says Name.
	Finally, when the time appears in the box, remember to click Save so that your hours are recorded. If you don't click Save, you will have to start over again.
	When you click on your name, it will take you to your own profile, with your name on the top.

## Before you write

Sandy, your Workplace Mentor



### 1.4 Filling in forms

Go to page 246 to learn more.

In this section, we will practise filling out forms that are commonly used in the workplace.

Filling in forms is an important skill that you will need for many tasks related to employment and daily life. All forms do not look the same, but often they follow a similar basic layout.

It is important to read the instructions on the top of the form and follow them when completing the form.

It is also important to fill in all of the information requested. If there is a space that does not apply to you, such as children's information when you do not have children, then write N/A in that spot, meaning "not applicable."

Instructions are usually found at the top of the form. Follow them carefully.



**Recycle Inc.**

**Application for Employment**

Fill in the form using block letters. Use black ink.

Personal information:  Mr.  Mrs.  Miss  Ms.

Last name: \_\_\_\_\_ First name: \_\_\_\_\_ Middle initial: \_\_\_\_

Address: \_\_\_\_\_

Province: \_\_\_\_\_ Postal code: \_\_\_\_\_ Country: \_\_\_\_\_

The **first section** on a form usually asks for your personal information. Fill it in carefully.



The **middle sections(s)** on a form usually ask for information related to the purpose of the form. You may need to look up information to answer this part.

Position applying for: \_\_\_\_\_

Related experience: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Employment history:

Place of employment	Position	Date from:	Date to:

I certify that all of the information on this form is true.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

The last section on a form usually asks for your signature as a statement of truth. When you sign this, you are saying that everything on the form is correct and true. Double-check all the information before you sign the form.

## Common vocabulary used on forms

Different words can be used to refer to the same information on forms.

Put each of the words or phrases below into the correct column:

Cell	Family name	Job	Date of birth
Surname	Phone number	Given name	Occupation
Name	Tel	Mobile	DOB

First name	Last name	Employment	Birthdate	Telephone

## Common form layouts

All forms do not look the same. Information is laid out differently, depending on the purpose of the form. Let us look at some formats you might commonly see. Talk about these different formats.

Complete the following:

1. You live in Calgary at 1423 Main Street in Apartment 23. Your postal code is T2A 1B2. Write your address following the different formats.

a) 

--	--	--	--	--	--

  
Number      Street      Apartment      City      Province      Postal Code

b) 

--	--	--	--	--

  
Apt./Unit      Street No.      Street Name      City/Town      Province      Postal Code

- c) Address


2. It is the 23rd of March in 2016. Write this date following the different formats below.

a) 

--	--	--

  
Year      Month      Day

b) 

--

 DD/MM/YYYY

c) Year      Month      Day  

--	--	--	--	--	--

--	--

--	--

## Writing practice

### Filling in a form

Complete the following:

1. Read through the form carefully. Talk about what you think this form is for. Can you identify any parts of the form that you should not fill in? How do you know? Talk about this.
2. Put the information below into the correct place on the form to complete it for Sally Smith, a new employee. Some information has been completed for you.

Sally	405005	Marketing
Product Specialist	Smith	ssmith@cdnmalls.ca

CDN MALLS

KEY/CARD REQUISITION FORM

#### Employee details

First name: \_\_\_\_\_ Last name: \_\_\_\_\_

Employee #: \_\_\_\_\_ Department: \_\_\_\_\_

Position: \_\_\_\_\_ Email: \_\_\_\_\_

Supervisor name: Edith Hall

Request for:  key  \*access card

\*New employees will need to have their picture taken at the main security office. (Monday to Thursday 8:00 am to 4:00 pm. Closed on statutory holidays.)

#### Reason for request

New employee  \*Re-issue of lost key/card

\*There is a charge of \$35 to re-issue a lost key or card.

**Keys and cards are the property of CDN Malls. Lost/stolen keys and cards must be reported to security immediately. Any duplication is strictly prohibited.**

Employee Signature: Sally Smith Date: Jan 16, 2016

Supervisor Signature: Edith Hall Date: 16/1/2016

For office use only.

Charge  No charge Order # \_\_\_\_\_ Date due: \_\_\_\_\_

3. Another form that is commonly completed by new employees is a direct deposit form. Do the following:

- Go to your bank.
- Ask for a direct deposit form.
- Fill it out, but do not use your own personal information:
  - Do not write your own SIN on the form. Use this number instead: 123456780.

- Do not write your own bank account details. Use these numbers instead:

Transit number: 99999    Institution: 001    Account number:  
9999999901.

- Do not write your own birthdate. Instead, complete this field with any date that is not your real birthdate.
- Submit the direct deposit form to your instructor for feedback.



## Writing progress check

### Rubric

The table is a special type of form called a rubric. Rubrics are often used to measure how well a person completes a task.

On the left side is the writing task or assignment, with the main requirements below it. The requirements show how you should complete the task.

There are spaces for checkmarks in the four middle columns to show how well you did. On the right side, there is a space for comments from the instructor or tester.

Complete the writing task on the next page, paying attention to the expectations in the rubric.

Chapter 1: Writing progress check					
<ul style="list-style-type: none"><li>• Topic: Workplace documents</li><li>• Task: Fill in a form</li></ul>					Name:
					Date:
Criteria	All	Most	Some	None	What can you do better next time?
You filled in all of the required spaces with information.					
The information you put on the form is in the correct spaces.					
You used the correct abbreviations and spelling.					


## Task

One of the forms that new full-time employees need to fill out is an Employee Health Benefits form. This form is necessary to get financial coverage to help pay medical and dental expenses while a person is employed at a company.

Complete the following:

1. Fill in the Employee Health Benefits form for Raja Rao, a new employee at CDN Malls. Use his information below.
2. Use the rubric on the previous page to help you complete the form.

- Raja S. Rao is married.
- He lives at 1234 Centre Street N in Calgary with his wife Shanti R. Rao.
- They do not have any children.
- Their postal code is T1A 2B3.
- Their phone number is 403-222-3434.
- Raja will be working at CDN Malls (403-277-6255).
- Raja is applying for family benefit status.
- Raja's Provincial Health Care number is 12345-6789.
- His wife's Provincial Health Care number is 12345-6780.

 Health Matters Insurance		<h3>Employee Health Benefits Form</h3>	
<p><b>Complete this form in block letters with black ink.</b>  <b>Complete this section with your information:</b></p>			
Surname	Given Name	Middle Initial	DOB YYYY-MM-DD
Address		City	Province Postal Code
Tel H ( ) - W ( ) -		Gender <input type="checkbox"/> Male <input type="checkbox"/> Female	Provincial Health Care Number
<p><b>Complete this section with family information:</b></p>			
Type of Coverage <input type="checkbox"/> Single <input type="checkbox"/> Family	Married <input type="checkbox"/> Yes <input type="checkbox"/> No	Number of Children	
Spouse's Information			
Surname	Given Name	Middle Initial	DOB YYYY-MM-DD
Address (if different from applicant)		City	Province Postal Code

Tel H ( ) -      W ( ) -	Gender <input type="checkbox"/> Male <input type="checkbox"/> Female	Provincial Health Care Number
-----------------------------	--	-------------------------------

Children (under the age of 21)

Surname	Given Name and Middle Initial(s)	Gender	DOB YYYY-MM-DD	Provincial Health Care Number
		<input type="checkbox"/> M <input type="checkbox"/> F		
		<input type="checkbox"/> M <input type="checkbox"/> F		
		<input type="checkbox"/> M <input type="checkbox"/> F		

**Complete this section with your signature:**

**I certify that all the information on this form is true and complete. I give permission to Health Matters Insurance to use this information for my health coverage.**

**Signature:**

**Date:**

**Do not write here. This section to be completed by the employer.**

Plan Name	Plan Number	Date of Coverage YYYY-MM-DD	
Occupation	Department	Employee Number	Hiring Date YYYY-MM-DD

## Pronunciation

### Task 1

Listen to the pronunciation of the words and phrases in the audio for Task 1. Repeat and practise.

accountable	empower	monitor	release
adapt	encourage	onboarding	rewarding
appropriate	foremost in mind	ongoing	shifts
attitude	good fit for	performance review	soft skills
button	hard skills	position	strict
carpool	identifier	potential	sustainability
conform	identify	press	trait
core	influence	probation	two-way radio
demonstrate	introduce	procedure	values
diversity	keep up	promote	
earn a raise	mentor	promotion	
emergency contacts	mission statement	raise	

### Ray, your Strategy Coach



### 1.7 Listening for thought groups

Go to page 289 to learn more.

### Task 2

Listen to the audio for Task 2. Pay attention to how the speaker groups words together. Mark any pauses you hear with a /.

Discuss the pauses you marked.

Practise reading along with the audio, pausing where the reader pauses.

A company's values are also important when employers make decisions to retain employees. Employers expect employees to show the right attitude and to demonstrate these values once they hire them.

They expect employees to conform to the company's culture and adopt its values. Many successful employees use these values to set goals for improving their soft skills. They know that many companies promote from within. They know that they have a better chance of getting a higher position in the company if they can demonstrate these values along with their hard skills.

## Speaking practice

### Ray, your Strategy Coach



**1.8 Making connections in dialogues and clarifying information**

Go to page 290 to learn more.

### Sandy, your Workplace Mentor



**1.5 Informal workplace conversations**

Go to page 247 to learn more.



Complete the following: 

1. a.) The table contains pieces of a dialogue between Paul and Kevin, another employee at CDN Malls. The pieces of dialogue are not in order. Put the pieces of the dialogue in order. Number them to show the correct sequence. Discuss why you arranged the dialogue the way you did.
- b.) Check your answers in the answer key.

Kevin:	Well, it's been close to seven years.
Kevin:	The Regal?
Paul:	Seven years? You must enjoy your job! Oh, sorry, but I have to rush. I just realized it's almost one. I promised to meet someone at the reception. It's been great talking to you, Kevin. Bye.
Kevin:	How's it going?
Kevin:	Oh, yeah. You'll really enjoy working here. It's well run, and all the supervisors are great. They really are about empowering everyone to do their best.
Paul:	Yeah. And, after lunch, we get to observe people doing the tasks we will be performing. What a great idea—watching the people in action and easing into it like this. I didn't have this at my last job.
Kevin:	See you later!
Paul:	At the Regal.
Paul:	From Finance? Nice to meet you. I'm Paul. Guest Services. This is my first day here.
Paul:	Yeah. It's a boutique hotel in Calgary. Have you worked here long?
Kevin:	Hi, you must be new here. I haven't seen you before. I'm Kevin from Finance. Pleased to meet you.
Paul:	Great, actually. I thought it would be information overload, and I was prepared for that. But it is all very well organized here.
Kevin:	And where was that?

2. Listen to the audio for this task. Listen for the pronunciation of the words and the thought groups. Practise reading along with the audio, pausing where the reader pauses. Listen for and identify examples of clarifying information.
3. Practise the dialogue with a partner. Pay attention to eye contact and body language.
4. Discuss the dialogue.
  - a) Did Kevin and Paul discuss anything personal? Why/Why not?
  - b) What are some appropriate topics to talk about when you meet someone for the first time at a new job?
  - c) Did Kevin and Paul always speak in full sentences? Why/Why not?
  - d) What are three questions you could ask a co-worker on your first day?
  - e) What are three ways to clarify some information you do not understand?
  - f) What are three ways you can close a conversation politely?

## Speaking progress check

### Rubric

Read the information in the rubric to the right. It explains what you need to focus on in this activity.

Complete the speaking task on the next page with your instructor or a classmate, paying attention to the expectations in the rubric.

Chapter 1: Speaking progress check				
• Topic: Workplace documents • Task: Participate in a conversation			Name:  Date:	
Criteria	Yes	Almost	No	How can you improve?
You responded to a greeting appropriately.				
You asked a question to get the information you needed.				
You clarified the information.				
You closed the interaction with appropriate details.				
You maintained appropriate eye contact throughout the interaction				

## Task

### Context

You are a new employee at CDN Malls, and you are looking for the conference room where you are going to have your orientation. Ask the receptionist for the information. Your instructor or a classmate will play the role of the receptionist.

### Instructions

1. Read the full dialogue and think of appropriate answers. Read the cues carefully. They will tell you what to do. You can make notes to help you. You have five minutes for this.
2. Now role play the dialogue with a classmate or your instructor. Use appropriate eye contact and body language.

(Receptionist)	Good morning. Can I help you?
You	<ul style="list-style-type: none"><li>• Respond appropriately.</li><li>• Ask a relevant question.</li></ul>
(Receptionist)	It's on the third floor. Turn right after you exit the elevator. It's the last room on the right.
You	<ul style="list-style-type: none"><li>• Ask a question to clarify the information.</li></ul>
(Receptionist)	[Answer question]
You	<ul style="list-style-type: none"><li>• Close the conversation appropriately.</li></ul>

## Wrap-up

In this chapter, you

- identified common Canadian workplace interactions and behaviours
- located information in a workplace document
- identified sequence words in texts
- completed workplace forms
- clarified information.

### Discussion

Think about what you did in Chapter 1.

Discuss

- something in this chapter that was new to you
- two things you are more confident about now
- one thing you would like to improve
- how mission statements and values affect a company's culture.

### Sandy, your Workplace Mentor



#### 1.6 Reflection in the workplaces

Go to page 248 to learn more.

### Reflection

In this chapter, you learned how mission statements and values affect a company's culture. Select one of the CDN Malls values listed below.

- Keep service foremost in mind.
- Empower people to do their best.
- Take responsibility and be accountable.
- Respect all types of diversity.
- Demonstrate a positive team spirit.
- Promote sustainability and be environmentally friendly.

Think about how this value is important to you in your current context. Also think about three ways that you could improve your soft skills related to this value. Write a short paragraph about the value and how you could improve your soft skills in that area.



## Extension

### Ray, your Strategy Coach



#### 1.9 Learning new vocabulary

Go to page 292 to learn more.

## Chapter vocabulary list and language logs

- a) Print the Language Observer Log and the Language User Log to help you extend your language learning into daily life.
- b) Look at the *Chapter Vocabulary List* at the end of this chapter and choose four words from this chapter that you want to learn to use, and write them in your language logs.

## Interview

Informally interview one person who has been through an orientation at a new job. Find out what the process was, how long it took, and whether or not the person found it useful. Talk about this information with your classmate or instructor.

## Research

Do one of the following:

- On YouTube, look for a short video giving tips on how to handle your first day on the job. Make notes to present to a classmate or your instructor.  
<https://www.youtube.com/>
- On the ALIS website, do a search for tips on how to handle the first day on the job. Make notes to present to a classmate or your instructor.  
<http://alis.alberta.ca/index.html>

## Chapter vocabulary list

Word	Form	Meaning
accountable	adjective	required to be responsible for something
adapt	verb	to change or adjust to a different situation
appropriate	adjective	right or suited for some purpose or situation
attitude	noun	a feeling or way of thinking that affects a person's behaviour
button	noun	a small part of a machine that you push to make the machine work
carpool	verb	to regularly share a car with a group of people when they are going to and from their jobs
conform	verb	to obey or agree with something
core	adjective	the most important or basic part of something
demonstrate	verb	to show (a quality or feeling) clearly to other people
diversity	noun	the state of having people who are of different races or who have different cultures in a group or organization
earn a raise	expression	get an increase in salary
emergency contacts	noun	information, such as a telephone number, that is used to reach someone when an unexpected or dangerous situation takes place
empower	verb	to give power to (someone)
encourage	verb	to tell or advise someone to do something
foremost in mind	expression	most important to consider or think about
good fit for	expression	well suited for something (e.g., a job)
hard skills	noun	specific, teachable abilities that can be defined and measured

Word	Form	Meaning
identifier	noun	a person or thing that identifies someone or something
identify	verb	to know and say what something is or who someone is
influence	verb	to change or affect someone or something; to cause changes without directly forcing them to happen
introduce	verb	to present (something) for discussion or consideration
keep up	verb	to go or make progress at the same rate as others
mentor	noun	someone who can advise or guide
mission statement	noun	something that states the purpose or goal of a business or organization
monitor	verb	to watch, observe, listen to, or check (something) for a special purpose over a period of time
onboarding	noun	a process of helping new employees understand the expectations of the employer
ongoing	adjective	continuing to exist, happen, or progress
performance review	noun	a method of documenting and evaluating how well an individual does at his/her job
position	noun	the rank or role of someone or something in an organization
potential	adjective	having the chance or possibility that something will happen or exist in the future
press	verb	to push (something, such as a button or lever on a machine) with your finger or hand
probation	noun	a period of time during which a new employee is evaluated to decide whether he/she can do the job well enough
procedure	noun	a series of actions that are done in a certain way or order; an established or accepted way of doing something
promote	verb	to make people aware of (something, such as a new product) through advertising; to make (something) more popular or well-known
promotion	noun	a move to a higher or more important position in an organization
raise	noun	an increase in salary
release	verb	to stop holding (someone or something)

Word	Form	Meaning
rewarding	adjective	giving you a good feeling that you have done something valuable, or important
shifts	noun	the scheduled periods of time during which a person works
soft skills	noun	people's abilities to interact effectively with each other
strict	adjective	demanding that people obey rules or behave in a certain way
sustainability	noun	the ability to use without completely depleting or destroying natural resources
traits	noun	qualities that make one person or thing different from another
two-way radio	noun	an apparatus that can send and receive sound messages
values	noun	strongly held beliefs about what is valuable, important, or acceptable – usually plural

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# Chapter 2: Personal Management

## Introduction

### Objectives

In this chapter, you will

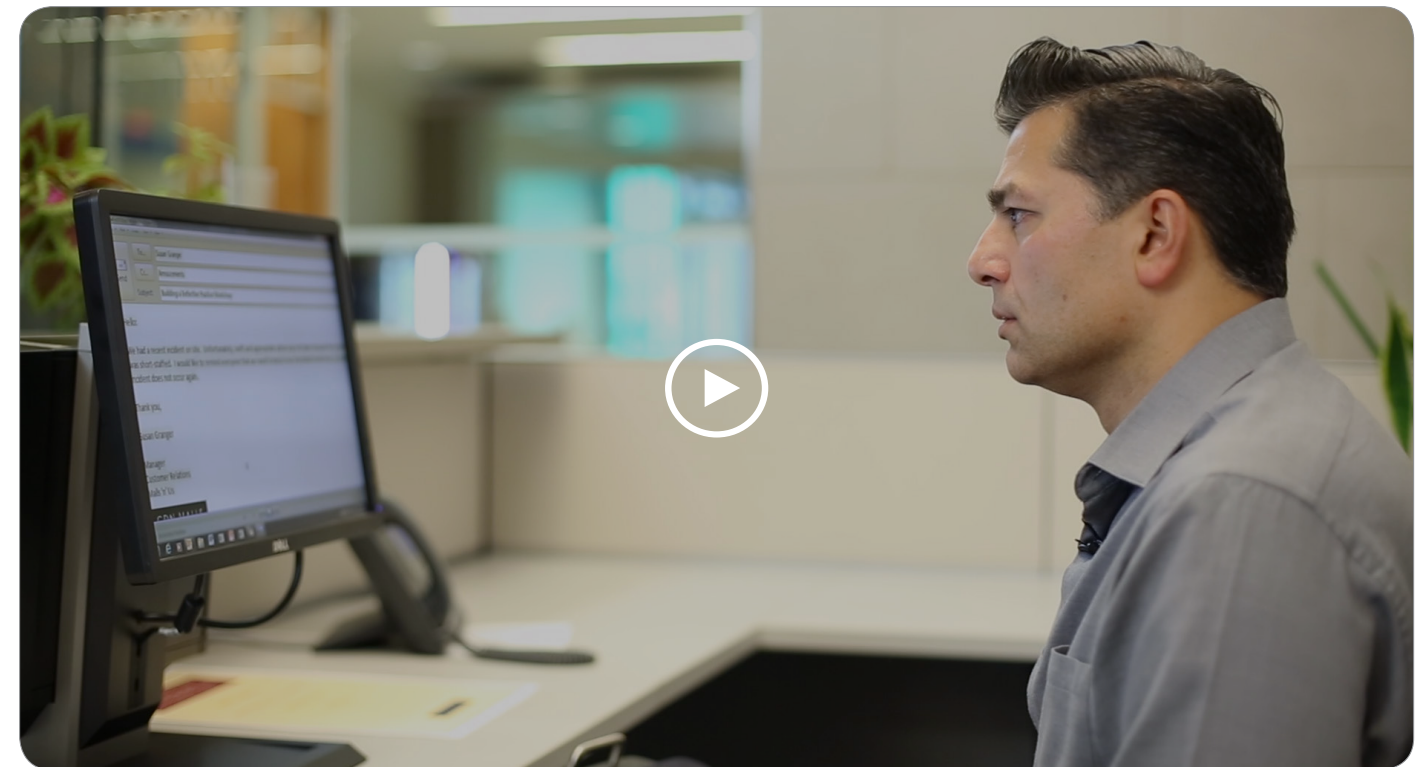
- identify important personal management habits for Canadian workplace environments
- identify implied meanings in conversations
- distinguish between fact and opinion
- write descriptions of events in an organized structure
- create oral summaries of information.

### Video

Watch this chapter's video. An incident has occurred at CDN Malls. Observe how the different employees react to the situation. Listen to the language that they use, and notice how they show that they are listening to the other person.

While watching the video, think about the questions below. Write down information that you think is important.

- Who are the people in the video?
- What is the video about?



## Focus questions

### Sandy, your Workplace Mentor

Hi! I am Sandy, your Workplace Mentor. Throughout this book, I will give you important pointers to help you understand the general environment in many workplaces in Canada.



**2.1 Point to focus on:  
Eye contact**

Go to page 249 to learn more.

In the video, you watched Raja and Paul's reactions to an email sent out by their manager.

### Discussion

Discuss the following:

1. What do you notice about the way Paul and Raja talk to each other? Are they being formal or informal with each other? How do you know?
2. Is the email that Susan sent out formal or informal? How do you know?
3. Do both Paul and Raja maintain eye contact all the time? Who makes the longer eye contact, the listener or the speaker? Why?

4. Do you think Paul is a good listener? Why?
5. How comfortable are you with making and maintaining eye contact when you are in a conversation with someone? What is appropriate eye contact to you?
6. What is Raja concerned about? Why is Paul not concerned about this?
7. According to Paul, what is quite normal in many Canadian workplaces?
8. What happened to prompt Susan's email?
9. What are the pros and cons of the way Susan handled the situation?

## Ray, your Strategy Coach

Hi! I'm Ray, your Strategy Coach. I will give you some important tips to help you build your learning strategies.



### 2.1 Scanning for information

Go to page 294 to learn more.

## Before you read

Discuss these questions to prepare for the reading:

1. Look at the title of the reading text that follows. What do you think this reading will be about?
2. Look at the headings. What information do you think you will read about in this text?

## Read

Read this newsletter from CDN Malls.

## CDN MALLS

## NEWSLETTER



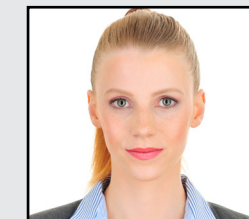
### Be the Best Employee You Can Be!

Being the best employee you can be means having more than just the training and hard skills to do your job. You also need to do more than just arrive on time and complete your tasks. To be an effective and valued employee, you also need to demonstrate good personal management skills. What are these skills? Read more to find out.

### Important Dates

- Meeting for all staff: Sept. 6
- Safety review: Sept. 15
- Radio training: Sept. 17-18
- Safewalk review: Oct. 12
- Thanksgiving event: Oct. 9-13
- Halloween event: Oct. 30-31

### Employee of the Month



Tania Markova, Marketing and Communications

Tania is the Employee of the Month for August! Congratulations, Tania!



### Five ways to demonstrate effective personal management skills:

- Manage time effectively.
- Demonstrate a positive attitude.
- Learn continuously.
- Work responsibly.
- Be creative and flexible.

### Manage time effectively

In order for a company to run smoothly and effectively, all members of the team need to work together, follow their set work schedules, and meet deadlines. Demonstrate that you are a responsible and dependable employee by completing your tasks punctually. Arrive on time for work and after breaks. Check with your supervisor if you need to make a change in your schedule and ensure that your co-workers are aware of any changes.

### Demonstrate a positive attitude

Show that you take pride in your job by working with a positive attitude. A positive, can-do attitude shows your employer that you enjoy what you do, and it makes the workplace a more pleasant place to be. Face challenges optimistically and be solution-oriented.

Does someone you know deserve to be Employee of the Month? Nominate an outstanding employee at CDN Malls for this honour by filling out the nomination form.



### Safety First!

A reminder to all staff to watch out for safety hazards.

A loose floor tile caused an accident recently.

Please report any possible unsafe conditions to security immediately.

Attend the safety review session on Sept. 15 from 3:00-4:00 p.m.

Work cooperatively with your co-workers. Positive employees are the kind of employees who employers like to retain.

### Learn continuously

Improve your knowledge and skills by reading, taking courses, and learning new things whenever possible. Take advantage of different ways to increase your learning. This shows your employer that you are interested in expanding your knowledge and are ready to take on new challenges and maybe even a new position.

### Work responsibly

Be accountable for what you do at work. If you make a mistake, accept it and find a way to fix it. Look for ways to improve your performance. When you are in a leadership role, encourage others and show your employer that you are dependable and able to handle challenges.

### Be creative and flexible

Search out new ideas and solutions to problems. If you are asked to take on new or different responsibilities, be open to them.

### What's New in the Mall?

**Toys Galore** will be opening in the south corner of the mall on Sept. 1.

New flooring will be installed throughout the mall during the month of September. Watch for construction!



## After you read

### Comprehension

Answer the questions below. Be ready to discuss your answers.

1. What is the main purpose of this newsletter?
  - a) To share important information with the employees at CDN Malls
  - b) To entertain the employees of CDN Malls
  - c) To get people to buy it
2. Who is this document written for?
  - a) Customers of CDN Malls
  - b) Employees of CDN Malls
  - c) Customers and employees of CDN Malls
3. What is the main article in the CDN Malls newsletter about?
  - a) The top employees at CDN Malls
  - b) How to be punctual
  - c) How to be an effective employee

Scan the newsletter to find the answers to the following questions:

4. Which of the following demonstrates effective personal management skills?
  - a) Be an expert in technical skills.
  - b) Manage your time effectively.
  - c) Prove you are better than your co-workers.
5. The section titled “Learn continuously” talks about
  - a) enrolling in courses all the time
  - b) taking opportunities to extend your knowledge
  - c) doing what you can to get a promotion
6. What are two ways you can show that you work responsibly?
  - a) Improve your technical skills and get a promotion.
  - b) Challenge others and solve problems.
  - c) Be accountable and show that you are dependable.
7. Who should people report unsafe conditions to?
  - a) Co-workers
  - b) The nearest store
  - c) Security

8. What is the date of the Safewalk review?

- a) Oct. 12
- b) Sept. 6
- c) Oct. 9–13

## Vocabulary

Ray, your Strategy Coach



**2.2 Guessing new words**

Go to page 295 to learn more.

## Meaning

1. Refer to the text. Guess what these words mean. Use your own words to describe them. Talk about their meanings in the reading.
  - a) punctually (Paragraph 2)
  - b) continuously (Paragraph 4)
  - c) accountable (Paragraph 5)

2. Fill in the blanks with suitable words or phrases from the list in the box.

optimistically	can-do attitude	valued
solution-oriented	nominate	personal management

- a) She always found a way to make things work, no matter how hard it was, because she had a \_\_\_\_\_.
- b) He received an appreciation award because he was a \_\_\_\_\_ member of the team.
- c) If you look at life \_\_\_\_\_, your future looks positive.
- d) She demonstrated excellent \_\_\_\_\_ skills, so everyone enjoyed working on her team.
- e) He was very \_\_\_\_\_, so he always looked for ways to improve issues.

3. Match the Personal Management Skill on the left to an example on the right.

Personal Management Skills	Examples
a) Work responsibly	Susan is reading a book titled <i>The Secrets to Positive Team Leading</i> so that she can be a better manager.
b) Demonstrate a positive attitude	Paul arrives 10 minutes early before each shift to give himself time to change his shoes and get ready to work.
c) Be creative and flexible	Sima noticed that the schedules were getting mixed up and a few people were double-booked. She looked for a new computer program for managing schedules and suggested it to Susan.
d) Manage time effectively	Customers have noticed and commented that Raja always greets them with a smile and is always willing to help.
e) Learn continuously	Sima takes a few minutes every day to check in on Raja and Paul to see if they need help and to let them know she is available if they need anything.

## Form

Some words in English are used as both nouns (person, place, or thing) and verbs (action or state words). The spelling is the same, but the meanings are different, depending on how they are used in a sentence.

Read the words and their definitions below:

### Address

Noun: the location of a building, including the number and street

Verb: to deal with a problem

### Challenge

Noun: something that is difficult to do

Verb: to disagree with someone's ideas, rules, or authority

### Report

Noun: a written document about a subject

Verb: to tell someone about something that has happened

### Break

Noun: a short period when you stop what you are doing

Verb: to damage something

### Notice

Noun: a sign that gives information about something

Verb: to see or be aware of something

### Contact

Noun: a person you know at a particular place who could help with a job or position

Verb: to phone, email, or communicate with someone

### Value

Noun: the amount that something is worth

Verb: to feel that someone or something is important to you

Fill in the blanks in the sentences with the correct words from the box below. Each word will appear once as a noun and once as a verb.

address	challenge	report	break
contact	value	notice	

- a) She had to \_\_\_\_\_ the accident to Security right away so that they could call Maintenance.
- b) Who should I \_\_\_\_\_ to sign up for training?
- c) What is the \_\_\_\_\_ of the Canadian dollar?
- d) That project is very complicated. It will be a \_\_\_\_\_.
- e) Your \_\_\_\_\_ for lunch is from noon until 1:00 p.m. every day.
- f) Please \_\_\_\_\_ the problem with the entire staff.
- g) Did you \_\_\_\_\_ the new schedule posted in the staff room?
- h) I have to submit my weekly \_\_\_\_\_ on the progress of this project.
- i) If you are looking for a job, I have a \_\_\_\_\_ at the gas company.
- j) Remember to fill in your \_\_\_\_\_ on the top of the form.
- k) I read the \_\_\_\_\_ reminding us about the meeting tomorrow.

- l) Boss to employee: “You are very smart and work very hard. I \_\_\_\_\_ your contributions to the team.
- m) She does not agree with the information presented, so she will \_\_\_\_\_ it.
- n) Don’t drop the laptop, you might \_\_\_\_\_ it.

## Discussion

Refer to the CDN Malls newsletter. Do the following:

- Notice the kind of information that is included in this workplace newsletter.
- Think about what other kinds of information can be included in workplace newsletters.
- Discuss how newsletters are useful in the workplace.

## Reading progress check

Sandy, your Workplace Mentor



### 2.2 Employee recognition programs

Go to page 250 to learn more.

Complete the following:

This is a completed Employee of the Month nomination form. One of Sima's co-workers has nominated her for this award. First, read the questions in the *Comprehension* section so you know what information to look for. Then read the form and answer the comprehension questions that follow.

## Employee of the Month Nomination Form

CDN MALLS

**Purpose:** The Employee of the Month program recognizes excellent employees at CDN Malls. These employees demonstrate the company values on the job every day and contribute to the safe, positive working environment at CDN Malls. Winners will have their name put on the Employee of the Month poster and receive a mall gift card.

**Eligibility:** Any employee of CDN Malls who has been working at the company for at least six months (except management) can be nominated.

**Criteria** for selection: Please use the information below to describe why you are nominating this person for the Employee of the Month award.

- The employee demonstrates excellence in his or her position.
- The employee demonstrates the qualities of our mission statement and values in his or her daily work.

**Nomination:**

Employee's Name: Sima Sayan

Employee's Position: Guest Services Coordinator

Please explain why you are nominating this employee:

Sima is always willing to help and tries to make sure that things run as smoothly as possible in the mall. She always looks for ways to make things better. She explains things clearly to new



employees and helps them whenever they need it so that they can do their best also. She always provides the best customer service possible and makes all customers and clients feel welcome at the mall. She encourages us all to do the best we can at our jobs, and she makes the mall a positive place to be. She reminds us to be as environmentally friendly as possible and to care for the environment. She carools everyday to help protect the environment.

Nominator's Signature: Sally Smith

Date: January 12, 2016

Nomination forms must be submitted to Human Resources by 4:00 p.m. on the 15th of each month. They can be dropped off in person or emailed to [hr@cdnmalls.ca](mailto:hr@cdnmalls.ca).

## Comprehension

Answer the following questions:

1. What is this document for?
  - a) To submit hours for pay
  - b) To recognize employees for their good work
  - c) To recognize management for their good work
2. Who can be nominated for Employee of the Month?
  - a) All employees and management at CDN Malls
  - b) Employees and management who have been working for at least six months
  - c) Employees who have been working for at least six months, but not management
3. What day must the nominations be submitted by?
  - a) The first day of each month
  - b) The last day of each month
  - c) The 15th day of each month
4. Which of the following people should be nominated for this award?
  - a) The maintenance worker who started last month, gets things done on time, and is very courteous to customers
  - b) The security person who always greets customers with a smile, has never been late in 10 years of working at the company, and is always willing to help others
  - c) The customer service manager who encourages her team to do their best, supports them in everything she can, and is always trying to improve her skills
5. What are three reasons why Sima's co-worker has nominated her for Employee of the Month?
  - a) She provides great customer service, helps new employees, and makes the mall a positive place.
  - b) She has been working at the mall for a long time, carools, and organizes the Information Desk.
  - c) She is always on time, helps new employees, and does a lot of training.

## Vocabulary

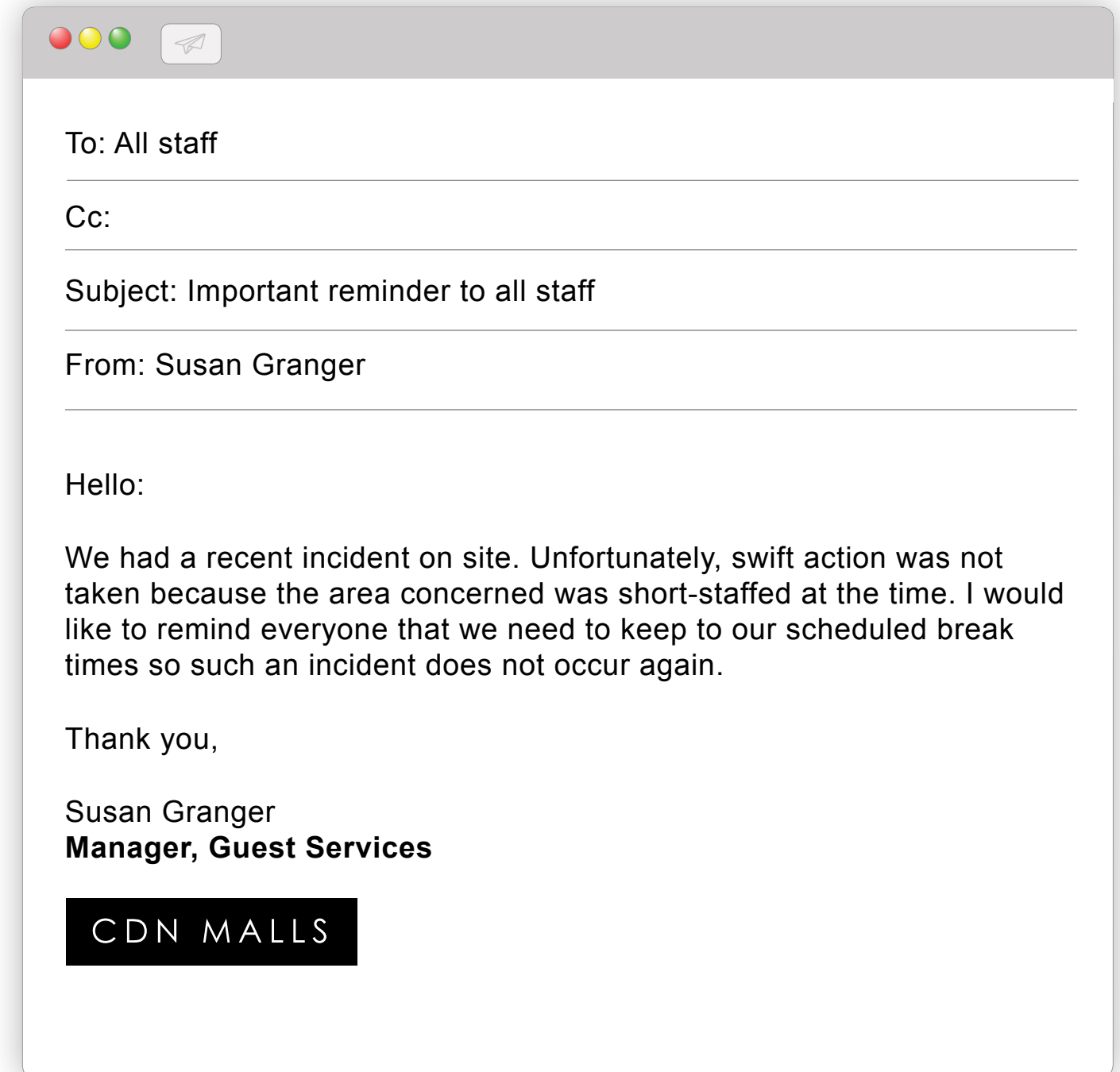
What do the following words mean? Match each word with the correct meaning.

	Word/phrase		Meaning
a)	nomination (Title and Section 3)	_____	A formal suggestion for someone to receive an award, recognition, or position
b)	criteria (Section 2)	_____	The person who suggests that another person should be considered for an award, recognition, or position
c)	submitted (Bottom of page)	_____	Sent in or handed in to be considered; usually a document or suggestion
d)	nominator (Section 3)	_____	The qualities used to guide how a selection is made

## Before you listen

Complete the following to help you prepare for the listening:

1. In the video, we saw people's reactions to an email. Read the email that was mentioned in the video and answer the questions below.
  - a) What do you think the listening will be about?
  - b) What do you already know about the situation?



2. Discuss what the following words and phrases mean. Listen carefully for these words and phrases in the listening activities and think about their meanings.

tile	to chat	to report something
kiosk	to address something	an accident waiting to happen
safety cone	all of a sudden	incident report
maintenance	to get in touch with someone	

## Listening I

Ray, your Strategy Coach



### 2.3 Identifying keywords

Go to page 296 to learn more.

Complete the following:

Read the questions in the *Comprehension* section so you have an idea of what the keywords are and what information to listen for. Then listen to Susan and Maria talking about what happened.



## After you listen

### Comprehension

Answer the following questions:

1. What are Susan and Maria discussing?
  - a) How to fill out incident reports
  - b) An incident that happened in the mall
  - c) New employees in Maintenance
2. What department does Maria work in at CDN Malls?
  - a) Guest Services
  - b) Security
  - c) Maintenance
3. Why is Susan talking to Maria?
  - a) To find out what happened and make sure it doesn't happen again
  - b) To tell Maria she did something wrong and report her
  - c) To find out why Alex didn't respond



4. Who was supposed to be available when Norman tried to contact Maintenance?
  - a) Alex
  - b) Susan
  - c) Maria
  
5. Which personal management skills should Maria improve on?
  - a) Demonstrate a positive attitude and manage time effectively.
  - b) Manage time effectively and work responsibly.
  - c) Be creative and flexible and work responsibly.

Sandy, your Workplace Mentor



### 2.3 Indirect statements

Go to page 251 to learn more.

### Indirect statements



When Susan and Maria are talking about the incident that happened at the mall, Susan chooses words and phrases to approach the situation with Maria less directly. What she says is different from what she actually means. Susan uses language as a softening strategy to address the incident without sounding like she is blaming Maria.

Read the sentences from Listening 1 below. Rewrite the sentences. Replace the indirect language with more direct language.

- |              |  |
|--------------|--|
| Susan said:  | Norman was working there, but he couldn't get in touch with anyone in Maintenance. |
| Susan meant: |  |
- |              |   |
|--------------|---|
| Susan said:  | It's important that there's always someone available to respond to emergencies. |
| Susan meant: |   |
- |              |  |
|--------------|--|
| Susan said:  | Isn't your break from 10:00 to 10:15 and Alex's from 10:30 to 10:45? Norman tried to contact Maintenance at 10:35, but no one responded to the call. |
| Susan meant: |  |

4.

Susan said:	Since Norman couldn't get in touch with anyone from Maintenance, it took some time to find a maintenance worker to mark the tile as dangerous.
Susan meant:	

5.

Susan said:	It's really important to make sure we're ready to do our jobs when we're needed.
Susan meant:	

6.

Susan said:	It would be good if we stuck to our assigned break times so that we're available when needed, right?
Susan meant:	

7.

Susan said:	It's really important for us to avoid problem situations like this in the future.
Susan meant:	

## Vocabulary

1. Listen to Listening 1 again. Identify the words and phrases you heard in this listening. Talk about what the words and phrases mean. Compare them with the meanings you discussed in the *Before you listen* section.

tile	to chat	to report something
kiosk	to address something	an accident waiting to happen
safety cone	all of a sudden	incident report
maintenance	to get in touch with someone	

2. Use a dictionary to look up the words and phrases you identified above. Write down their meanings. Some words may have more than one meaning. Be careful to select the meaning of the word as it is used in the listening.
3. Write sentences using the words you wrote meanings for. Talk about your sentences.

## Listening 2

Read the questions in the *Comprehension* section so you have an idea of specific things you need to listen for.

- a) Based on the questions, what do you think the listening excerpt will be about?
- b) What do you already know about the situation?

Ana works at one of the stores in the mall. Listen to Ana talk about the incident and answer the questions that follow.



## After you listen

### **Comprehension**

Answer the following questions:

1. When did the incident occur?
  - a) Saturday the 28th at 10:00
  - b) One week ago at 10:15
  - c) Saturday the 28th at 10:15
2. How does Ana know what happened?
  - a) One of the people who works at Cellphones Plus told her.
  - b) It happened in front of where she was working.
  - c) Ahmed from Tech Shop told her.
3. What does Ana think of Ahmed?
  - a) He is clumsy.
  - b) He is helpful.
  - c) He talks too much.

4. According to Ana, what should be done to avoid this kind of incident in the future?
  - a) Someone should call Maintenance.
  - b) The mall should maintain the floors better.
  - c) They should not carry out large boxes.
  
5. Did the contents of the box break?
  - a) Yes
  - b) No
  - c) We don't know

## Vocabulary

1. Listen to Listening 2 again. Identify the words and phrases you heard. Talk about what the words and phrases mean. Compare them with the meanings you discussed in the *Before you listen* section.

tile	to chat	to report something
kiosk	to address something	an accident waiting to happen
safety cone	all of a sudden	incident report
maintenance	to get in touch with someone	

2. Use a dictionary to look up the words and phrases you identified above. Write down their meanings. Some words may have more than one meaning. Be careful to select the meaning of the word or phrase as it is used in the listening.
  
3. Write sentences using the words and phrases you wrote the meanings for. Talk about your sentences.



## Discussion

Go back to the questions in the *Before you listen* section. Think about what you heard in Listening 1 and Listening 2. Discuss the answers to these questions:

- Did you correctly predict what the listening activities were going to be about?
- How did reading the questions ahead of time and thinking about what you were going to listen for help you understand?

## Listening progress check

Read the comprehension questions on the next page first so you notice what you need to listen for. Then listen to Raja speak with his friend Sam about their workplaces.





## Comprehension



Answer the following questions:

1. What is Raja and Sam's relationship?
  - a) Co-workers
  - b) Supervisor and employee
  - c) Friends
2. What are they discussing?
  - a) The way things are handled at different workplaces
  - b) The promotion that Sam got
  - c) How Raja likes his co-workers
3. What is Sam hoping will happen soon?
  - a) He will get a new job at a different company.
  - b) He will get accustomed to the workplace culture.
  - c) He will get a new position at his company.
4. What is Raja still getting used to?
  - a) How problems are addressed
  - b) How to send emails
  - c) His co-workers
5. Which notice to staff do you think fits the workplace culture where Sam works?
  - a) There was an issue with production last week. Please refer to your training manuals and follow the instructions closely to avoid mistakes in the future.
  - b) There was a problem with production last week. We will meet on Tuesday at 10:00 a.m. to discuss the problem and identify possible solutions. Please bring your ideas.
  - c) There was a problem with production last week. There will be a meeting for all to attend on Tuesday at 10:00 a.m. The production manager will review the rules for efficient production lines.
6. What is the best way for Raja to get accustomed to his workplace culture?
  - a) Ask his boss lots of questions
  - b) Observe the behaviours of his co-workers and supervisors
  - c) Ask his friends

## Vocabulary

Match each of the words or phrases below to its meaning on the right.

	Word/phrase		Meaning
a)	a promotion	_____	an event that is usually unpleasant or unusual
b)	to be off work	_____	choose to stop working permanently after you have had a career
c)	to retire	_____	not work for a period of time
d)	to handle something	_____	deal with something; solve an issue
e)	incident	_____	a more important job in the same company

## Before you write

Ray, your Strategy Coach



### 2.4 Fact vs. opinion

Go to page 297 to learn more.

## Fact vs. Opinion

### Activity 1

Decide if the statements below are fact or opinion.

- Susan is the manager of CDN Malls.
- Ten employees work in Administration at CDN Malls.
- Raja likes his job.
- The mall is having a Halloween event on October 30 and 31.
- The Halloween event will be fun.
- It is important to be a responsible employee.
- Maria feels bad about getting back to work late.
- Someone tripped and fell in the mall.
- Sam works for a good company.
- The Safewalk review is on October 12.

## Activity 2

Ana works at Cellphones Plus, a kiosk directly in front of where the loose tile was in the mall. She saw the employee from Tech Shop trip and fall. Read the text from Ana's description of what happened. Look for fact and opinion statements.

I was at work on Saturday. It was the 28th of August. I work every Saturday. I think it's the busiest shift. Ahmed from Tech Shop tripped and fell. I felt really bad for him. He looked so awkward, and everyone seemed to be staring at him. He fell right in front of our kiosk. I was sure that someone was going to trip there because there's a tile that was loose. I think someone was going to call Maintenance about it. Yeah, so Ahmed was carrying the box, chatting with a customer. Then all of a sudden there was a crash, and he was on the floor. I think that whatever was in the box probably broke because the crash was really loud. They had to take the box back to the store and get the customer a new item.

It was around 10:15 when it happened. Yeah, it must have been because I had only been working for a little while, and the mall opens at 10 o' clock. So, I was helping a customer. It was a super busy Saturday, maybe because it was a long weekend? Ahmed is a really nice guy. He's always helping customers. The box he was carrying looked pretty big. I think it was a new stereo or computer. There must have been a sale or something at Tech Shop because lots of people were shopping there.

They really need to take better care of the floors here. That was just an accident waiting to happen. I went to see if I could help Ahmed after I finished with my customer, but someone from Security came right after that. I think he hurt his hand or wrist or something like that because they called for paramedics. They had to take him to the hospital to get X-rays.

A person from Maintenance came about 15 minutes later to put up a safety cone. I guess they started to fix the floor today.

Determine which of the following phrases from Ana's statement of what happened are fact and which are opinion.

- I was at work on Saturday.
- I think that whatever was in the box probably broke because the crash was really loud.
- Ahmed from Tech Shop tripped and fell.
- He fell right in front of our kiosk.
- Ahmed's a really nice guy.
- A person from Maintenance came about 15 minutes later to put up a safety cone.
- They really need to take better care of the floors here.
- I went to see if I could help Ahmed after I finished with my customer.
- I think he hurt his hand or wrist or something like that.
- I think it was a new stereo or computer.

Notice that the statements that are facts are all written in the past tense.

## Ray, your Strategy Coach



### 2.5 Writing a description of an event

Go to page 298 to learn more.

## Using the past tense in descriptions

When writing descriptions of past events, you will need to use the past tense. Pay attention to how the simple past tense and past progressive are used.

**Simple past tense** is used to describe actions that began and ended in the past.

- Regular verbs take **-ed** on the end; for example: worked, finished, sorted.
- Irregular verbs have their own special forms; for example: write-wrote, hear-heard, feel-felt.

Use the simple past tense for the following:

- An action that began and ended in the past
  - \* I **worked** yesterday.
- Actions that occurred at the same time
  - \* Yesterday, I **made** the schedule, and he **organized** the files.
- A series of actions that began and ended one after the other
  - \* First we **signed** in, next we **looked** at our duties for the day, and then we **went** to the meeting.

**Past progressive** is used to describe an action that was in progress for a period of time in the past.

- Past progressive is created by using **was** or **were** + the **ing** form of the verb; for example: I was walking; You were calling; He was looking; They were sorting.

Past progressive works for the following:

- An action that was in progress when another one interrupted it
  - \* I **was unpacking** the boxes when she arrived.
- Actions that were in progress at the same time
  - \* Ahmed **was answering** the phones while Paul was helping customers.
- Focusing on or emphasizing the progress or length of time of the action
  - \* They **were repairing** the floors for two weeks.

Complete the sentences with the correct forms of the verbs, either the simple past tense or the past progressive.



1. In the video, Raja \_\_\_\_\_ (ask) Paul about the email they got from Susan.
2. Paul and Raja \_\_\_\_\_ (discuss) the email when a customer \_\_\_\_\_ (arrive) at the desk.
3. Raja \_\_\_\_\_ (think) the email to everyone was unnecessary.
4. Paul \_\_\_\_\_ (say) it was normal to address things that way in Canadian workplaces.
5. In Listening 1, Susan \_\_\_\_\_ (want) to talk to Maria before she \_\_\_\_\_ (write) the incident report.
6. Someone \_\_\_\_\_ (report) the loose tile to Norman at the Guest Services Desk, and then he \_\_\_\_\_ (try) to get in touch with Maintenance.
7. Maria \_\_\_\_\_ (walk) back to the Guest Services Desk when a customer \_\_\_\_\_ (stop) her.
8. Maria and the customer \_\_\_\_\_ (talk) when Alex's break \_\_\_\_\_ (start).
9. An employee from Tech Shop \_\_\_\_\_ (carry) a box when he \_\_\_\_\_ (trip) on a loose tile.
10. The employee \_\_\_\_\_ (fall), \_\_\_\_\_ (drop) the box, and \_\_\_\_\_ (break) his wrist.



## Writing practice

### Writing a description

Look at the Incident Investigation Report for the incident at CDN Malls. Most of the report has been completed, but the description of the incident in Section 5 is incomplete.

### Incident Investigation Report

#### CDN MALLS

**1) Type of incident:** (Check all that apply)

Serious Injury     Serious incident     Other:  
 Property damage     Minor injury

**2) Basic Information:**

Date and time of incident: Saturday, January 28, 2016 10:15 a.m.  
Location of incident: CDN Malls Hall 1, in front of Cellphones Plus  
Employer: Tech Shop

**3) Injured workers:**

Name (worker #1): Ahmed Masri  
Position/Title: Salesperson  
Type of injury: Broken wrist

Fatal     More than two days in hospital     Medical aid  
 First aid     Time lost at work     Permanent disability

Name (worker #2): N/A  
Position/Title: \_\_\_\_\_  
Type of injury: \_\_\_\_\_

Fatal     More than two days in hospital     Medical aid  
 First aid     Time lost at work     Permanent disability

**4) Witnesses:** (If witnesses provided statements)

Name of witness: Ana Martinez  
Position/Title: Salesperson  
Name of employer: Cellphones Plus  
Contact (Tel/email): (403) 444-4444    smart@anymail.ca  
Date of incident: January 28, 2016  
Date of statement: January 30, 2016

**5) Describe what happened immediately before, during, and after the incident.**

**6) What was the cause of the incident?**

There was a loose tile on the floor.

**7) How can we prevent a similar incident from happening in the future?**

Ensure the use of proper safety signage as soon as possible. Monitor floor conditions regularly.

**8) Contact information:** (Include the name and contact information for the person completing this form)

Name: Susan Granger

Tel: (403) 222-2222

Email: sgranger@cdnmalls.ca

Signature: Susan Granger

Adapted from Government of Alberta Jobs, Skills, Training and Labour. (2009). Used with Permission.

Write a description of the incident for Section 5 of the form based on what Ana said. Read or listen to Ana's statement about what happened again if you need to.

Remember to use facts from what Ana said to describe what happened. Write your description in the order that the incident happened and remember to use the past tense. Follow the steps that you learned from the Strategy Coach for writing a description of an event.

## Writing progress check

### Rubric

The table is a special type of form called a rubric. Rubrics are often used to measure how well a person completes a task.

On the left side is the writing task or assignment, with the main requirements below it. The requirements show how you should complete the task.

There are spaces for checkmarks in the three middle columns to show how well you did. On the right side, there is a space for comments from the instructor or tester.

Complete the writing task on the next page, paying attention to the expectations in the rubric.

Chapter 2: Writing Progress Check				
• Topic: Personal management • Task: Write a description of an event that happened for an incident report.			Name:  Date:	
Criteria	Yes	Some of it	No	What can you do better next time?
You introduced the description with the time, date, and setting.				
You described what happened in the correct order.				
You finished with the description of the outcome and how the problem was fixed.				

**Task**

There was an incident at the mall. Lisa Brent, a customer, was in the food court. She slipped on a wet floor. Read the conversation between Raja and Paul to find out what happened.

Raja:	Hi.
Paul:	Hi. What's up?
Raja:	A customer just had an accident.
Paul:	Oh? That's terrible! Where? Were you there?
Raja:	Yeah. In the food court. It happened right in front of me.
Paul:	On your break, right? Must have happened just a little while ago... 12:30, or so?
Raja:	Exactly at 12:30. I looked at my watch.
Paul:	Did the customer fall?
Raja:	Yes. Someone had spilled some water on the floor. I don't know why people don't do the responsible thing and report such incidents.
Paul:	People are just too busy, I guess. Was the customer hurt?
Raja:	Pretty bad, I think. Maybe a broken bone. She tried to be brave about it, but I could tell she was in real bad pain. I called for an ambulance right away.
Paul:	Wow!
Raja:	Yeah, she was in pretty bad shape. Poor thing! Don, the guy who works at the delivery dock, was also there. He called for the cleaners right away.

Paul:	Oh, good. All mopped up then?
Raja:	The cleaner was there in a couple of minutes. Anyway, I had better get going. I need to write up the incident report. See you later.
Paul:	Bye. Oh, I almost forgot. Sima was looking for you. She said it was urgent.
Raja:	I will stop by her office. Thanks.
Paul:	Sure.

Help Raja fill in an incident report. Use the information from the instructions of this task and the conversation between Raja and Paul to write a one-paragraph description of what happened. Include factual statements in the past tense to describe the incident. Make sure you include an introduction, a description of what happened, and a conclusion.

## Pronunciation

### Task 1

Listen to the pronunciation of the words and phrases in the audio for Task 1. Repeat the words and phrases to practise.

all of a sudden	kiosk	personal management	to address something
an accident waiting to happen	maintenance	safety cone	to get in touch with someone
can-do attitude	nominate	solution-oriented	to handle something
criteria	nomination	submitted	to report something
effective	nominator	tile	to retire
hard skills	optimistically	to chat	valued
incident report	outstanding		

### Ray, your Strategy Coach



#### 2.6 Sentence stress

Go to page 304 to learn more.

### Task 2

Listen to the audio for Task 2. Content words receive more stress or emphasis in a sentence. Pay close attention to the content words in the sentences and how they are stressed. Identify the stressed words as you are listening.

Practise reading along with the audio, stressing the words that the reader stresses.

## Excerpt 1:

### **Manage time effectively**

In order for a company to run smoothly and effectively, all members of the team need to work together, follow their set work schedules, and meet deadlines. Demonstrate that you are a responsible and dependable employee by completing your tasks punctually. Arrive on time for work and after breaks. Check with your supervisor if you need to make a change in your schedule, and ensure that your co-workers are aware of any changes.

## Excerpt 2:

### **Demonstrate a positive attitude**

Show that you take pride in your job by working with a positive attitude. A positive, can-do attitude shows your employer that you enjoy what you do, and it makes the workplace a more pleasant place to be. Face challenges optimistically and be solution-oriented. Work cooperatively with your co-workers. Positive employees are the kind of employees who employers like to retain.



## Speaking practice

### Summarizing

Ray, your Strategy Coach



#### 2.7 Summarizing

Go to page 305 to learn more.

Summarizing is restating information in a shorter way that is more to the point and focuses on the key points. It is not retelling the information exactly as you read it or heard it. It is a useful skill to have when you need to share information or describe something you have learned. Summaries can be done orally or in writing. We will look at oral summaries.

Here is an example of a summary of Excerpt 2 from the pronunciation activity. Compare it to Excerpt 2 on the previous page.

#### **Summary of Excerpt 2: Demonstrate a positive attitude**

It is important to show a positive attitude at work. Employers like to keep employees who are positive about their work, look for solutions to problems, and work well with others.

Complete the following:

1. Read Article Excerpt A or B. If you are working with a classmate, do not share your article. Read your article carefully.
2. Identify the main idea and key points in the article.
3. Put the article away. Summarize the article for a classmate or your instructor in three to five sentences.
4. If you are working with a classmate, your classmate should ask you three questions about what you summarized. Answer the questions.
5. Repeat the activity with the other article excerpt.

## Article Excerpt A

### Keeping your job

The way you approach your work will help you keep your job. Follow these suggestions:

- Do your best. Do each task well the first time.
- Focus on work when you're at work. Use breaks to check in with your social and personal life. Don't do this when you should be working.
- Be a committed part of your work team. Cooperate with others and respect their ideas.
- Help your co-workers whenever they need help. Do what needs to be done, whether or not it's "your job."
- Ask for help when you need it. This shows you are dedicated to doing things properly.
- Make every effort to add to a respectful, cooperative working environment. Avoid gossip and negativity.

In a competitive market, employers want to hire and keep workers with an optimistic outlook and a can-do approach. Whether you are researching for work or hoping to keep the job you have, your positive attitude can help you be the person who gets the job. It can also earn you the right kind of attention that will help you keep your job.

From Getting and Keeping the Work you Want. (n.d.). Government of Alberta.  
<https://alis.alberta.ca/ep/eps/tips/tips.html?EK=408>.  
Adapted with permission. For more career-related information, check out [alis.alberta.ca](http://alis.alberta.ca).

## Article Excerpt B

### Taking responsibility

- Taking responsibility for what you do and how you do it shows your employer that you're reliable and trustworthy.
- Dress appropriately for the job. Consider the type of work you're doing, how your co-workers dress, and the company image.
- Look and act confident. Speak clearly and loudly enough to be heard. Look at people when they speak to you.
- Use your time appropriately. Be on time for work. Avoid taking extra-long coffee breaks, looking after private business while you're on the job, or spending too much time socializing.
- Be productive. Keep your work area neat and clean. Plan ahead and do the most important tasks first. When you've finished one task, move on to the next one without waiting to be told. Finish high-priority work first.
- Let your employer know if you're going to be late or absent, and use sick leave only when you're sick.

From Are You Job Smart? (n.d.). Government of Alberta.  
<http://alis.alberta.ca/ep/eps/tips/tips.html?EK=3292>  
Adapted with permission. For more career-related information, check out [alis.alberta.ca](http://alis.alberta.ca).

## Speaking progress check

### Rubric

Read the information in the rubric. It explains what you need to focus on in this activity.

Complete the speaking task on the next page with your instructor or with a classmate, paying attention to the expectations in the rubric.

Chapter 2: Speaking Progress Check				
• Topic: Personal management • Task: Summarize an article			Name:  Date:	
Criteria	Yes	Almost	No	What can you do better next time?
You started the summary by introducing the article.				
Your summary covered the key points.				
Your summary was concise and to the point.				

## Task

Complete the following:

1. Read the article below.
2. Select section 1, 2, or 3 to summarize.
3. Follow the steps for summarizing.
4. Pay attention to the expectations in the rubric.
5. Share your summary with your instructor.

### Six Ways to Stand Out at Work

At work you want to be noticed for all the right reasons. The most effective way to do this is to show your employer every day that hiring you was a great decision!

To attract positive attention and succeed at work, try some of these practical strategies.

#### 1. Be reliable and dependable.

- Show up for every shift you're scheduled for. Call in or send an email or text message well ahead of time if you must be late or absent. Try to be absent as little as possible.
- Be on time, whether you're arriving for work, returning from breaks, going to staff meetings, or completing tasks.

- Be prepared. Come to work willing to pay attention, follow directions, and do the job.
- Do what you say you'll do.
- Stay organized and keep your work area tidy. This shows your supervisor that you're in control of what you're doing.
- Do your best. Check the quality of your own work.

#### 2. Be proactive.

- Take responsibility for what you do. This includes being accountable for any mistakes you make.
- Learn all you can about the organization and your role.
- Learn how to do all the tasks that are part of your role.
- Take initiative. What could you contribute without being asked? Just make sure you're not stepping on someone else's toes.
- Learn a skill that will help you stand out. For example, become the person everyone goes to when they need something proofread or when they need help with a computer program.

#### 3. Be a team player

- Take on the task that needs to be done. Team players work effectively with others to achieve common goals, whether or not the task is part of their job description.

- Jump at the chance to help a co-worker on a project. You'll learn something new and gain a reputation as a helpful employee, too.
- Share information and resources.
- Support and encourage your co-workers.
- Respect your co-workers' diversity of opinions and experiences.

#### **4. Be flexible and adaptable**

- Be aware that you can't control everything.
- Be ready and willing to compromise.
- Be prepared for the unexpected.
- Keep learning. It will help you handle change.

#### **5. Be appropriate**

- Work safely. Know the health and safety hazards and regulations in your workplace.
- Dress appropriately for the work you've been hired to do.
- Be courteous. Treat others as you would like to be treated.
- Ask for help when you need it. Recognizing your limits is a sign of personal strength and maturity.
- Live up to your values. Be truthful and honest. Maintain your integrity.

#### **6. Be positive**

- Show respect for yourself and others.
- Be enthusiastic about your work. Believe in your ability to do the job well.
- Smile and be friendly.
- Expect positive results.

Working is about more than simply getting the job done—it's also about building and keeping a solid reputation and positive relationships in the workplace. Doing your best will help you feel satisfied and fulfilled every day.

When you shine at work, you're also investing in your future. Your employer will appreciate your efforts, opening the door to advancement or a glowing reference when it's time for you to move on.

From:

6 Ways to Stand Out at Work. (n.d.). Government of Alberta.  
<http://alis.alberta.ca/ep/eps/tips/tips.html?EK=242>.

For more career-related information, check out [alis.alberta.ca](http://alis.alberta.ca).

## Wrap-up

In this chapter, you

- identified important personal management habits for Canadian workplace environments
- identified implied meanings in conversations
- distinguished between fact and opinion
- wrote descriptions of events in an organized structure
- created oral summaries of information.

### Discussion

Think about what you learned in Chapter 2.

Discuss

- something in this chapter that was new to you
- two things you are more confident about now
- one thing you would like to improve.

### Sandy, your Workplace Mentor



#### 2.4 Reflection in the workplace

[Go to page 252 to learn more.](#)

### Reflection

In this chapter, you learned about personal management qualities that Canadian employers value in their employees. Write a short paragraph about one personal management quality that you have, and one personal management quality that you would like to improve on. The personal management qualities that we looked at were the following:

- Managing time effectively
- Demonstrating a positive attitude
- Learning continuously
- Working responsibly
- Being creative and flexible



## Extension

### Ray, your Strategy Coach



### 2.8 Learning new vocabulary

Go to page 306 to learn more.

## Chapter vocabulary list and language logs

- Print the Language Observer Log and the Language User Log to help you extend your language learning into daily life.
- Look at the *Chapter Vocabulary List* and choose four words from this chapter that you want to learn to use, and write them in your language logs.

## Interview

Informally interview one person who works in Canada. Ask the person about what he or she thinks is the most important personal management quality for an employee working in Canada. Find out why the person thinks it is important and how it affects his or her job. Talk about this information with a classmate or instructor.

## Research

Do one of the following:

- On YouTube, look for a short video giving tips on effective personal management skills. Summarize what you learned.

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

- On the ALIS website, do a search for tips on personal management skills. Summarize what you learned.

<http://alis.alberta.ca/index.html>

## Chapter vocabulary list

Word	Form	Meaning
address	verb	to deal with a matter, issue, or problem
all of a sudden	expression	without warning; unexpectedly
an accident waiting to happen	expression	something that could possibly cause a problem if it is not fixed
can-do attitude	noun	a positive way of looking at challenges and overcoming them
chat	verb	to talk informally with someone
criteria	noun	standards by which something is judged
effective	adjective	successful; giving a positive result
get in touch with	expression	to contact; to communicate with
handle	verb	to manage a situation or problem
hard skills	noun	specific, teachable abilities that can be defined and measured
incident report	noun	a written document about something that happened, usually created for legal purposes
kiosk	noun	a small booth or stand where things are sold in a shopping area
maintenance	noun	the department in a company responsible for looking after the building
nominate	verb	to officially suggest someone for a job, recognition, or award
optimistically	adverb	to do something in a positive way with hope for the future
outstanding	adjective	excellent; better than others
personal management	noun	the way you conduct yourself, set goals, and work toward them
report	verb	to tell someone in authority about a problem

Word	Form	Meaning
safety cone	noun	an orange, pointed, rubber cone put on the ground to warn people about dangerous conditions
solution-oriented	adjective	to be focused on resolutions to challenges
submitted	verb	presented something (for example, a document) for approval
tile	noun	a square, flat piece of solid material used to cover surfaces such as floors
valued	adjective	considered to be important

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# Chapter 3: Workplace Communications

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## Introduction

### Objectives

In this chapter, you will

- identify common Canadian workplace interactions and behaviours
- identify appropriate body language and eye contact for meetings and presentations
- practise communicating your message in a clear, concise way
- write an informal workplace email.



## Video

Watch this chapter's video. You will watch a meeting taking place at CDN Malls. Before watching the video, think about the meetings in your workplace or in your community that you have attended in the past. If you have not attended any meetings before, think about why people have meetings.

Discuss:

- what kind of information you got before the meeting and what the document containing this information was called
- whether the meetings always started on time
- whether there was casual conversation before the meeting started.

While watching the video, think about the questions below. Write down information that you think is important.

- Who are the people at the meeting?
- What do you notice about what the people are doing before the meeting starts?
- What do you think they are talking about? What kinds of topics could they be discussing?
- What is the purpose of the meeting?
- What do you notice about how Sima and Paul share their information at the meeting?
- What do you notice about the people who are listening?



## Focus questions

### Sandy, your Workplace Mentor

Hi! I'm Sandy, your Workplace Mentor. Throughout this book, I will give you important pointers to help you understand the general environment in many workplaces in Canada.



#### 3.1 Points to focus on:

1. Small talk at meetings
2. Eye contact and body language
3. Clear communication

Go to page 253 to learn more.

In the video, you watched a meeting at CDN Malls.

### Discussion

Discuss the following:

1. Who are the people at the meeting?
2. What are the people doing before the meeting starts? How do you know? What topics are appropriate to discuss when making small talk at work? Put the topics into the appropriate columns in the table:

A complaint	Personal problems
A conference or event you attended recently	Weather
An issue with a colleague	Latest political news
New facilities at work	Last night's game

Appropriate topics for small talk in the workplace	Inappropriate topics for small talk in the workplace

3. What do you notice about the language the people in the video use when they interact? How formal/informal is it? Is there a difference in the level of formality before the meeting starts and after the meeting starts? Why/Why not?
4. What do you notice about the behaviour of the people in the video? Do they make eye contact while talking? Is this important? Why? What is the difference in the way eye contact is made while talking to one person and while talking to a group of people?
5. Notice how the people listen to the person who is speaking. How do they show that they are paying attention? Think about both eye contact and body language.

6. Sima and Paul do a great job at communicating their messages at the meeting. They organize their information. They also give their information in a short, direct way. This makes their information easy to understand. They do this by giving

- the most important information about the **situation and task**



- the most important information about the **action** that was taken



- the most important information about the **result**.

**When you give information at a meeting, remember the word STAR:**

**Situation Task Action Result**

7. Let us look at STAR more carefully. Complete the chart. What Sima says at the meeting is organized for you. Do the same for what Paul says at the meeting. Here is what Paul says at the meeting:

Raja and I are working on the 20th-anniversary campaign. Our team is now working on the prize draw—the 20 prizes for 20 weeks. So far, we have ordered the ballot boxes and contacted all the donors for the prizes. We will receive the ballot boxes tomorrow, and 18 of the donors have responded with amazing prizes. Prizes include gift cards, TVs, video games, hotel holiday packages, and plane tickets.

Communication Strategy	What Sima says at the meeting	What Paul says at the meeting
Situation and Task	Well, we got a complaint from Security that some of our tenants are not following the instructions on using the loading docks for unloading. Some are using the main mall entrance.	
Action that was taken	Last week, we sent out an email with our delivery policy to all of our tenants as a friendly reminder. We also posted the policy on the walls and in the service elevators. We followed up with the security personnel to check how things were going.	
Result	They said that there have been no issues this week. We will follow up again in two weeks.	

## Ray, your Strategy Coach



### 3.1 Making inferences

Go to page 308 to learn more.

## Before you read

## Sandy, your Workplace Mentor



### 3.2 Workplace email

Go to page 256 to learn more.

The email and the attachment that were mentioned in the video follow in the reading activity. Discuss the questions below to help you prepare for the reading.

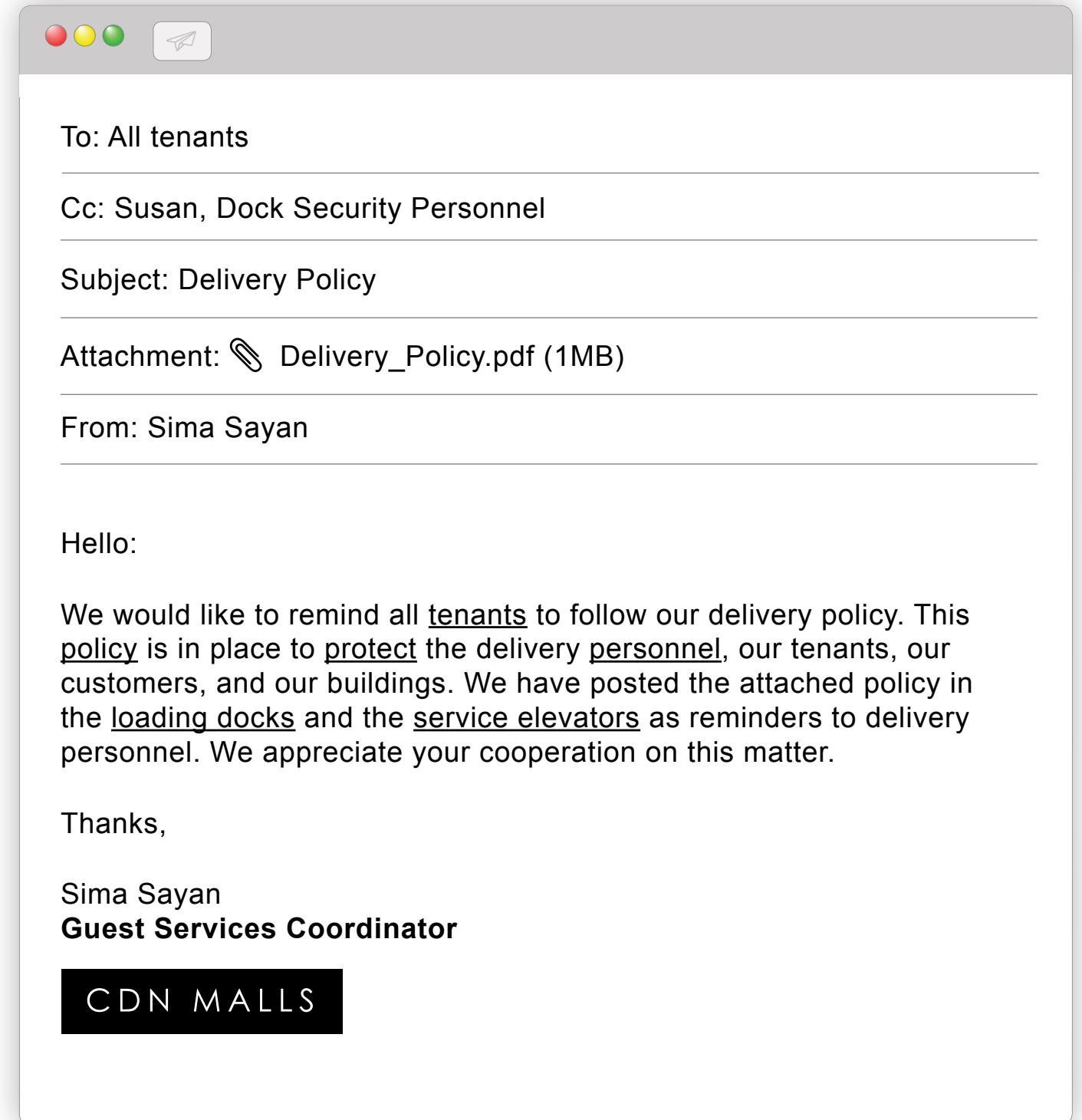
- Look only at the subject line of the email. What is the email about?
- The tenants of CDN Malls will receive the email. The tenants of CDN Malls are the people who rent space for stores or restaurants in the mall. Do the tenants need to receive items for their businesses? What kinds of items would they need to receive?
- Would people delivering these items use the main entrance to the mall? Why/Why not?
- Would they use only special elevators? Why? What are such elevators called?
- Why does a mall need to have rules and a policy for deliveries?

## Read

Complete the following:

Read the questions in the *Comprehension* section first. Then read the email and the email attachment. This is a strategy to help you locate the answers more easily. Answer the questions.

## Email





### Delivery Policy

CDN MALLS

This policy is in place to protect delivery personnel, our tenants, our customers, and our buildings. There are two loading docks — one in the East Building and a second one in the West Building. Both loading docks have a height clearance of 4.5 metres.

#### Loading Docks

- Receive deliveries only through the loading docks. Do not use other mall entrances for receiving deliveries.
- Receive deliveries only at the following times: 8:30 a.m. to 11:30 a.m. and 2:00 p.m. to 5:00 p.m.
- Complete all deliveries within 30 minutes. Delivery trucks must leave the dock at the end of 30 minutes. Tenants may contact the building management to schedule a longer delivery time. Building management will require a minimum of 24 hours to process the request.
- Delivery carts and other equipment must have rubber or plastic wheels that do not damage the floors.
- Do not leave items for deliveries unattended. Mall management is not responsible for loss or damage to any of the items.
- Drivers of delivery trucks must report to the security personnel at the loading docks and register the following details in the delivery log:
  - \* Name
  - \* Company name
  - \* Vehicle details (make and licence plate number)
  - \* Time in
  - \* Time out

- \* Vehicle details (make and licence plate number)
  - \* Time in
  - \* Time out
- Drivers must not leave delivery vehicle engines running in the dock.

#### Service Elevators

There are two service elevators next to each loading dock. Use only these service elevators for deliveries. Do not use any other mall elevators.

If the elevator stops and the door does not open, follow this procedure:

- Push the red button in the elevator panel to speak to Security.
- When Security answers, give them your name, the elevator number, and the floor number where the elevator stopped.
- Do not force the elevator doors open.

Security will attend to the matter promptly.

#### Accident Reports

If there is an accident, report it to the loading dock security personnel immediately and fill out an accident report. Accident report forms are available from the loading dock security personnel.



## After you read

### Comprehension

Answer these questions about the email and the attachment.

1. Match the details below.
  - a) The email is from                   \_\_\_ Delivery Policy
  - b) The email is addressed to       \_\_\_ Guest Services Coordinator
  - c) The title of the attachment is   \_\_\_ Sima
  - d) Sima's job is                       \_\_\_ the mall tenants
2. Where did Sima's team post the policy as reminders?
  - a) In the service elevators and the loading docks
  - b) In the service elevators only
  - c) In the loading docks only
3. Why does CDN Malls have a policy about the wheels on delivery carts?
  - a) To prevent damage to the delivery vehicles
  - b) To prevent marks and scratches on floors
  - c) To prevent the carts from getting too heavy
4. The delivery policy is important for a safe environment in the mall.
  - a) True
  - b) False
5. CDN Malls will give money to their tenants if anything is lost in the dock.
  - a) True
  - b) False
6. What vehicle information is entered in the delivery log?
  - a) The make and licence plate number of the vehicle
  - b) The colour of the vehicle
  - c) Both a and b
7. How much time can a delivery truck remain in a loading dock without special permission?
  - a) Twenty-four hours
  - b) Half an hour
  - c) Two hours
8. The policy says that drivers must not leave truck engines running. This may be
  - a) to prevent the waste of fuel
  - b) to keep the air as clean as possible inside the dock
  - c) both a and b

## Vocabulary

Ray, your Strategy Coach



### 3.2 Guessing new words

Go to page 309 to learn more.

## Meaning

Complete the following from the reading.

### Part 1

Can you guess what these words and phrases mean? Talk about their meanings in the reading. Use your own words to describe them. Match each word or phrase with the correct definition. There are two extra definitions.

	Word/phrase		Meaning
a)	equipment	_____	people employed in a company or organization
b)	procedure	_____	a person or group that rents a space for a period of time
c)	personnel	_____	something used for a specific purpose
d)	policy	_____	a place for loading or unloading goods
e)	tenant	_____	a series of actions done in a particular way
f)	loading dock	_____	people who make decisions in a company
		_____	supply with the necessary items for a specific purpose
		_____	a plan of action chosen by a business

Now, choose any three of the words above and use all three words in a single sentence.



## Part 2

Words can have more than one meaning. It is important to know which meaning is being used in the text you are reading. If you choose the wrong meaning, you may not understand the text correctly.

Read the following sentences. Look at the underlined word. Read the two different meanings of the word below the sentence. Both are acceptable meanings for the underlined word. In the **context** of the sentence, **only one meaning** is correct. Choose the correct meaning of the word as it is used in the sentence.

1. Building management will require a minimum of 24 hours to **process** the request.

In the sentence above, **process** means

- a) deal with something according to a procedure
- b) prepare in a factory before selling to a consumer

2. There are two loading **docks** in the mall.

In the sentence above, **docks** means

- a) a structure on the edge of a lake, river, or sea where people can tie up boats
- b) a place to load or unload things

3. Security will **attend** to the matter promptly.

In the sentence above, **attend** means

- a) be present at an event or a meeting
- b) deal with or take care of something

4. All airports have warnings about **unattended** baggage.

In the sentence above, **unattended** means

- a) not dealt with
- b) not looked after or supervised

5. I got the accident report **form** from the security personnel.

In the sentence above, **form** means

- a) a document with questions and spaces to fill in and complete
- b) a kind, a type, or a variety of something

6. The details must be entered in the **log**.

In the sentence above, **log** means

- a) a book or online document in which something is recorded
- b) a part of a tree that is cut up and used for making a fire



### 3.3 Types of words and affixes

Go to page 310 to learn more.

## Form

Complete the following:

Many suffixes form nouns. Here are a few examples:

- a) -ment                      employ (verb) + -ment = employment (noun)
- b) -tion, -ation            inform (verb) + -ation = information (noun)
- c) -ance, -ence            perform (verb) + -ance = performance (noun)

Change the following verbs into nouns using one of the suffixes below. Pay attention to the spelling.

-ment    -tion    -ation    -ance    -ence

Verb	Noun
manage	
equip	
register	
protect	
clear	

Choose three words. Write up to six sentences using both the verb and the noun forms of the three words.



## Discussion

You read the CDN Malls delivery policy. It explains how and where deliveries must be made.

Think about:

- a place you are working at now or worked at in the past. Did the company or organization have any policies?
- the kinds of policies a workplace might have.
- the importance of safety at work.

Discuss:

- why it is important to have written policies.
- why it is important that people follow the policies.
- the importance of following safety policies at work.
- the CDN Malls delivery policy and practise using the new vocabulary.

## Reading progress check

In malls, there are stores and other businesses. Customers and visitors can go to most of the stores and businesses without permission. However, there are secured or restricted areas in many malls where customers and visitors are allowed only with permission.

Here is another CDN Malls policy. Read the questions in the *Comprehension* section before reading the policy below. This is a strategy to help you locate the answers more easily. After reading the policy, answer the questions.

### Policy

CDN MALLS

#### **Store front**

Visitors who want to visit a tenant's store can go directly to the store.

#### **Secured office areas during business hours**

All visitors who wish to visit the tenant's secured office areas must register with the Security Desk next to the main entrance. They need to provide the following information for the Visitor Log:

- Tenant's business name
- Tenant's employee name
- Visitor's name
- Visitor's company name
- Date of the visit
- Time arrived
- Time departed

Visitors do not have direct access to the secured office areas. A security guard will take the visitor to the required floor.

After the visit is completed, the visitor will need to report to the Security Desk to register the time of departure.

#### **Secured office areas after business hours**

Tenants can contact the Security Office if they would like visitors to access their secured office areas outside business hours. A written request by email must be made to [securityoffice@cdnmalls.ca](mailto:securityoffice@cdnmalls.ca) with the following details:

- Name of visitor
- Date and expected time of arrival

When visitors arrive at the mall, they need to do the following:

- Press the Call button on the access panel. The access panel is located on the right side of the main mall entrance.
- Identify themselves and the person or business they are visiting. The security personnel will check their records and will unlock the door remotely.

A security guard will take the visitor to the required floor.

Visitors must report to the Security Desk when they are leaving to enter the time of departure in the Visitor Log.



## Comprehension

Answer the questions.

- Which title best suits this policy?
  - Visitor Policy
  - Security Policy
  - Store Policy
- What is the name of the document where the information about visitors is recorded?  
\_\_\_\_\_
- Visitors can freely enter the tenant offices.
  - True
  - False
- After hours, how can visitors contact the Security Desk inside the mall?
  - They need to contact the Security Desk by cellphone.
  - They need to press a button on the access panel near the main entrance.
  - They need to send an email asking for permission.

5. Only visitors who visit during business hours have to register the time they leave.

- True
- False

## Vocabulary

Refer to the policy. What do the following words mean? Match each word with the correct meaning.

	Word/phrase		Meaning
a)	secured	_____	from a distance
b)	register	_____	to say who someone is
c)	provide	_____	to enter or record in an official document
d)	identify	_____	protected
e)	remotely	_____	to give

## Before you listen

Ray, your Strategy Coach



**3.4 Types of words: noun, verb, and adjective**

Go to page 312 to learn more.

Complete the following to help you prepare for the listening:

1. You are going to listen to a presentation about safety in the workplace. Think about the following points. Then discuss them.
  - a) What are the points the speaker is likely to discuss?
  - b) Who should be responsible for safety in the workplace, the employee or the employer?
  - c) What can happen if safety procedures are not followed in a workplace?
  - d) What kinds of safety training will employees at CDN Malls need?
2. Talk about what the following words and phrases mean. Listen carefully for the words and phrases in the listening excerpts and think about their meanings.

certificate	face-to-face	kick off	right
condition	fire warden	lined up	supervise
environment	follow	manuals	supervisor
equal	injured	online	volunteer
evacuation	investigate	protective	

3. Put the words and phrases from the table on the previous page in the correct place in the chart below. Some words and phrases may go in more than one place. The meaning of a word is not always the same when the form changes. Talk about the meanings of the words that you used more than once.



Verb	Noun	Adjective

## Listening: Excerpt I

Sandy, your Workplace Mentor



### 3.3 Understanding presentations

Go to page 260 to learn more.

Before you start listening, read the questions in the *Comprehension* section so you have an idea of what to listen for. Then listen to the talk.



## After you listen

### Comprehension

Answer the questions.

1. What is Tim's job?
  - a) Security Supervisor
  - b) Security and Life Safety Supervisor
  - c) Safety Supervisor
2. Where does he work? \_\_\_\_\_
3. The other safety talks will take place on Fridays.
  - a) True
  - b) False
4. According to Tim, the employer is more responsible for safety than the employee.
  - a) True
  - b) False

5. What is Tim discussing in this part of the talk?
  - a) Safety responsibilities at work
  - b) Training provided this month
  - c) The importance of using safety equipment
  
6. Employers have to make sure that
  - a) they provide safety equipment and clothing to employees
  - b) employees use safety equipment and clothing
  - c) both a and b
  
7. According to Tim, employees have rights and responsibilities. Complete the chart by putting the information below in the correct place, Employee Rights or Employee Responsibilities.

Read and understand all safety procedures	Report accidents immediately
Report all unsafe actions to the supervisor	Refuse to do a job that is unsafe

Employee Rights	Employee Responsibilities

## Vocabulary

Complete the following:

1. Listen to Excerpt 1 again. Identify the words you heard in this excerpt. Talk about what the words and phrases mean. Compare them with the meanings you had discussed in the *Before you listen* section.

certificate	face-to-face	kick off	right
condition	fire warden	lined up	supervise
environment	follow	manuals	supervisor
equal	injured	online	volunteer
evacuation	investigate	protective	

2. Use a dictionary to look up the words and phrases you identified above. Write down their meanings. Some words and phrases may have more than one meaning. Be careful to select the meaning of the word or phrase as it is used in the excerpt.
3. Write sentences using the words and phrases you wrote meanings for. Talk about your sentences.

## Listening: Excerpt 2

Complete the following:


Before you start listening, read the questions in the *Comprehension* section so you have an idea of what to listen for.

Then listen to the rest of the talk by Tim Robins.

**CDN MALLS**

Name: **Tim Robins** 

Title: **Security and Life Safety Supervisor**



## After you listen

### Comprehension

Tim talks about two kinds of training. Which information is about the first aid and CPR training and which information is about the fire warden training? Put the information from the list into the correct column in the chart.

Seven hours	Canadian Red Cross	Certificate upon completion
Volunteers	Online and face to face	All customer service personnel
16 hours		

First aid and CPR training	Fire warden training



## Vocabulary

Complete the following:

1. Listen to Excerpt 2 again. Identify the words and phrases you heard in this excerpt. Talk about what the words and phrases mean. Compare them with the meanings you had discussed in the *Before you listen* section.

certificate	face-to-face	kick off	right
condition	fire warden	lined up	supervise
environment	follow	manuals	supervisor
equal	injured	online	volunteer
evacuation	investigate	protective	

2. Use a dictionary to look up the words and phrases you identified above. Write down their meanings. Some words and phrases may have more than one meaning. Be careful to select the meaning of the word or phrase as it is used in the listening.
3. Write sentences using the words and phrases you wrote meanings for. Talk about your sentences.

## Discussion

Refer to the questions in the *Before you listen* section. Think about the listening excerpts that you heard. Discuss the answers to these questions:

- Did you correctly predict what the listening excerpts were going to be about?
- How did reading the questions and thinking about what you were going to listen for help you understand?
- Did you choose the right meanings of the words and phrases? Which words did you get right?
- Which words are you going to enter in your log? Why did you choose these words?
- What did Tim Robins say in his talk about employer responsibilities and employee responsibilities. Practise using the new vocabulary.
- What two new things did you learn in the listening section?

## Listening progress check

Listen to Sima talking about two procedures.



Answer the following:

1. When a person gets ill or injured, the employee should call the Security Office before calling 911.
  - a) True
  - b) False
2. What is the telephone number of the Security Office? \_\_\_\_\_

3. One detail that an employee must give 911 and Security is missing from the list below. Which one is it?
  - Employee name
  - Name of company
  - Building name and address
  - Details of the illness/accident

The missing detail is \_\_\_\_\_

4. Security personnel will meet the EMS at the entrance.
  - a) True
  - b) False
5. How did the person enter the office area without permission?
  - a) The person followed the employee into the elevator and the office area.
  - b) The person tried to use his/her access card and said that it didn't work.
  - c) The person said he/she had forgotten the access card at home.
6. What should employees do as soon as they enter the office if they think something is wrong?
  - a) Call 911
  - b) Call the Security Office
  - c) Both a and b

## Before you write

Sandy, your Workplace Mentor



**3.4 Formality in workplace email and email etiquette**

[Go to page 261 to learn more.](#)

In this section, we will practise writing an informal workplace email.

Writing email messages is an important skill that you will need for many tasks related to employment and daily life. The way you write an email will depend on the purpose of the message, but there are some basic things you must know:

- Use the appropriate salutation and closing.
- Use the appropriate level of formality.
- Organize your information.
- Be brief and to the point.

## The context

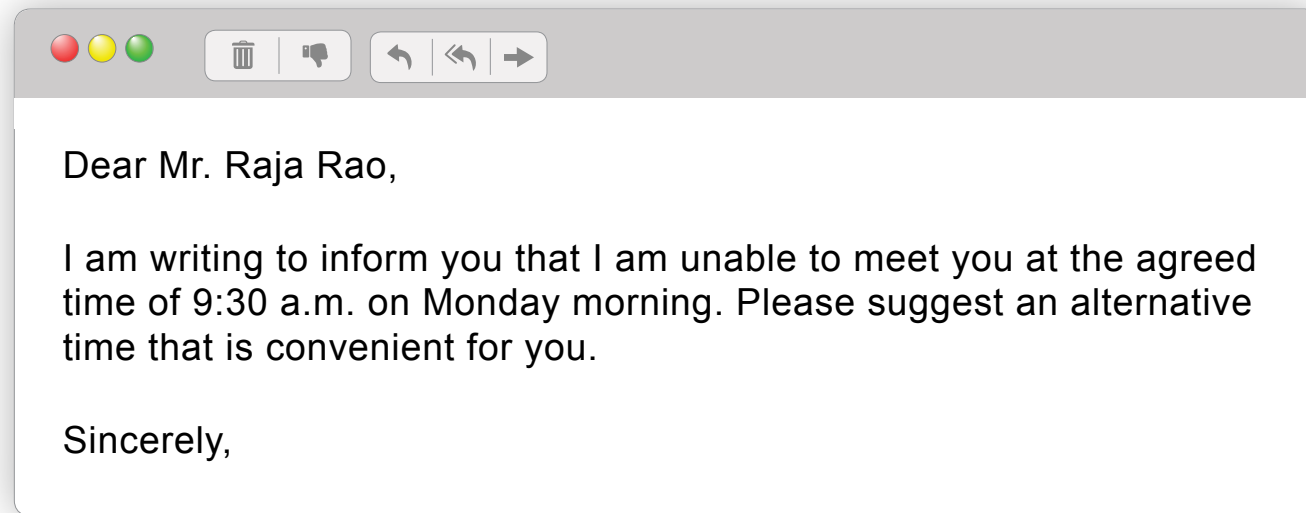
Read the context below. Think about the context and talk about it.

**Paul and Raja are supposed to meet at a particular time to discuss another idea for the 20-year anniversary campaign. Paul cannot meet Raja at that time. Paul writes a message to Raja about this.**

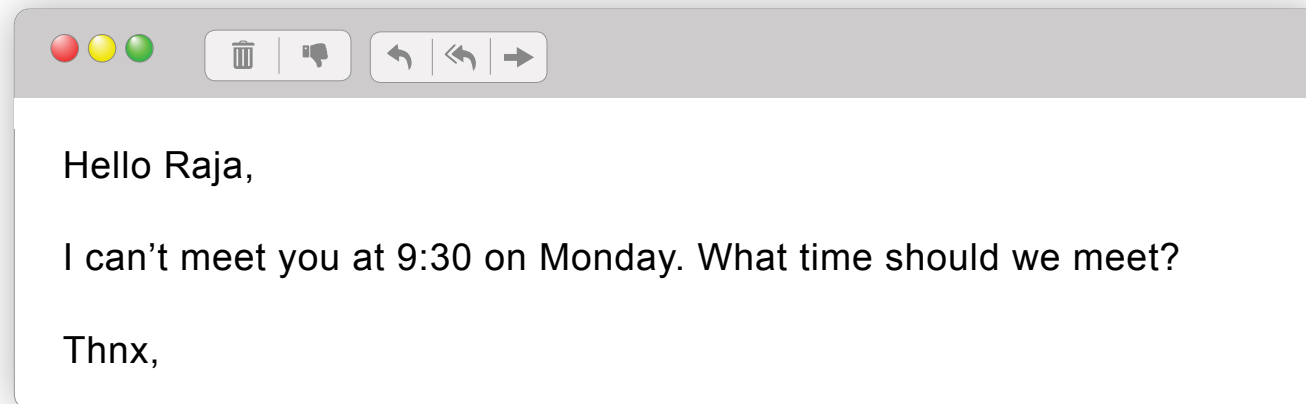
Talk about whether the message will be formal, semi-formal, or informal. Give reasons.

Read the three email messages on the next page. Select the most appropriate message for the above context. Discuss reasons for your choice.

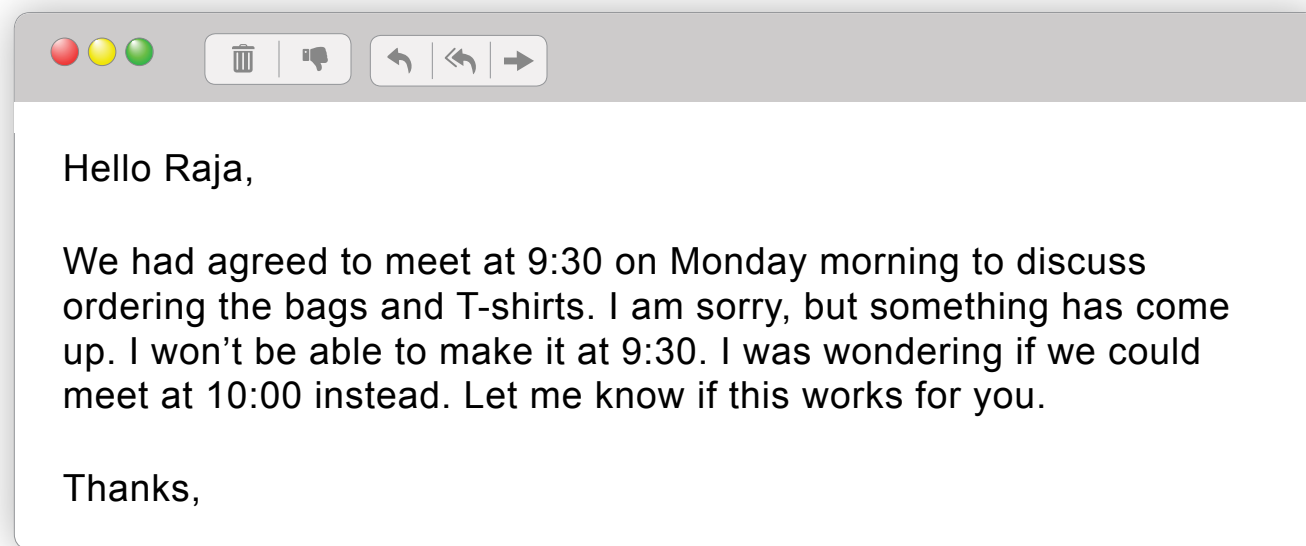
a)



b)

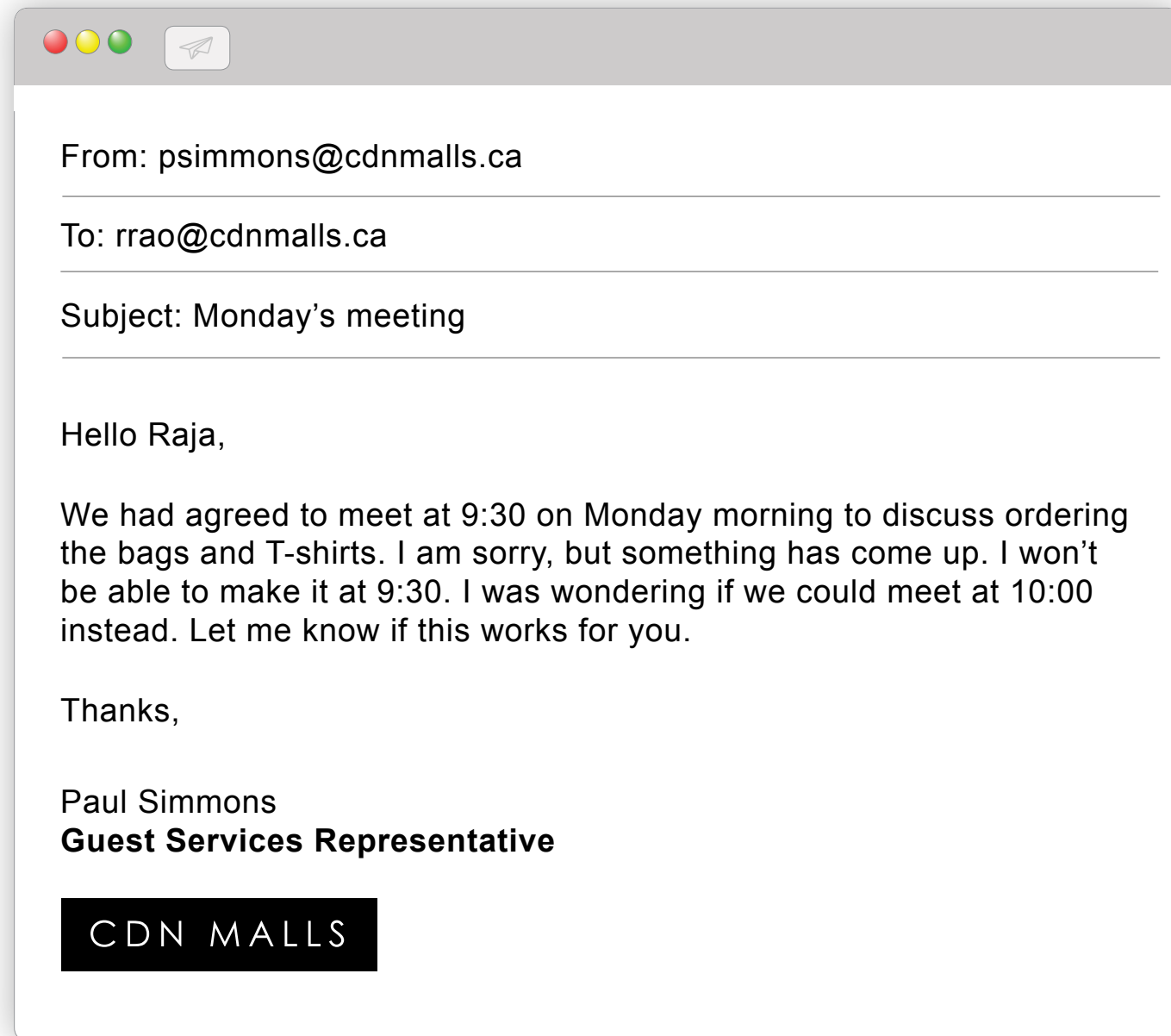


c)



## The content

Let us look at Paul's message more carefully.



1. It is important to organize your email message and keep to the point. It is also important to use the right level of formality. You can see how Paul does this in the example below:

The steps Paul follows	Sentences from his email
He <b>tells the receiver</b> of the message <b>about the context/situation</b> .	We had agreed to meet at 9:30 on Monday morning to discuss ordering the bags and T-shirts.
He <b>apologizes and explains the problem</b> .	I am sorry, but something has come up. I won't be able to make it at 9:30.
He <b>suggests a solution and asks the receiver for his/her input</b> .	I was wondering if we could meet at 10:00 instead. Let me know if this works for you.
He <b>uses more formal and more careful language when asking for something that may need some extra effort from the receiver</b> .	<u>I was wondering if we could meet at 10:00 instead.</u>

## Ray, your Strategy Coach



### 3.5 Prepositions of time

Go to page 313 to learn more.

## Writing practice

- Write an email message to Paul. In the message, do the following:

**Tell Paul that you have to cancel a lunch appointment with him. You have an urgent meeting with Sima. Remember to write an appropriate subject for your email.**

- Refer to the rubric on the next page so that you are aware of the expectations of the task.

2. When we talk about time, we need to use the right prepositions. These prepositions are the words **in**, **on**, and **at**. It is important to use them correctly.

Complete the following: 

Fill in the blanks with the correct prepositions: **in**, **on**, or **at**.

- I have a meeting \_\_\_\_\_ 10:30 \_\_\_\_\_ the morning.
- The meeting \_\_\_\_\_ noon has been cancelled.
- I left work very early \_\_\_\_\_ the afternoon.
- I like the weather \_\_\_\_\_ May.
- I arrived here \_\_\_\_\_ Tuesday.
- He was born \_\_\_\_\_ February 29, 2016.
- She was in Vancouver \_\_\_\_\_ Labour Day.
- She went to the park \_\_\_\_\_ Sunday morning.



## Writing progress check

### Rubric

The table on the right is a special type of form called a rubric. Rubrics are often used to measure how well a person completes a task.

On the left side is information about the writing task, with the main requirements below it. The requirements show how you should complete the task.

There are spaces for checkmarks in the three middle columns to show how well you did. On the right-hand side, there is a space for comments from the instructor or tester.

Complete the writing task on the next page, paying attention to the expectations in the rubric.

Chapter 3: Writing progress check				
<ul style="list-style-type: none"> <li>• Topic: Workplace communications</li> <li>• Task: Write an informal <u>workplace</u> email</li> </ul>				Name:  Date:
Criteria	All	Some	None	What can you do better next time?
You started the email with a suitable salutation.				
You told the receiver of the email about the context/situation.				
You apologized and explained the problem.				
You suggested a solution and asked for the receiver's input.				
You ended the email with an appropriate closing.				
You used the appropriate level of formality for a semi-formal email throughout.				



## Task

Write an email to your co-worker, Sally Smith. You have an appointment with her at 4:00 p.m. on Tuesday. You cannot meet her then. Suggest another time or day of the week. Follow the points below to organize your email and use the appropriate level of formality. Write an appropriate subject line for your email.

- Tell the receiver of the message about the context/situation.
- Explain the problem and apologize.
- Suggest a solution and ask the receiver for his/her input.
- Use appropriate formality throughout. Remember to use more formal and careful language when asking to reschedule.

## Pronunciation

### Task 1

Listen to the pronunciation of the words and phrases in the audio for Task 1. Repeat and practise.

certificate	injured	procedure	service elevator
clearance	investigate	process	supervise
condition	kick off	protect	supervisor
environment	lined up	protective	tenants
equal	loading dock	register	unattended
equipment	log	remotely	volunteer
evacuation	manuals	report	work conditions
face-to-face	online	right	
fire warden	personnel	schedule	
follow	policy	secured	

### Ray, your Strategy Coach



### 3.6 Listening for thought groups

Go to page 314 to learn more.

### Task 2

Listen to the audio for Task 2. Pay attention to how the speaker groups words together. Mark any pauses you hear with a /.

Discuss the pauses you marked.

Practise reading along with the audio, pausing where the speaker pauses.

You, as an employee, have the right to refuse to do a job that is unsafe. Yes, you have the right to refuse to do work that is not safe, but you also have big responsibilities. So, what are some of these responsibilities? You need to know and follow all our safety policies and procedures. You need to keep updated on changes to these policies and procedures. It is your responsibility to read and understand the safety manuals and follow them. It is your responsibility to protect yourself, your co-workers, our tenants, and our customers. You must report all unsafe actions or conditions to your supervisor. You must use the protective equipment and clothing that are required for your job. You must report all accidents immediately.

## Speaking practice

1. Complete the following:

a) Access one of the documents below.

Salesperson: <https://alis.alberta.ca/pdf/easyreading/salesperson.pdf>

Security guard: <http://occinfo.alis.alberta.ca/occinfopreview/info/browse-occupations/occupation-profile.html?id=71003219>

(View full profile)

Police officer: <http://occinfo.alis.alberta.ca/occinfopreview/info/browse-occupations/occupation-profile.html?id=71003122>

(View full profile)

Note:

If you have difficulty accessing the above links, visit the following link and search for the occupation:

<http://occinfo.alis.alberta.ca/occinfopreview>

b) Read the job profile. Think about and use the reading strategies you have learned.

c) Write down important information about work conditions and educational requirements.

d) Review what the Workplace Mentor said about clear communication (Workplace Mentor 3.1).

Present the information you read to a classmate or your instructor.

Use the Workplace Mentor's suggestions to organize your information.

Use the STAR method to give information in a direct and concise way. Organize your information like this:

**Situation and Task (What were you required to do?)**

**I am going to talk about the \_\_\_\_\_ job profile. My task was to read the profile and focus on the work conditions and educational requirements.**



**Action that was taken (What did you do to complete the task?)**

**I accessed the information on the ALIS website. I wrote down the information I needed.**



**Result (What did you learn?)**

**This is what I found about \_\_\_\_\_. (Include only the important information.)**

**Note to the speaker:** Remember to pay attention to your eye contact.

**Note to the listener:** Remember to show the speaker that you are listening by using the right body language and eye contact.

2. Discuss the following:

- a) How do the speakers know that their information is well-organized?
- b) Why is it important for speakers to organize their information when they speak?
- c) Why is it important for speakers to share information in a direct and concise way?
- d) Why is eye contact important while speaking?
- e) Why is the listener's eye contact and body language important?



## Speaking progress check

### Rubric

Read the information in the rubric on the right. It explains what you need to focus on in this task.

Complete the speaking task on the next page with your instructor or a classmate. Pay attention to the expectations in the rubric.

Chapter 3: Speaking progress check				
<ul style="list-style-type: none"> <li>• Topic: Workplace communications</li> <li>• Task: Present information about a task</li> </ul>			Name: Date:	
Criteria	Yes	Almost	No	How can you improve?
You gave the necessary information about the situation and the task.				
You gave the necessary information about what you did to achieve the task (the action).				
You shared the information from the reading (the result).				
You maintained appropriate eye contact throughout the interaction				

## Task

Use the following link to access the job profile of a security guard.  
Download and print the document.

<https://alis.alberta.ca/pdf/easyreading/security.pdf>.

Follow the instructions below to help you complete the task.

### Instructions

1. Read the document. Choose any two sections from the document to focus on for the important information. Prepare for your Progress Check task.
2. Share **at least two points** from each of the two sections with a classmate or your instructor. Pay attention to the expectations in the rubric. Organize your information appropriately as follows:

Important information about the **situation** and **task** (**What is your task?**)



Important information about the **action** that was taken (**What did you do to complete the task?**)



Important information about the **result** (**What did you learn? Remember to be concise!**)

3. Use appropriate eye contact.

## Wrap-up

In this chapter, you

- identified common Canadian workplace interactions and behaviours
- identified appropriate body language and eye contact for meetings and presentations
- practised communicating your message in a clear, concise way
- wrote an informal workplace email.

### Discussion

Think about what you learned in Chapter 3. Discuss:

- something that was new to you in this chapter
- two things you are more confident about now
- one thing you would like to improve
- how what you learned in this chapter may help you in your work and in your everyday life.

### Sandy, your Workplace Mentor



### 3.5 Reflection in the workplace

[Go to page 263 to learn more](#)

### Reflection

In this chapter, you learned about policies and procedures.

Write a reflection of one short paragraph about the value of observing safety and other policies in a workplace. Include information about why it is the responsibility of employees to follow these policies and regulations.

## Extension

Ray, your Strategy Coach



### 3.7 Learning new vocabulary

Go to page 315 to learn more.

## Chapter vocabulary list and language logs

- a) Print the Language Observer Log and the Language User Log to help you extend your language learning into daily life.
- b) Look at the *Chapter Vocabulary List* at the end of this chapter and choose four words from this chapter that you want to learn to use. Write them in your language logs.

## Interview

Informally interview one person who is working. Ask him/her about the different ways people communicate in his/her workplace and the level of formality that is used. Talk about this information with your classmate or instructor.

## Research

Use one of the following links:

<https://alis.alberta.ca/ec/cp/oi/EasyReading.html>

<http://occinfo.alis.alberta.ca/occinfopreview>

Choose a job profile that you are interested in. Choose any two topics within the profile and read them. Write down the important points that you want to remember. Present the information in an organized and concise way to your classmate or instructor.

## Chapter vocabulary list

Word	Form	Meaning
certificate	noun	an official document that verifies, or gives evidence of, something
clearance	noun	the clear space between two objects to allow for something to move past or under
condition	noun	the state of something
environment	noun	the physical surroundings or conditions in which a person lives or works
equal	adjective	the same in quantity or value
equipment	noun	something used for a specific purpose
evacuation	noun	removal of people from a place of danger
face-to-face	expression / adjective	physically in the presence of the person or people involved
fire warden	noun	a person responsible for evacuating people from a building in case of fire
follow	verb	to go after a person; to travel behind
injured	adjective	harmed or hurt
investigate	verb	to make an official inquiry into an incident
kick off	verb	to begin something
lined up	verb	got ready or organized
loading docks	noun	places for loading or unloading goods
log	noun	a book or online document in which something is recorded
manuals	noun	handbooks of instructions

Word	Form	Meaning
online	adjective	connected to a computer and the Internet
personnel	noun	people employed in a company or organization
policy	noun	a plan of action chosen by a business
procedure	noun	a series of actions that are done in a certain way or order; an established or accepted way of doing something
process	verb	to deal officially with a document or request
protect	verb	to keep a person or thing safe from harm or danger
protective	adjective	protecting or keeping safe from harm or injury
register	verb	to enter or record in an official document
remotely	adverb	from a distance
report	verb	to make an official or formal statement about something
right	noun	a legal entitlement to something
schedule	verb	to arrange for a certain time
secured	adjective	protected
service elevators	noun	elevators designed for carrying goods; also known as freight elevators
supervise	verb	to oversee the completion of a task or activity
supervisor	noun	a person who oversees the work of other people
tenants	noun	people who rent a space for a period of time
unattended	adjective	not looked after; not supervised
volunteer	noun	a person who offers to do a task or activity without payment
work conditions	noun	the conditions under which an employee works; conditions may include number of hours of work, break periods, physical conditions of the work, etc.



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# Chapter 4: Clients and Customers

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## Introduction

### Objectives

In this chapter, you will

- identify common Canadian workplace interactions and behaviours
- identify appropriate body language and eye contact in casual group interactions
- practise dealing with complaints
- write a formal workplace email.

## Video

Watch this chapter's video. You will watch an interaction among some employees at CDN Malls. Before watching the video, think about the importance of clients and customers to a business.

### Discuss

- how important clients and customers are to a business
- how important good service is to clients and customers
- a time when you received good customer service; explain how you felt
- a time when you felt you were not treated well as a client or a customer; explain what effect this had on your opinions about the business.

While watching the video, think about the questions below. Write down information that you think is important.

- Who are the people?
- What are they discussing?
- What do you notice about how the people are interacting? Think about whether the conversation is formal or informal. Consider their body language and eye contact. Think about how the context of the conversation affects their level of formality.



## Focus questions

### Sandy, your Workplace Mentor

Hi! I am Sandy, your Workplace Mentor. Throughout this book, I will give you important pointers to help you understand the general environment in many workplaces in Canada.



#### 4.1 Point to focus on:

1. Zero-tolerance policy
2. Non-verbal behaviour

Go to page 264 to learn more.

In the video, you watched an interaction among some employees at CDN Malls.

### Discussion

Discuss the following:

1. Who are the people in the video?
2. What are they talking about?
3. What is a zero-tolerance policy? What is the zero-tolerance policy Sima is referring to?

4. Does CDN Malls value its customers? How do you know?
5. Does CDN Malls value its employees? How do you know?
6. What do you notice about the language the people in the video use when they interact? How formal/informal is it? Why?
7. What would be appropriate behaviour in the following situations?
  - Read the descriptions of behaviour below.

<b>Very casual</b>	Completely relaxed; not considering audience, context, tone, language, body language, and facial expressions
<b>Casual</b>	Relaxed but considering audience, context, tone, language, body language, and facial expressions
<b>Serious</b>	Looking relaxed but consciously considering audience, context, tone, and language; demonstrating seriousness in body language and facial expressions

- Check the appropriate behaviour for each situation in the chart below.

Situations	Very casual	Casual	Serious
You are in the lunchroom at work. You and your co-workers are discussing last night's hockey game.			
You are making small talk with a group of colleagues before a meeting.			
You are at a meeting in the workplace.			
You are making small talk with a customer or a client.			
You are talking to a customer or a client about a concern he/she has.			

- Discuss your answers. In what situations do you demonstrate the above behaviours in your culture?



## Ray, your Strategy Coach

Hi! I'm Ray, your Strategy Coach. I will give you some important tips to help you build your learning strategies.



### 4.1 Reading in detail and checking your understanding

Go to page 317 to learn more.

## Before you read

Discuss the following questions to help you prepare for the reading.

1. Look at the title of the reading text that follows. What do you think this reading will be about?
2. Look at the headings. What information do you think you will read about in this text?
3. Why does CDN Malls need a process to handle customer complaints?

## Read

Read the following text, paying attention to the strategies suggested for dealing with customer complaints.

### Handling Customer Complaints

CDN MALLS

At CDN Malls, we work very hard to create the best customer experience possible. We value customer feedback because it helps us improve our customer service. We handle all customer complaints in a professional manner and encourage our staff to follow the five-step process below when assisting customers who have complaints.

#### 1. Listen carefully and make sure you understand the situation

If a customer has taken the time to come to the Guest Services Desk to make a complaint, then he or she is really upset. The customer wants to know that you are interested in what he or she is saying and that you are actively listening to the complaint. Be polite and listen carefully. Make eye contact and maintain an open posture when speaking to the customer. Avoid crossing your arms as this can be seen as a sign of hostility. Confirm the information that the customer is giving you to make sure you have the facts.

#### 2. Apologize and sympathize

Apologize. Express sincere regret that the customer is unhappy with the situation. We want our customers to be happy and to return. Sincere apologies are key to this. A customer with a complaint is most likely upset and may be angry. He or she may expect you to disagree.

Avoid arguments and show you are listening by sympathizing with him or her. Some appropriate responses are “I am sorry that this happened” or “I understand you are upset by this.” Next, reassure the customer with a statement such as “Let me see what I can do about it” or “Let’s find a way to fix this.” Reassuring statements such as these help the customer feel that you care. They have the potential to improve the interaction between you and the customer and to provide the customer with a better experience.

### 3. Request customer input

Customers want to know that you are interested in and listening to their complaints. We want to give them the best experience possible, so it is important that you show your interest in finding a solution. Ask for the customer’s input into what she or he thinks could be done to rectify the situation. Log the complaint and the customer’s input in the CDN Malls’ complaints database. Management reviews the complaints database on a regular basis to follow up on anything necessary.

### 4. Reassure the customer

Summarize the customer’s concerns so that he or she knows you have listened and to ensure that you understood the issue presented. Let the customer know what your next steps are. If you can rectify the problem at the Guest Services Desk, then do so while the customer is with you. If the problem is beyond your control or requires management assistance, then let the customer know that you will refer the complaint to someone who can address it. Let the customer know the steps in the process: you have logged the complaint, management will look into it and find a solution, and the customer will get a follow-up call if he or she wishes. This reassures the customer that the complaint is not going to get lost or be ignored.

### 5. Thank the customer

Thank the customer for sharing his or her concerns with you. Assure the customer that by sharing concerns, he or she is helping us to make our mall a better place. Thank the customer for his or her patronage and let him or her know that we aim to give our customers the best shopping experience possible.

## After you read

### Comprehension

Answer the following questions. Be ready to discuss your answers.

1. What is this reading text about?
  - a) Customers who complain too much
  - b) The customer complaints database
  - c) The way to handle customer complaints
2. Customer complaints
  - a) help CDN Malls improve
  - b) are usually impossible to deal with
  - c) should always be referred to someone else
3. Why do staff need to follow the five-step process listed in the text when handling customer complaints?
  - a) To enter the necessary information in the complaints database
  - b) To deal with customer complaints professionally
  - c) To make sure that management will follow up on the complaint
4. What do customers expect when they make a complaint?
  - a) That they are being listened to
  - b) That some action will be taken
  - c) Both a and b
5. Give an example from the text of a closed posture. \_\_\_\_\_
6. According to this text, the most important thing when handling complaints is
  - a) finding an immediate solution
  - b) expressing a sincere apology
  - c) asking for the help of a supervisor
7. Reassuring statements can
  - a) calm customers by making them feel that you are on their side
  - b) show customers that you want their input
  - c) help customers understand the CDN Malls complaint process

8. Why does CDN Malls have a complaints database?
- a) So management can check and follow up on complaints
  - b) So customers can feel that something is being done
  - c) So staff can get help from management immediately
9. Why is it important to summarize the customer's complaint?
- a) To make sure you got all the facts
  - b) To share it with others
  - c) To calm the customer down

## Vocabulary

### Meaning

1. Find the following words in the text "Handling Customer Complaints." Use your own words to describe them. Talk about their meaning in the reading.
  - a) confirm (Point 1)
  - b) follow up (Point 3)
  - c) maintain (Point 1)
2. Fill in the sentences with suitable words from the list in the box.

handle	apologized	regret	confirm
sincere	sympathize	complaints	hostility

- a) The team could not agree on a solution, and they started to argue. There was a lot of \_\_\_\_\_ at the meeting.
- b) She was not sure how to \_\_\_\_\_ the complaint, so she forwarded it to the manager.
- c) When the store closed early for no reason, there were a lot of \_\_\_\_\_ from customers.
- d) I am glad that you \_\_\_\_\_ to that person for the mistake we made.
- e) She felt very sorry about the incident, and it was clear that her apology was \_\_\_\_\_.

- f) Please \_\_\_\_\_ the information with the person on the phone so we know it is correct.
- g) We \_\_\_\_\_ to inform you that we are no longer offering the discount.
- h) It is important to \_\_\_\_\_ with customers when they have complaints.

3. Match each situation to the appropriate vocabulary phrase below.

Sympathize with customers

Apologize for inconvenience

Confirm your understanding

Handle a complaint effectively

	Situations	Vocabulary phrase
a)	An angry customer was shouting at the Guest Services Desk. When the customer left, he was speaking in a normal voice and thanked Paul.	
b)	Raja told the customer that he would also be frustrated if the elevator wasn't working.	
c)	Sima had a conversation with Raja about next week's schedule. Later, she sent Raja an email with the list of shifts he requested. She asked Raja to read the information and tell her if it was correct.	
d)	Susan arrived late to a management meeting. She didn't want to interrupt the speaker, so she waited until the end of the meeting to say sorry for being late.	

## Form

Some words in English are used as both nouns (person, place, or thing) and verbs (action words). The spelling is the same, but the meanings are different, depending on how the words are used in the sentence.

### Part 1

Here are three words from the text. Read the words and their definitions. Discuss which definitions match the way the words are used in the text.

#### Fix

- Noun: 1) a difficult situation      2) a dose of an addictive substance
- Verb 1) to deal with or correct a problem      2) to attach something so it cannot move

#### Issue

- Noun: 1) a topic that is discussed      2) a version of a newspaper or magazine
- Verb 1) to announce something publicly      2) to give or supply something to someone

#### Place

- Noun: 1) a particular space or area      2) a portion or amount of space available to someone
- Verb: 1) to put something in a particular place      2) to find employment or a home for something

## Part 2

Find two words in the introductory paragraph of the text that have the same spelling for both the noun and the verb but can have different meanings. Write them here:

- a) \_\_\_\_\_
- b) \_\_\_\_\_

Use the dictionary. Write **one** definition for the noun form and **one** definition for the verb form of each of the two words.

Use the words below in sentences of your own. Use them in the form specified.

issue (noun)	fix (verb)	place (noun)	handle (verb)	experience (noun)
-----------------	---------------	-----------------	------------------	----------------------

## Discussion

Refer to the reading “Handling Customer Complaints” and do the following:

- Identify and explain the steps that employees at CDN Malls follow when a customer has a complaint.
- Discuss why employees need to understand and follow processes in the workplace.



## Reading progress check

Construction can cause customer frustration and inconvenience. To minimize this, it is important that CDN Malls communicates with customers about any upcoming construction. Communication should be clear, easily available, and answer as many potential customer questions as possible.

Here is a construction notice for customers. Before you begin reading the notice, read the questions in the *Comprehension* section so you know what information to read for. Then read the construction notice and answer the comprehension questions that follow.



# Construction Notice

### Work description and purpose

Starting October 1, CDN Malls will close the West Parkade for construction. Construction will last for two months and will include resurfacing and the installation of an electronic parking monitor system. These improvements will make it easier for customers to use the West Parkade.

### Construction hours

CDN Malls is a considerate neighbour. Construction hours are limited to 8:00 a.m.–6:00 p.m. Monday to Friday and 10:00 a.m.–5:00 p.m. on weekends.

### Alternative parking

Construction is in the West Parkade only. The East Parkade and all other surface parking lots will remain open for customers. Signs have been posted to direct traffic to the alternative parking available at the mall.

### Impact on traffic

Construction work will impact access from 14th Street. Traffic entering from 14th Street has been reduced to a single lane. When entering from the west, customers are advised to access mall parking from 9th and 11th Streets.

### CDN Malls hours

Mall opening hours will be unaffected by construction. We look forward to welcoming our valued customers during regular mall hours. For our hours, visit us at [www.cdnmalls.ca](http://www.cdnmalls.ca).

### CDN Malls contact

For construction enquiries, please contact Susan Granger, Manager Guest Services. Email: [sgranger@cdnmalls.ca](mailto:sgranger@cdnmalls.ca). Concerns may be addressed to [constructionfeedback@cdnmalls.ca](mailto:constructionfeedback@cdnmalls.ca). For updates on the construction, visit us at [www.cdnmalls.ca](http://www.cdnmalls.ca).

We appreciate your patience and cooperation during the construction. We ask that you exercise caution when near construction sites.

CDN MALLS

## Comprehension

Answer the following questions:

1. This document is specifically for
  - a) CDN Malls' customers
  - b) CDN Malls' staff
  - c) CDN Malls' tenants
2. Which one of these statements is a fact?
  - a) Construction will be complete in January next year.
  - b) The East Parkade will remain open during construction.
  - c) During construction, the parkade will only be resurfaced.
3. Which one of the following statements is true?
  - a) Traffic cannot enter from 14th Street, if coming from the west.
  - b) It is better to enter from 9th and 11th Streets, if coming from the west.
  - c) Entry is possible only from 9th and 11th Streets, if coming from the west.

4. Customers can email Susan Granger when
  - a) they want further information about the construction
  - b) they have concerns about the construction
  - c) both a and b
5. To make this notice more helpful for customers, CDN Malls could add
  - a) a photo of Susan Granger
  - b) a drawing of what the parkade will look like after construction
  - c) a map to direct customers

## Vocabulary

What do the following words mean? Match each word with the correct meaning.

	Word		Meaning
a)	considerate	_____	have an effect or influence
b)	remain	_____	important
c)	impact	_____	thinks about others and is careful not to inconvenience others
d)	unaffected	_____	showing no changes
e)	valued	_____	continue to be the same; to stay
f)	concern	_____	worry; anxiety

## Before you listen

Complete the following to help you prepare for the listening:

1. In this section, you are going to listen to a radio news story about the construction at CDN Malls. You will also listen to a conversation between Raja and a customer who is not happy about the construction.

Think about the following questions. Then discuss your answers.

- a) What do you already know about the construction?
- b) Why would this story be included in the news?
- c) Who do you think the journalist will interview? Why?
- d) What could CDN Malls do to improve the situation for customers?
- e) What kinds of concerns can customers have when there is construction at a mall?

2. Discuss what the following words and phrases mean. Listen carefully for these words and phrases in the listening activities and think about their meanings.

adequate	frustrated	seeing red
challenges	monitor	upgrades
confirm	patrons	woes
deserve	resurface	

## Listening I

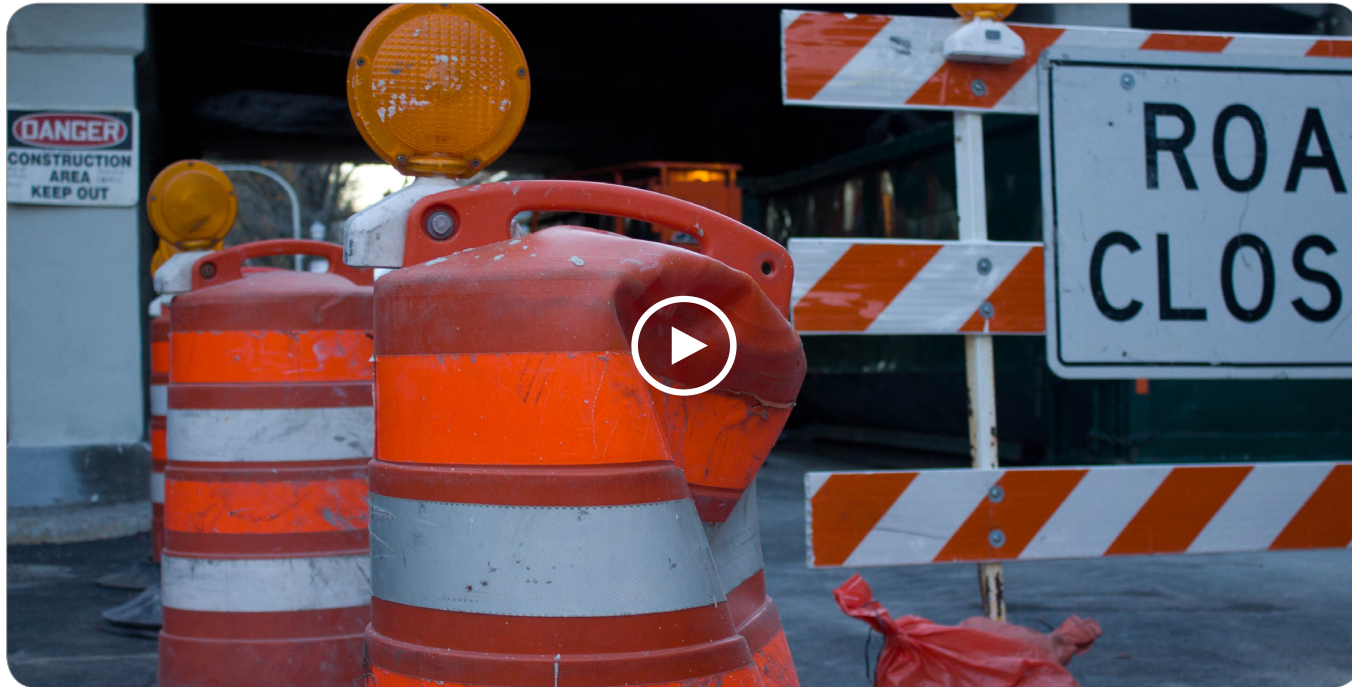
Ray, your Strategy Coach



### 4.2 Reading the questions before listening

Go to page 319 to learn more.

Before you listen, read the questions in the *After you listen* section so you have an idea of keywords and information to listen for. Then listen to the radio news story and answer the questions that follow.



## After you listen

### Comprehension

Answer the questions.

1. What is the focus of the news story?
  - a) Customers are upset about the temporary closing of the West Parkade.
  - b) Improvements that CDN Malls is making to the West Parkade.
  - c) New technology that will be used in the West Parkade.
2. What will the electronic parking monitor system do?
  - a) Monitor traffic into the parkade
  - b) Display available parking spots
  - c) Both a and b
3. Susan Granger says that
  - a) customers think these changes are a great idea
  - b) more customers will come to the mall in the future
  - c) none of the above

4. CDN Malls have closed mall entrances on the west side.

- a) True
- b) False

5. When will construction be finished?

- a) In two months
- b) On Saturday
- c) At Christmas

6. How many parkades are at CDN Malls? \_\_\_\_\_

7. CDN Malls cares about customer experiences.

- a) True
- b) False

## Vocabulary

1. Listen to Listening 1 again. Identify the words and phrases you heard in this listening. Talk about what the words and phrases mean. Compare them with the meanings you discussed in the *Before you listen* section.

adequate	frustrated	seeing red
challenges	monitor	upgrades
confirm	patrons	woes
deserve	resurface	

2. Use a dictionary to look up the words and phrases you identified above. Write down their meanings. Some words may have more than one meaning. Be careful to select the meaning of the word as it is used in the listening.
3. Write sentences using the words you wrote meanings for. Talk about your sentences.



## Listening 2

Before you listen, read the questions in the *After you listen* section so you have an idea of what keywords and information to listen for. Listen to Raja talking to a customer who is complaining about parking.

Then answer the questions that follow.



## After you listen

### Comprehension

Answer the questions.

1. Jessica drove to the mall via 4th Street.
  - a) True
  - b) False
2. Why was Jessica at the mall? \_\_\_\_\_
3. What was happening outside the mall?
  - a) People were redirecting traffic.
  - b) Everyone was honking and shouting.
  - c) Raja's manager was talking to Jessica.
4. Raja handled the customer complaint correctly.
  - a) True
  - b) False
5. Why were customers so confused? \_\_\_\_\_
6. Jessica would like the manager to call her.
  - a) True
  - b) False



## Vocabulary

1. Listen to Listening 2 again. Identify the words and phrases you heard in this listening. Talk about what the words and phrases mean. Compare them with the meanings you discussed in the *Before you listen* section.

adequate	frustrated	seeing red
challenges	monitor	upgrades
confirm	patrons	woes
deserve	resurface	

2. Use a dictionary to look up the words and phrases you identified above. Write down their meanings. Some words may have more than one meaning. Be careful to select the meaning of the word or phrase as it is used in the listening.
3. Write sentences using the words and phrases you wrote the meanings for. Talk about your sentences.

## Discussion

Go back to the questions in the *Before you listen* section. Think about what you heard in Listening 1 and Listening 2. Discuss the answers to these questions:

- Did you correctly predict what the listening activities were going to be about?
- How did reading the questions ahead of time and thinking about what you were going to listen for help you understand?

## Listening progress check



Read the comprehension questions first so you notice what you need to listen for.

Then listen to Sima give Raja some feedback about how he handled a customer complaint.

## Comprehension

Answer the following questions:

1. What did Sima say to stop Raja from leaving work? \_\_\_\_\_
2. Sima talked with a customer about Raja.
  - a) True
  - b) False
3. Sima
  - a) is working later than Raja
  - b) is pleased with Raja's customer service
  - c) both a and b
4. Where did Sima overhear the conversation between the two customers?
  - a) In the food court
  - b) At the Guest Services Desk
  - c) In the parkade

5. The customer said that
- a) Raja made her feel happier
  - b) Raja fixed the problem
  - c) none of the above
6. The conversation between Sima and Raja was a positive one.
- a) True
  - b) False

## Vocabulary

Match each of the words or phrases below to its meaning.

	Word/phrase		Meaning
a)	sympathized	_____	information about a person's performance
b)	situation	_____	to manage a problem or a situation
c)	handle	_____	events or actions that are happening at a specific time and place
d)	reassure	_____	showed concern
e)	feedback	_____	to remove doubt or fear

## Before you write

Sandy, your Workplace Mentor



4.2 Email tips and formal email messages

Go to page 266 to learn more.

In this section, we will practise writing a formal workplace email in response to a complaint.

Writing email messages is an important skill that you will need for many tasks related to employment and daily life. The way you write an email will depend on the purpose of the message, but there are some basic things you must do:

- Use the appropriate salutation and closing.
- Use the appropriate level of formality.
- Organize your information.
- Be brief and to the point.

## The context

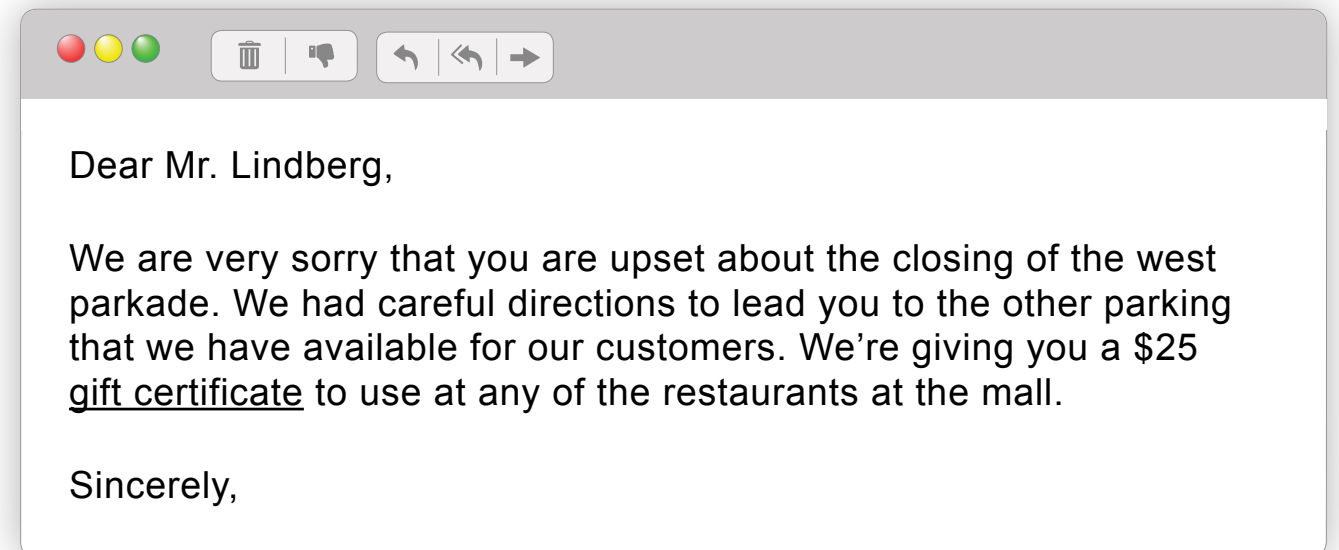
Read the context below. Think about the context and talk about it.

**A customer is very upset over parking issues because of the parkade construction at CDN Malls. The customer, Daniel Lindberg, has written an email to CDN Malls about his bad experience.**

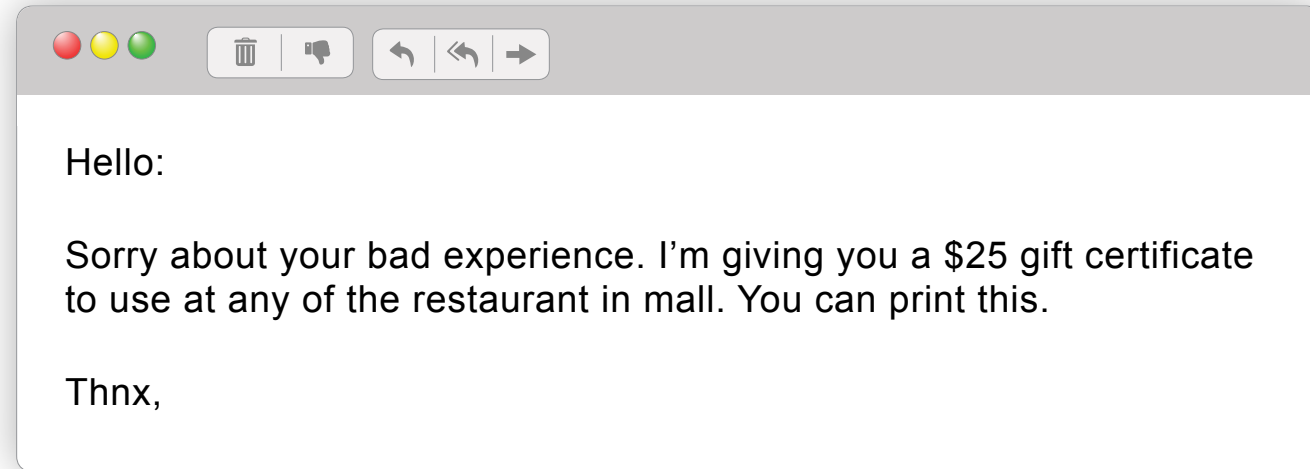
Sima is going to reply to the customer. Talk about the features Sima's reply must have and how soon she should reply to the customer.

Read the four email messages below. Select the most appropriate response to the customer. Discuss why you chose or rejected a message.

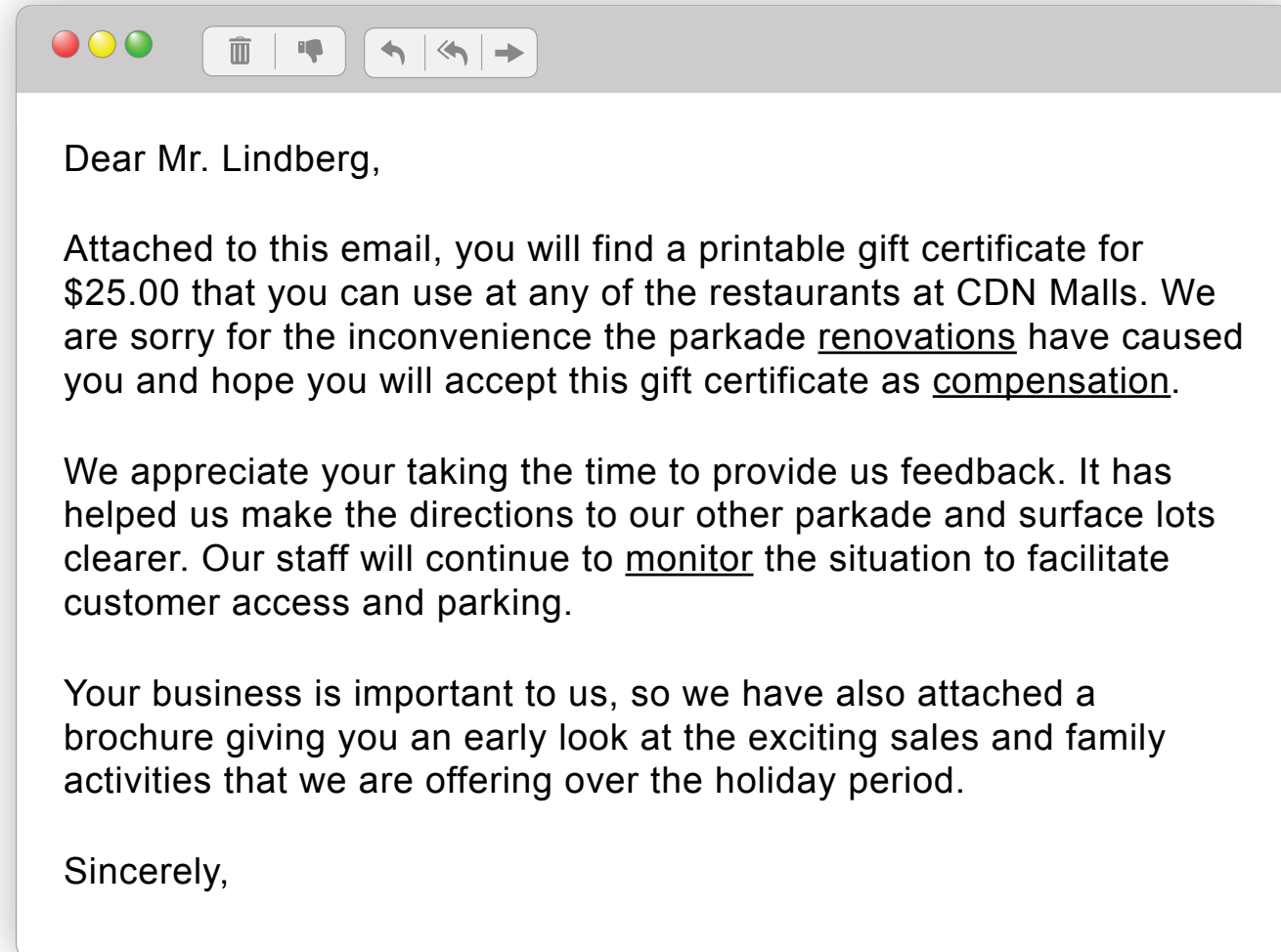
a)



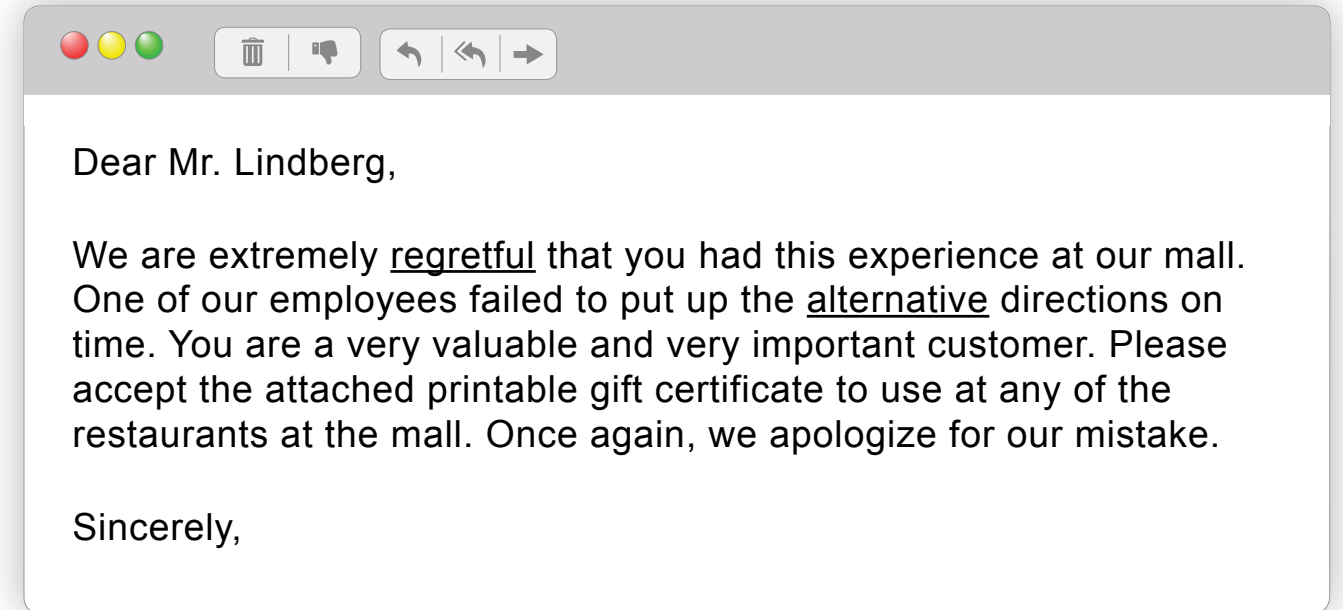
b)



c)

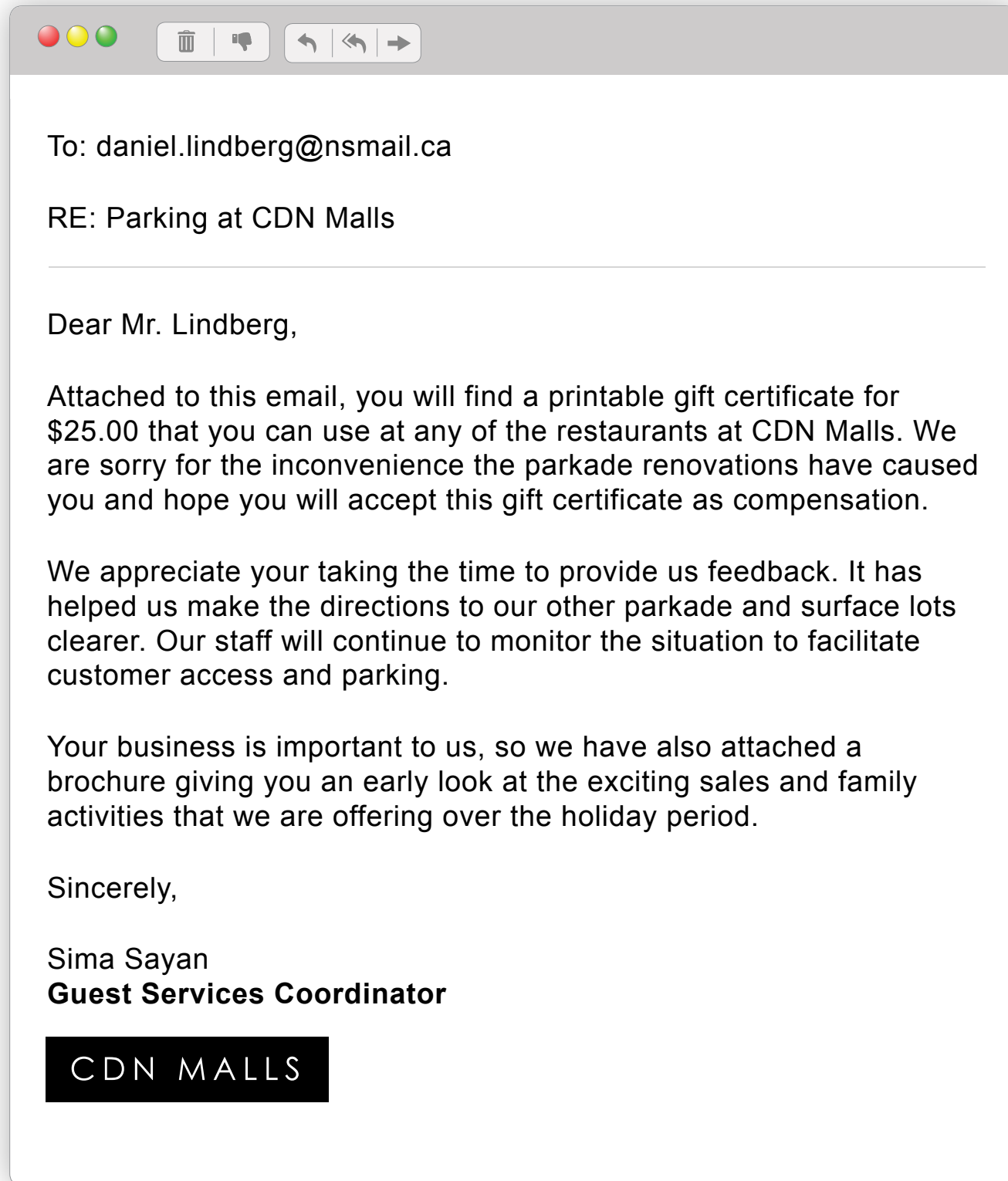


d)



## The content

Let us look at Sima's reply more carefully.



1. When you handle a complaint via email, it is important to start and end the email with a positive message. It is also important to let the customer or client know that you value their feedback. The email needs to be formal because it is addressing a complaint, and the audience is a customer. You can see how Sima does this in the example below:

The steps Sima follows	Sentences from her email
She <b>starts the email with a positive message.</b>	Attached to this email, you will find a printable gift certificate for \$25.00 that you can use at any of the restaurants at CDN Malls.
She <b>apologizes.</b>	We are sorry for the inconvenience the parkade renovations have caused you ...
She <b>thanks the customer for the feedback.</b>	We appreciate your taking the time to provide us feedback.
She <b>gives the customer information on changes or action taken.</b>	It has helped us make the directions to our other parkade and surface lots clearer. Our staff will continue to monitor the situation to facilitate customer access and parking.
She <b>ends the email with a positive message.</b>	Your business is important to us, ...

Discuss how Sima makes the email sound formal. Which words and phrases make the email sound more formal?



2. Here are some useful expressions that can be used in a response to a complaint.



We have attached a full refund for ...

Thank you for ...

We sincerely apologize for ...

We have arranged for the \_\_\_\_\_ you requested.

We appreciate ...

Please accept our apologies ...

We are sorry that ...

We will do everything we can to ...

I must apologize for ...

Your satisfaction is important to us.

We are grateful for ...

We would like to thank you for ...

We regret that ...

Please accept our invitation to ...

We would like to offer ...

Complete the chart below by matching each of the above expressions to its purpose.

Expressing a positive message	Expressing an apology	Expressing thanks

## Ray, your Strategy Coach

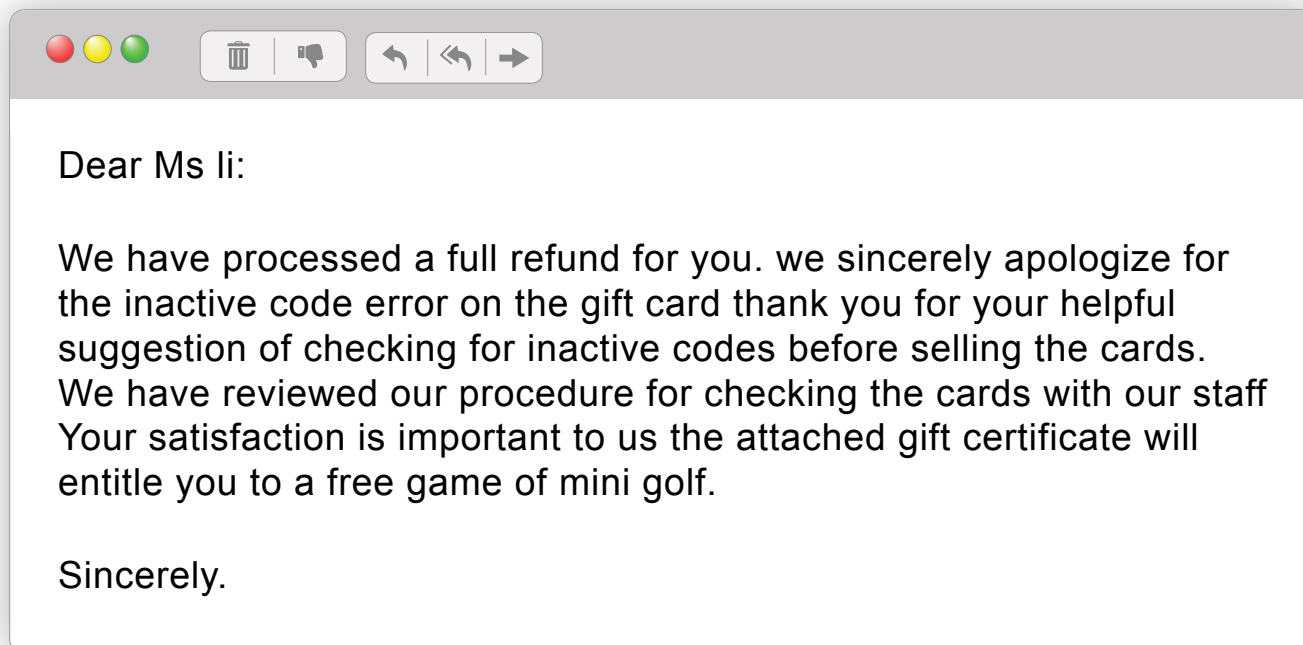


### 4.3 Reviewing your email

Go to page 320 to learn more.

### 3. Practise your proofreading skills.

The email message below has several punctuation and capitalization errors. Underline the errors and make the necessary corrections.



## Writing practice

You are an employee at CDN Malls. You have received an email from a customer, Jill Agnew, complaining that water was dripping from the ceiling of the East Parkade. The water stained her coat, and she had to spend \$43.25 to have her coat dry cleaned and the stain removed.

Write a formal email message in response. In your message, do the following:

- Open the email with a positive message.
- Apologize to the customer.
- Thank the customer for the feedback.
- Give the customer information on the changes or action taken.
- Close with a positive message.
- Use the appropriate level of formality.

Before you start writing:

- Discuss
  - \* which salutation is appropriate
  - \* how you are going to write the email
  - \* what information you are going to include
  - \* how you are going to close the email.
- Read the rubric on the next page so you are aware of the expectations of the task.

## Writing progress check

### Rubric

The table on the right is a special type of form called a rubric. Rubrics are often used to measure how well a person completes a task.

On the left side is the writing task or assignment, with the main requirements below it. The requirements show how you should complete the task.

There are spaces for checkmarks in the three middle columns to show how well you did. On the right-hand side, there is a space for comments from the instructor or tester.

Complete the writing task on the next page, paying attention to the expectations in the rubric.

Chapter 4: Writing progress check				
<ul style="list-style-type: none"> <li>• Topic: Workplace communications</li> <li>• Task: Write an formal workplace email</li> </ul>	Name:			
	Date:			
Criteria	All	Some	None	What can you do better next time?
You started the email with a suitable salutation.				
You opened the email on a positive note.				
You apologized and thanked the customer for the feedback.				
You informed the customer of changes or action taken.				
You ended the email with a positive message.				
You ended the email with an appropriate closing.				
You used the appropriate level of formality throughout by avoiding slang and contractions.				
You used accurate punctuation and capitalization.				

## Task



You are an employee at CDN Malls. You have received an email from a customer, Mira Roe, complaining that the washrooms at the mall were not clean. Before you begin, read and understand the rubric so you are aware of the expectations of the task.

Write a formal email message in response. In your message, do the following:

- Open the email with a positive message.
- Apologize to the customer.
- Thank the customer for the feedback.
- Give the customer information on the changes or action taken.
- Close with a positive message.
- Use the appropriate level of formality.

## Pronunciation

### Task 1

Listen to the pronunciation for the words and phrases in the audio for Task 1. Repeat and practise.

address	deserve	minimize	reviews
adequate	exercise	monitor	rough
alternative	feedback	on the go	see red
apologize	follow up	open posture	sensor
assure	frustrated	patronage	sincere
beyond your control	gift certificate	patrons	stock up on
caution	handle	reassure	stressful
challenges	hassle	rectify	summarize
compensation	hostility	refer	sympathize
complaints	impact	regret	upgrade
concern	input	regretful	woes
confirm	log	renovation	
creatures of habit	maintain	resurface	

### Ray, your Strategy Coach



#### 4.4 Listening for thought groups

[Go to page 321 to learn more.](#)

### Task 2

Listen to the audio for Task 2. Pay attention to how the speaker groups words together. Mark any pauses you hear with a /.

Discuss the pauses you marked.

Practise reading along with the audio, pausing where the speaker pauses.

If a customer has taken the time to come to the Guest Services Desk to make a complaint, then he or she is really upset. The customer wants to know that you are interested in what he or she is saying and that you are actively listening to the complaint. Be polite and listen carefully. Make eye contact and maintain an open posture when speaking to the customer. Avoid crossing your arms as this can be seen as a sign of hostility. Confirm the information that the customer is giving you to make sure you have the facts.

## Speaking practice

### Listen and repeat

1. Listen again to the audio for Listening 2. Listen to how Raja handles the complaint.
2. Now read the script for Listening 2. Find the parts where Raja does the following and match each one with the correct letter.
  - a) Confirms that he has understood the situation
  - b) Apologizes
  - c) Sympathizes
  - d) Requests customer input
  - e) Summarizes the customer's concerns
  - f) Explains what the next steps are
  - g) Thanks the customer for the feedback and business
3. Discuss your answers.
4. Listen again to the audio and repeat after the speakers.



## Practice

You are an employee at CDN Malls. A customer, Dan Jansen, is complaining to you about an overflowing garbage container in the food court. Complete the following dialogue and practise it with a classmate or instructor. Remember to sound calm and use appropriate eye contact when you are the employee.

You:	Good afternoon.
Dan Jansen:	Hi. I'm Dan Jansen. I was just at the food court. The garbage container near Tasty Fries is full, and there's some garbage on the floor.
You:	(Confirm that you have understood the situation.)
Dan:	Yes, that's right.
You:	(Apologize and sympathize.)
Dan:	Thanks. Just thought I should point it out.
You:	(Acknowledge what Dan said. Then explain what action you are going to take.)
Dan:	Sounds good.
You:	(Thank the customer for the feedback and business.)

## Discussion

Discuss the following:

- a) Why was it not necessary to request the customer's input in this situation?
- b) Why is it important to confirm what someone has said?
- c) Why is it important to explain what action is going to be taken?
- d) Why is the listener's eye contact and body language important?

## Speaking progress check

### Rubric

Read the information in the rubric on the right. It explains what you need to focus on in this activity.

Complete the speaking task on the next page with your instructor or a classmate. Pay attention to the expectations in the rubric.

Chapter 4: Speaking progress check				
• Topic: Workplace communications • Task: Dealing with a complaint			Name: Date:	
Criteria	Yes	Almost	No	What can you do better next time?
Confirm that you understand the situation.				
Apologize and sympathize with the “customer.”				
Explain the action you are going to take.				
Thank the customer for the feedback and business.				
Maintain appropriate eye contact throughout the interaction.				

## Task

<b>Context</b> <p>You are an employee at CDN Malls. A customer is complaining to you about some ice cream that somebody has dropped on the floor. Handle the complaint appropriately. Follow the instructions below. Your instructor or a classmate will play the role of the customer.</p>	
<b>Instructions</b> <ol style="list-style-type: none"><li>1. Read the full dialogue and think of appropriate answers. Read the cues carefully. They will tell you what to do. You can make notes to help you. You have five minutes for this.</li><li>2. Now role play the dialogue with your instructor or a classmate. Use appropriate eye contact and body language.</li></ol>	
Customer:	Good morning. I just wanted to inform you that somebody has dropped ice cream on the floor right in front of Heavenly Shoes.
You:	<ul style="list-style-type: none"><li>• Respond appropriately to the greeting.</li><li>• Confirm that you have understood the situation.</li></ul>
Customer:	Yes, that's right.
You:	<ul style="list-style-type: none"><li>• Apologize and sympathize with the customer.</li></ul>
Customer:	Thanks. Just thought I should point it out because it could be dangerous.
You:	<ul style="list-style-type: none"><li>• Acknowledge what the customer said.</li><li>• Explain what action you are going to take.</li><li>• Thank the customer for the feedback and business.</li></ul>

## Wrap-up

In this chapter, you

- identified common Canadian workplace interactions and behaviours
- identified appropriate body language and eye contact in casual group interactions
- practised dealing with customer complaints
- wrote a formal workplace email.

### Discussion

Think about what you learned in Chapter 4. Then discuss

- something that was new to you in this chapter
- two things you are more confident about now
- one thing you would like to improve
- how what you learned in this chapter may help you in your work and in your everyday life.

### Sandy, your Workplace Mentor



#### 4.3 Reflection in the workplace

Go to page 269 to learn more.

### Reflection

In this chapter, you learned about steps or procedures for handling customer complaints. Refer to the reading and writing sections again. Then write a reflection of one short paragraph about the value of following such procedures to handle complaints or other issues in the workplace.

## Extension

### Ray, your Strategy Coach



#### 4.5 Learning new vocabulary

Go to page 322 to learn more.

### Chapter vocabulary list and language logs

- a) Print the Language Observer Log and the Language User Log to help you extend your language learning into daily life.
- b) Look at the *Chapter Vocabulary List* at the end of this chapter and choose four words that you want to learn to use. Write them in your language logs.

### Interview

Informally interview one person who is working. Ask him/her about whether his/her workplace has a zero-tolerance policy for physical and verbal abuse to employees. Talk about this information with your classmate or instructor.

## Research

Use one of the following links:

<https://alis.alberta.ca/ec/cp/oi/EasyReading.html>

<http://occinfo.alis.alberta.ca/occinfopreview/info/browse-occupations/whats-new.html>

Research at least three customer service jobs, and list the personal characteristics or skills you need for such jobs. Write down the important points that you want to remember. Present the information in an organized and concise way to your classmate or instructor.

## Chapter vocabulary list

Word	Form	Meaning
address	verb	to deal with a matter, issue, or problem
adequate	adjective	enough; sufficient
alternative	adjective	another possibility available as a choice
apologize	verb	to say that you are sorry
assure	verb	to tell someone that something will happen or that something is true
beyond your control	expression	outside the limits of what you can do
caution	noun	care taken to avoid danger or risk
challenges	noun	difficult tasks or problems
compensation	noun	something that is given to make up for damage or trouble
complaints	noun	statements that you are unhappy or unsatisfied about something
concerns	noun	worries or anxiety about something
confirm	verb	to make sure that something is correct
creatures of habit	expression	people who do things the same way all the time or whose routine never varies
deserve	verb	to be entitled to; to have the right to
exercise	verb	to use or apply
feedback	noun	helpful information that is given to someone about a product or performance
follow up	verb	to take appropriate action about something
frustrated	adjective	feeling annoyed or disappointed about something
gift certificate	noun	a piece of paper that is worth an amount of money and is given to someone to pay for a product or service



Word	Form	Meaning
handle	verb	to manage a situation or problem
hassle	noun	something that is annoying or causes trouble
hostility	noun	an unfriendly attitude
impact	verb	to have a strong effect on something
input	noun	a contribution of information
log	verb	to make an official record of something
maintain	verb	to continue doing something
minimize	verb	to reduce
monitor	verb noun	to observe or check the quality of something a device for checking something
on the go	expression	active or busy
open posture	expression	standing or sitting in an open, friendly way without crossing your arms
patronage	noun	regular business given by a person or company
patrons	noun	regular customers
reassure	verb	to say or do something to make somebody feel better
rectify	verb	to make something right or correct
refer	verb	to pass a matter to someone in authority
regret	noun	a feeling of sadness or disappointment
regretful	adjective	feeling or showing sadness or disappointment
renovations	noun	repairs or improvements to a building
resurface	verb	to put a new surface on something; for example, a road or street

Word	Form	Meaning
reviews	verb	examines or looks at something carefully to make a decision
rough	adjective	difficult or unpleasant to deal with
see red	expression	to get angry suddenly
sensor	noun	a device that detects something
sincere	adjective	showing true feelings that are expressed in an honest way
stock up on	expression	build a supply of something
stressful	adjective	making you feel worried or anxious
summarize	verb	to repeat information using a minimum of words
sympathizing	verb	feeling sorry for someone who is in a bad situation
upgrade	noun	replace one thing with another that is better or newer
woes	noun	feelings of pain or sadness

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# Chapter 5: Career Management

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## Introduction

### Objectives

In this chapter, you will

- identify common Canadian workplace interactions and behaviours
- identify the key elements of a common feedback technique
- give a short presentation to a familiar audience
- write an organized paragraph.

### Video

In this chapter's video, you will watch a short excerpt of a formal performance review meeting at CDN Malls. Before watching the video, think about the importance of performance reviews.

### Discuss

- the reasons for a periodic review of one's job performance
- how the feedback from a performance review might help an employee
- an example of when feedback at work or school has helped you improve
- what you know about how feedback is often given in Canada.

**While watching the video, think about the questions below. Write down information that you think is important.**

- Who are the people in the video?
- What are they discussing?
- Notice how the people are interacting. Think about whether the conversation is formal or informal. Consider their body language and eye contact. Think about how the context affects the level of formality.





## Focus questions

### Sandy, your Workplace Mentor

Hi! I'm Sandy, your Workplace Mentor. Throughout this book, I will give you important pointers to help you understand the general environment in many workplaces in Canada.



#### 5.1 Points to focus on:

1. The feedback sandwich
2. Active listening
3. Reacting to feedback

Go to page 270 to learn more.

In the video, you watched part of a performance review meeting.

### Discussion

Discuss the following:

1. Whose performance review is it?
2. How formal/informal was the language the people in the video used? Why?
3. Are the people casual or serious during the meeting? Why?
4. What is active listening? Is active listening important? Why? Do the people in the video demonstrate active listening? How?

5. Sima gives feedback on two main points. What are they?
6. Overall, is the feedback that Sima gives positive or negative? How do you know?
7. Sima points out one area for improvement. What is it?
8. Was the feedback received well? How do you know?
9. Below are two pieces of feedback. Complete the following:
  - a) Read Feedback 1 and 2 carefully.

#### Feedback 1 (Supervisor to employee)

Thank you for submitting the report at such short notice. The report is very thorough and includes all the important points. It appears that there are a few issues with spelling and grammar. Could we look at the report again before forwarding it? I really appreciate your attention to the customers' needs, and you have made some excellent points in the report.

#### Feedback 2 (Instructor to student)

The paragraph is organized well, and you have used the appropriate words to help the information flow smoothly. I also like how your topic sentence gives the main idea about the paragraph. Let us look at these two sentences here. Do you think they support the main idea in your topic sentence? It's always a good idea to read your sentences carefully to check if they are all connected to the main idea. This way you will have a really good paragraph. Now about your spelling and punctuation: I feel you have improved a great deal in these areas. It is clear that you are working very hard to improve your writing.

b) Complete the chart below. Identify the sentences from Feedback 1 and 2 that discuss what needs to be improved.

	<b>Part of feedback that discusses what needs to be improved</b>
<b>Feedback 1</b>	
<b>Feedback 2</b>	

- c) Discuss your answers. What exactly has to be improved in each case?
- d) In each piece of feedback, the person giving the feedback used indirect language. Identify the indirect language used in each piece of feedback and rephrase it in a direct way. Discuss your answers.

### Ray, your Strategy Coach

Hi! I'm Ray, your Strategy Coach. I will give you some important tips to help you build your learning strategies.



#### 5.1 Understanding longer texts and Pronoun references.

Go to page 324 to learn more.

### Before you read

Discuss the questions below with a classmate or instructor to prepare for the reading.

1. Look at the title of the reading text that follows. Is confidence important? Why?
2. How can too little confidence or too much confidence hurt you?
3. Talk about a situation in which you felt confident about your abilities. How did you feel?

### Read

Read the following text.

#### Confidence

Confidence means believing that you can do something successfully. Confidence can help get rid of unnecessary fear, worry, and anxiety. It can make you feel more positive and secure. These feelings of positivity and security can help you perform better at your job. Most successful people are confident. Confidence can be the foundation of your success because **it** can help you demonstrate important employability skills and behaviours.

Confidence can help you face changes and adapt to different situations more quickly. Adaptability is very highly valued in the Canadian workplace. **It** is the ability to be flexible and open to change. Changes are inevitable in the workplace, and **they** can happen quite suddenly. This is because businesses have to constantly keep up with the latest technology and methods of doing business. Examples of change may include a new assignment with new responsibilities, the introduction of new software, or even a change of supervisor. Many people are afraid of change because they believe they will not succeed in the new situation or environment. When you are confident, you have less fear because you have a more positive outlook and feel that you can succeed.

Canadian employers value the ability to take initiative. Taking initiative means going beyond just doing your job. **It** means doing things that

will benefit your organization without being told. Identifying the knowledge and skills you need on your own and finding the learning opportunities to improve **them** are examples of taking initiative. When you have confidence in your abilities, you are more likely to be able to self-assess, identify gaps, and set yourself learning goals for self-development. People who lack confidence may be afraid to reflect on their mistakes and identify gaps for self-development because they may see the gaps as signs of failure and not as opportunities to learn something new. Another example of taking initiative at work is offering to do something that is new or more challenging. When you are confident, you are more likely to take these kinds of initiatives. When you take initiative, you are showing that you are motivated to learn and do something new. Employers in Canada value this.

Being a good team player, or having the ability to work well in groups, also requires confidence. When you are confident, you are more likely to be open to new ideas and respect another person's individuality and perspective. Unconfident people may be easily offended when another person disagrees with **them**. Working on a team also often includes receiving or giving feedback. When people lack confidence, they may not receive the feedback appropriately. If they are in a position to give feedback, they may not feel comfortable doing so, or they may be too critical. Working on a team also means being able to build rapport, or friendly relationships, with the other team members. When you are confident, you are more likely to do this. Working well on a team means contributing ideas and doing your part well. When you are confident, you will feel more comfortable about contributing ideas without being self-conscious or unsure about your communicative abilities.

## After you read

### Comprehension

Answer the following questions. Be ready to discuss your answers.

1. According to the text, it is important to have confidence because
  - a) successful people are confident
  - b) it can help you do your job better
  - c) you will never be anxious or worried
  
2. According to the author, a lot of the fears we have are not necessary.
  - a) True
  - b) False
  
3. Complete the following chart with information from the text.

Main employability skills discussed	What the skill means	One way to demonstrate the skill at work
1.		
2.		
3.		

4. People fear change because
- a) changes usually happen too quickly
  - b) their job duties and their supervisor will be different
  - c) they might not do well in the new situation
5. When you look for ways to improve your knowledge and skills on your own, you show that you want to
- a) learn something new
  - b) do something more challenging
  - c) both a and b
6. Most confident people see mistakes as
- a) signs of being successful
  - b) learning opportunities
  - c) both a and b

7. What do the following pronouns refer to in the text?
- a) it (Paragraph 1, Line 6) \_\_\_\_\_
  - b) it (Paragraph 2, Line 3) \_\_\_\_\_
  - c) they (Paragraph 2, Line 4) \_\_\_\_\_
  - d) it (Paragraph 3, Line 2) \_\_\_\_\_
  - e) them (Paragraph 3, Line 5) \_\_\_\_\_
  - f) them (Paragraph 4, line 5) \_\_\_\_\_

## Vocabulary

### Meaning

Answer the questions from the reading.

#### Part 1

Can you guess what these words and phrases mean? Talk about their meanings in the reading. Use your own words to describe them. Match each word or phrase with the correct definition

	Word/phrase		Meaning
a)	foundation	_____	chance
b)	inevitable	_____	the quality that makes a person different from others
c)	opportunity	_____	cannot be avoided
d)	gap	_____	expressing disapproval about something
e)	individuality	_____	a way of thinking about and understanding something
f)	perspective	_____	a friendly relationship
g)	critical	_____	a space where something is missing
h)	rapport	_____	a base or support on which something stands

Now, choose any two of the words above and use the two words in a single sentence.



#### Part 2

Words can have more than one meaning. It is important to know which meaning is being used in the text you are reading. If you choose the wrong meaning, you may not understand the text correctly.

Read the following sentences. Look at the word in bold. Read the two different meanings of the word below the sentence. Both are acceptable meanings for the bolded word. In the **context** of the sentence, **only one meaning** is correct. Choose the correct meaning of the word as it is used in the sentence.

- I am happy to do whatever you want. I am **flexible**.  
In the sentence above, **flexible** means  
a) capable of bending or being bent  
b) willing to change or try different things
- We get along very well. We have the same **outlook** on most topics.  
In the sentence above, **outlook** means  
a) the way a person thinks about things  
b) a place where you can look out over a wide area
- She helped me see the issue from a fresh **perspective**.  
In the sentence above, **perspective** means  
a) the angle or direction from which a person looks at an object  
b) a way of thinking about and understanding something



4. He was unable to **perform** his duties after the accident.  
In the sentence above, **perform** means
- to do an action or activity that requires training or skill
  - to entertain an audience
5. It is important to **reflect** on your mistakes.  
In the sentence above, **reflect** means
- to think carefully about something
  - to show something or to make something known

**Form** 

1. Complete the chart below with words from the text “Confidence.”

Verb	Noun	Adjective
	confidence	
adapt		adaptable
develop		
		responsible
communicate	communication	
employ		employable

2. Complete the following paragraph with words from any column in the table on the left. Read the context carefully to choose the *most appropriate* word for each blank. Use the correct form of the word.

When Ivana first came to Canada, she wanted to start working as soon as possible. However, she quickly realized that getting a job in her field required more than just her qualifications. She discussed this with her friend. Her friend introduced her to a document called “Employability Skills 2000+” and advised her to set herself some goals. She read this document very carefully. She understood that she needed to \_\_\_\_\_ some of her soft skills. This would help her get a job more easily because she would be more \_\_\_\_\_ in Canada with better soft skills. For example, she needed to work on her \_\_\_\_\_ abilities to be able to express her ideas more clearly. She believed in herself and was very \_\_\_\_\_ that she would be able to \_\_\_\_\_ to life in Canada very soon. Ivana found an entry-level job in her field in six months. Now, eight years later, she has a job with a lot of \_\_\_\_\_ in the same company. She is very happy with her success.

**Discussion**

Refer to the text “Confidence” and do the following:

- Explain the importance of being confident at work. Take the opportunity to use the new vocabulary you learned.
- Think about at least two other soft skills that are valued in the Canadian workplace. If you are not sure, do some research to find the information. You may also refer to other chapters in this textbook.
- Discuss the skills and talk about ways of developing these skills.

## Reading progress check

Before you read the following tip sheet, read the questions in the *Comprehension* section so you know what information to read for.

### Tip Sheet: \_\_\_\_\_

#### **Be reliable**

Show up for work and meetings on time. Complete your work on time. Do what you say you will do. Follow instructions and pay attention to detail. Ask questions when you do not understand an instruction. Being reliable does not mean you have to be perfect. You can make mistakes, but you need to take responsibility for them and make things right.

#### **Demonstrate a positive attitude**

Be confident and positive about your abilities. See the good in new situations and other people. Show that you are motivated to work hard.

#### **Be flexible and adaptable**

Be ready to adapt to changes. Changes are inevitable, and you must be ready to deal with them in a positive way. Be open to feedback and learn from your mistakes. Different workplaces have different unspoken rules and values. Notice what is going on around you and adapt to the environment. Respect diversity and be flexible when working with people from different cultures and backgrounds.

#### **Show initiative**

Learn new skills and improve your knowledge. Keep a workplace journal. Log your successes and your challenges. Reflect on the challenges so that you can set self-development goals. A workplace journal will help you with your performance review and your goal setting. Speak up at meetings and offer suggestions. Your co-workers and supervisor may not take your suggestions, but they will appreciate your input. If you are self-conscious or shy at meetings, take your focus away from yourself and concentrate instead on the topic and discussion. Use your knowledge and skills to solve problems and make decisions.

#### **Be organized**

Write down what has to be done. Make checklists to help you get through your tasks. When you leave work, prepare a checklist of everything that needs to get done the next day. Organize your workspace and be neat and tidy so you can quickly find what you want.

#### **Be a team player**

Be ready to work with others. Contribute by sharing ideas and completing the tasks that you are assigned. Interact well with co-workers, and always be polite and respectful. Be an active listener. Pay attention when people are talking to you. Respect ideas and opinions that are different than yours.

#### **Make safety your responsibility**

Follow safety procedures at work. Report unsafe practices. Help make the workplace safe for everyone.

## Comprehension

Answer the following questions:

1. Which of the following is the *best* title for this tip sheet?
  - a) The importance of showing initiative
  - b) How to be a successful employee
  - c) Advice to new staff
2. How can you show you are reliable when you make a mistake?
  - a) By helping people understand that not everyone is perfect
  - b) By learning a new skill
  - c) By taking responsibility and doing your best to correct the mistake
3. All workplaces have similar rules and values.
  - a) True
  - b) False
4. What can you do to overcome being self-conscious at a meeting?
  - a) Concentrate on the topic and discussion
  - b) Offer a suggestion
  - c) Don't speak until you are confident

5. How can you make your workplace safe for everyone?
  - a) Follow safety procedures
  - b) Report unsafe practices
  - c) Both a and b
6. What do the following pronouns refer to in the text?
  - a) them (Section: Be reliable)\_\_\_\_\_
  - b) they (Section: Show initiative)\_\_\_\_\_

## Vocabulary

What do the following words and phrases mean? Match each word and phrase with the correct meaning.

	Word/phrase		Meaning
a)	reliable	_____	to give something to help another person or group
b)	flexible	_____	a daily personal record of events
c)	diversity	_____	able to adapt to something new
d)	self-conscious	_____	uncomfortably nervous about what people think about you
e)	contribute	_____	able to be trusted and depended on
f)	interact	_____	to talk or do things with other people
g)	journal	_____	the state of having a variety of people from different cultures in a group or organization

## Before you listen

Complete the following to help you prepare for the listening:

1. In this section, you are going to listen to Sima talk about performance reviews and setting goals.

Think about the following questions. Then discuss your answers.

- a) What do you already know about performance reviews?
- b) There are other names for performance reviews. Do you know of any?
- c) One of the values of CDN Malls is “Empower people to do their best.” Can regular performance reviews of its employees help CDN Malls do this? How?
- d) What are goals? Why are they important to success?
- e) What are some of your goals?
- f) What points do you think Sima will discuss when she talks about performance reviews and goals?

2. Discuss what the following words and phrases mean. Listen carefully for these words and phrases while you are listening and think about their meanings.

achievable	concrete	measurable	recap
action plan	conduct	motivate	relevant
bonus	deadline	performance review	specific
brief	document	potential	time frame
commitment	increment	probation	tool



## Listening: Excerpt I

Ray, your Strategy Coach

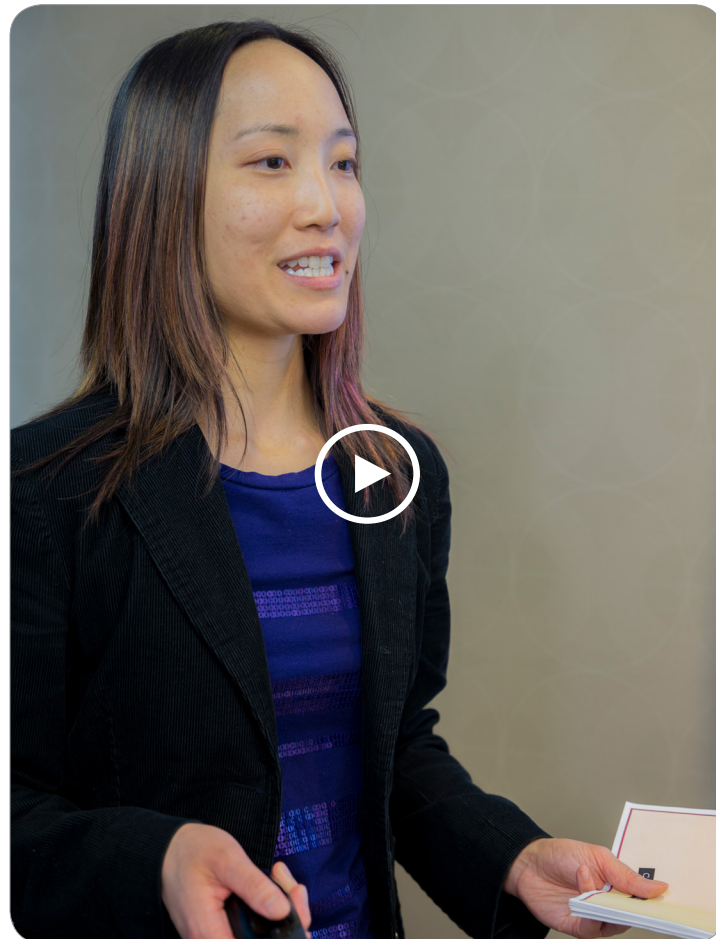


### 5.2 Reading the questions before listening

Go to page 326 to learn more.

Before you listen, read the questions in the *Comprehension* section so you have an idea of what the keywords are and what information to listen for.

Then listen to the information Sima presents at a meeting and answer the questions that follow.



## After you listen

### Comprehension

Answer the questions.

1. What is the focus of this listening?
  - a) Goal setting for employees at CDN Malls
  - b) The way performance reviews are done at CDN Malls
  - c) A quick introduction to performance reviews in general
2. According to the speaker, performance reviews are also called
  - a) performance appraisals
  - b) performance evaluations
  - c) both a and b
3. Performance reviews at CDN Malls are a tool to
  - a) determine salary increments and bonuses and help employees work well
  - b) determine salary increments and bonuses only
  - c) determine salary increments and bonuses and learn about the online system



4. The performance review process at CDN Malls involves four parts.
  - a) True
  - b) False
  
5. What do the check-in meetings help identify?
  - a) Employees' training needs and goals
  - b) When the probation period ends
  - c) Both a and b
  
6. Updating the online management system regularly helps
  - a) management plan check-in meetings
  - b) employees remember their goals
  - c) both a and b
  
7. Performance reviews at CDN Malls are done at the end of the probation period
  - a) and then whenever it is necessary
  - b) and after that only at check-in meetings
  - c) and at the end of every year

## Vocabulary

1. Listen to Excerpt 1 again. In the chart below, identify the words and phrases you heard. Talk about what the words and phrases mean. Compare them with the meanings you had discussed in the *Before you listen* section.

achievable	concrete	measurable	recap
action plan	conduct	motivate	relevant
bonus	deadline	performance review	specific
brief	document	potential	time frame
commitment	increment	probation	tool

2. Use a dictionary to look up the words and phrases you identified above. Write down their meanings. Some words may have more than one meaning. Be careful to select the meaning of the word as it is used in the listening.
3. Write sentences using the words you wrote meanings for. Talk about your sentences.

## Listening: Excerpt 2

Before you listen, read the questions in the *Comprehension* section so you have an idea of what the keywords are and what information to listen for. Then answer the questions that follow.



## After you listen

### **Comprehension**

Answer the questions.

1. What is the focus of this listening?
  - a) The purpose of goal setting
  - b) The importance of SMART goals
  - c) How to write goals that are specific and time bound
2. Goals can motivate you by giving you focus and direction.
  - a) True
  - b) False
3. “Improve my listening skills” is a goal that is
  - a) too general
  - b) very specific
  - c) SMART
4. When a goal is measurable, it helps
  - a) give you a definite date for completing the goal
  - b) determine your interests
  - c) you see how much progress you have made

5. Why is it important for a goal to be relevant?
  - a) It motivates you.
  - b) It ensures that you will finish it on time.
  - c) It tells you how to complete it.
  
6. What is an action plan?
  - a) A list of changes made to a goal
  - b) Steps that will help you achieve the goal
  - c) A document that has many SMART goals
  
7. Which of the following is the best example of a SMART goal for a student who finds reading for main ideas a challenge?
  - a) I want to improve my skill of reading for main ideas by the end of this term. To do this, I will read two texts of one to two pages a week, identify the main idea, and ask my teacher for feedback.
  - b) I want to improve my reading skills by the end of the term. To do this, I will read as many texts as I can.
  - c) I want to improve my skill of reading for main ideas by the end of the term. To do this, I will read newspaper articles and identify the main idea in each one.

## Vocabulary

1. Listen to Excerpt 2 again. In the chart below, identify the words and phrases you heard. Talk about what the words and phrases mean. Compare them with the meanings you had discussed in the *Before you listen* section.

achievable	concrete	measurable	recap
action plan	conduct	motivate	relevant
bonus	deadline	performance review	specific
brief	document	potential	time frame
commitment	increment	probation	tool

2. Use a dictionary to look up the words and phrases you identified above. Write down their meanings. Some words may have more than one meaning. Be careful to select the meaning of the word or phrase as it is used in the listening.
3. Write sentences using the words and phrases you wrote meanings for. Talk about your sentences.



## Discussion

Go back to the questions in the *Before you listen* section. Think about what you heard in Excerpt 1 and Excerpt 2. Discuss the answers to these questions:

- Did you correctly predict what Sima was going to talk about?
- How did reading the questions ahead of time and thinking about what you were going to listen for help you understand?

## Listening progress check

Read the comprehension questions first so you know what to listen for. Then listen to Raja and Paul talking.



## Comprehension

Answer the following questions.

1. What is Raja anxious about?
  - a) His upcoming performance review
  - b) The CDN Malls performance review process
  - c) The Feedback Sandwich
2. When is Paul's performance review? \_\_\_\_\_
3. In the past, both Paul and Raja were satisfied with how their performance reviews were done.
  - a) True
  - b) False
4. How have the check-in meetings helped Raja?
  - a) They have helped him understand the Feedback Sandwich.
  - b) They have helped him reflect and set goals.
  - c) They have helped him get a bonus.

5. What mistake did Raja's friend make?
- She focused only on the positive points of her boss's feedback.
  - She did not want to accept her boss's feedback.
  - She paid attention to only the negative feedback from her boss.
6. What do you understand about the friend's boss?
- He is impatient and gave the friend a lot of trouble.
  - He is patient and culturally sensitive.
  - None of the above.

## Vocabulary

Match each of the words or phrases below to its meaning.

	Word/phrase		Meaning
a)	stressed out	_____	to think about carefully before deciding
b)	turn	_____	the opportunity to do something in a certain order
c)	legal	_____	have a problem with
d)	increment	_____	an increase in wages or salary
e)	bonus	_____	relating to the law
f)	have an issue with	_____	an amount paid above the usual salary or wage
g)	sensitive	_____	aware of and understanding the feelings of others
h)	consider	_____	anxious and worried

## Before you write

Ray, your Strategy Coach



### 5.3 Paragraphs and using the simple past tense

Go to page 327 to learn more.

In this section, we will practise writing a paragraph about the past. You will have many occasions to do this in the workplace. Here are a few topics you may need to write about:

- A description of what you did on your shift as part of a shift log
- A description of an accident or an incident at work as part of a report
- A description of your duties at your last job as part of a cover letter for a job
- A description of what you did to improve your skills as part of a performance review form

## The paragraph

1. Do the following:

- Read the sentences below carefully.
- The sentences are not in order. Think about how best to rearrange the sentences to make two well-organized paragraphs.
- There is one sentence that is not relevant. Find it.

- a)
- After Tara left, I read for a while.  
After my walk, I sat by the river for some time to rest.  
At around ten, I drove to a nearby park and walked for an hour.  
First, I had my shower and breakfast.  
I admired how beautiful everything looked.  
I had a lovely day yesterday.  
I fell asleep with a smile on my face.  
I was very happy to see her and invited her home.  
It was a lazy but beautiful day.  
It was my friend, Tara.  
There were some empty cans floating in the water.  
We chatted for hours and cooked dinner together.  
We enjoyed the dinner on my deck and watched the beautiful sunset.  
When I got back to my car, I heard someone shout my name.  
When I got up, it was warm and bright outside.



b) A co-worker called 911.  
A short while later, an ambulance arrived and the paramedics took him to the hospital.  
He had on his safety boots and gloves, but he did not have on his safety glasses.  
He was in a lot of pain.  
Igor lost the sight in his left eye.  
My friend Igor learned about safety the hard way.  
Suddenly, a small piece of plastic hit him in his left eye.  
The doctors worked hard to save his eye but were not successful.  
The terrible experience taught him to always follow safety procedures and requirements carefully.  
The machine was new and shiny.  
Two months ago, he was working on a machine.

## Editing a paragraph

The following paragraph has errors in grammar, capitalization, punctuation, and spelling. Rewrite the paragraph with no errors. Develop and practise your typing and formatting skills by using a computer to produce your paragraph.

I worked very hard to improve my writing skills on my own first, I wrote a minimum of 150 words in my joornal everyday. I wrote about my day or something special I did or see I also write a summary of too short newspaper articles twice a week. In addision, I used the audio from the listen exercises in my e-textbook as dictation exercises. This helped me improve my spelling and my punctuations. I asked my instructor for the scripts so I could chick my work. Finally, I worked on my weakest Point, prepositions. twice a week, I got two copyes of the same free newspaper. I choose an article. In one newspaper, I deleted the prepositions in the article I chose. The next day, I write in all the preposition, and then compared them with the same Article in the other copy of the newspaper all this was a lot of works, but I write much better now.

2. Discuss how the sentences should be arranged in your opinion. What words in the paragraph helped you decide. How did you select the topic sentence? How did you select the concluding sentence?
3. Rewrite each of the above sets of sentences to make a well-organized paragraph. Develop and practise your typing and formatting skills by using a computer to produce your paragraphs. Indent the first line.

## Writing practice

Sandy, your Workplace Mentor



### 5.2 Typing your work

Go to page 274 to learn more.

Write a paragraph about a job you held in the past. Write about 150 words. Your paragraph must have an appropriate topic sentence and relevant supporting sentences. Use signal words to organize your writing. Develop and practise your typing and formatting skills by using a computer to produce your paragraph.

Before you start writing,

- think about the points you are going to write about
- decide what signal words you are going to use
- read the rubric on the following page so you are aware of the expectations of the task.

## Writing progress check

### Rubric

The table on the right is a special type of form called a rubric. Rubrics are often used to measure how well a person completes a task.

On the left side is the writing task or assignment, with the main requirements below it. The requirements show how you should complete the task.

There are spaces for checkmarks in the three middle columns to show how well you did. On the right-hand side, there is a space for comments from the instructor or tester.

Complete the writing task on the next page, paying attention to the expectations in the rubric.

Chapter 5: Writing progress check				
• Topic: Workplace communications • Task: Write a well organized paragraph			Name:  Date:	
Criteria	Yes	Some	No	What can you do better next time?
You wrote an appropriate topic sentence.				
All your supporting sentences were relevant to your topic sentence.				
You used appropriate signal words to guide your reader.				
You used accurate grammar.				
You used correct end-of-sentence punctuation.				
You used correct capitalization.				

## Task

You are an employee at CDN Malls. You have been asked to contribute a short article to the newsletter about a soft skill that you worked on. Write about the importance of the skill and what you did to improve the skill.

### Instructions:

- Write one paragraph of about 150 words.
- Write a suitable topic sentence.
- Write relevant supporting sentences.
- Use appropriate signal words to guide your reader.
- Read the rubric so you are familiar with the expectations of the task.
- Use a computer to produce your paragraph.

## Pronunciation

### Task 1

Listen to the pronunciation of the words and phrases in the audio for Task 1. Repeat and practise.

achievable	foundation	potential
action plan	gaps	probation
bonus	increment	recap
brief	individuality	relevant
commitment	inevitable	reliable
concrete	journal	secure
conduct	measurable	self-assess
constantly	motivate	self-conscious
critical	opportunity	specific
deadline	performance review	time frame
document	periodic	tool
flexible	perspective	

### Ray, your Strategy Coach



### 5.4 Listening for thought groups

Go to page 331 to learn more.

### Task 2

Listen to the audio for Task 2. Pay attention to how the speaker groups words together. Mark any pauses you hear with a /.

Discuss the pauses you marked.

Practise reading along with the audio, pausing where the speaker pauses.

Learn new skills and improve your knowledge. Keep a workplace journal. Log your successes and your challenges. Reflect on the challenges so that you can set self-development goals. A workplace journal will help you with your performance review and your goal setting. Speak up at meetings and offer suggestions. Your co-workers and supervisor may not take your suggestions, but they will appreciate your input. If you are self-conscious or shy at meetings, take your focus away from yourself and concentrate instead on the topic and discussion. Use your knowledge and skills to solve problems and make decisions.



## Speaking practice

Sandy, your Workplace Mentor



### 5.3 Presentations

Go to page 275 to learn more.

1. Complete the following:



- Go to: <http://www.conferenceboard.ca/topics/education/learning-tools/employability-skills.aspx> to access the information you will require for this task..
- Read the information and make notes in the table below. You will use the information to give a short presentation to a group or your instructor.

What is the name of the document and what is it about?		
What are Employability Skills 2000+?		
What fundamental skills are listed?	Skills	Two examples
What personal management skills are listed?	Skills	Two examples
What teamwork skills are listed?	Skills	Two examples

2. a) Review what the Workplace Mentor said about oral presentations (Workplace Mentor 5.3).
- b) Use the following chart to help you plan, prepare, and practise for the presentation.

<b>Introduction</b>	<ul style="list-style-type: none"> <li>• Greet the audience.</li> <li>• Introduce yourself.</li> <li>• Give the purpose of the presentation (what you are going to talk about).</li> <li>• Introduce the topic (what the document is about).</li> <li>• List the points you are going to discuss about the topic (list the main skills in the document).</li> <li>• Use clear transitions to move from one point to another.</li> </ul>
<b>Body</b>	<ul style="list-style-type: none"> <li>• Expand on the topic by giving details and examples about each point to help your audience understand the topic (explain each skill and give examples).</li> <li>• The points must be in the same order as in the introduction.</li> <li>• Use clear signal words to move from one point to another.</li> </ul>
<b>Conclusion</b>	<ul style="list-style-type: none"> <li>• Restate the purpose of the presentation.</li> <li>• Summarize the main points in the order you presented them.</li> <li>• Thank the audience.</li> </ul>

- c) Present the information. Make eye contact with all the members of your audience while presenting. This will make them feel included, and they will pay more attention to you.

3. Discuss the following:

- a) Why is presenting to an audience an important skill?
- b) How do you think you did?
- c) What were you most confident about? Why?
- d) What were you least confident about? Why?
- e) Why is the speaker's eye contact important?
- f) Why is the audience's eye contact and body language important?

## Speaking progress check

### Rubric

Complete the following:

Read the information in the rubric on the right. It explains what you need to focus on in this task.

Complete the speaking task on the next page with your instructor or a classmate. Pay close attention to the expectations in the rubric because you will be expected to meet them.

Chapter 5: Speaking progress check				
<ul style="list-style-type: none"> <li>• Topic: Workplace communications</li> <li>• Task: Present information about a task</li> </ul>	Name:			
	Date:			
Criteria	I met all of the requirements.	I met some of the requirements.	I did not meet any of the requirements.	How can I improve?
You had three clear parts in your presentation.				
In the introduction, you <ul style="list-style-type: none"> <li>• introduced yourself</li> <li>• introduced the topic</li> <li>• listed the points you were going to speak about.</li> </ul>				
In the body, you <ul style="list-style-type: none"> <li>• explained the points in the same order as in the introduction</li> <li>• used signal words to move from one point to another.</li> </ul>				
In the conclusion, you <ul style="list-style-type: none"> <li>• restated the purpose of the presentation</li> <li>• briefly went over the main points</li> <li>• thanked the audience.</li> </ul>				
You maintained appropriate eye contact throughout.				

## Task

Prepare and give a short presentation on SMART goals.

### Instructions

1. Listen to Excerpt 2 in the listening section of this chapter. Listen for and take down important information about the following points:

- Why goals are important
- What each letter in SMART stands for
- Why it is important to make goals SMART

2. Use the chart below to help you organize your notes and plan your presentation.

<b>Introduction</b>	
<b>Body</b>	
<b>Conclusion</b>	

3. Read the rubric so that you are familiar with the expectations of the task.

4. Prepare and practise your presentation.

5. Present the information to a group or your instructor.

In this chapter, you

- identified common Canadian workplace interactions and behaviours
- identified the key elements of a common feedback technique
- gave a short presentation to a familiar audience
- wrote an organized paragraph.

## Discussion

Think about what you learned in Chapter 5. Then discuss

- something that was new to you in this chapter
- two things you are more confident about now
- one thing you would like to improve
- how what you learned in this chapter may help you in your work and in your everyday life
- a goal you want to set for yourself and how to make it SMART.

### Sandy, your Workplace Mentor



#### 5.4 Reflection in the workplace

Go to page 276 to learn more.

## Reflection

In this chapter, you learned about setting goals. Write a reflection of one short paragraph about the importance of setting clear goals for yourself.

## Extension

### Ray, your Strategy Coach



#### 5.5 Learning new vocabulary

Go to page 332 to learn more.

### Chapter vocabulary list and language logs

- a) Print the Language Observer Log and the Language User Log to help you extend your language learning into daily life.
- b) Look at the *Chapter Vocabulary List* and choose four words from this chapter that you want to learn to use. Write them in your language logs.

## Interview

Informally interview one person who is working. Ask him/her about the importance of employability skills or soft skills in the workplace and what strategies he/she used to identify his/her soft skills. Talk about this information with a classmate or your instructor.

## Research

1. Use the Internet to research one of the following:
  - Having a positive attitude at work
  - Dealing with change
  - Receiving feedback at work

Write down four tips or pieces of advice. Share the information with a classmate or your instructor.

2. Research important soft skills required for the job that you are currently doing or would like to do. Pick one soft skill that you would like to develop and write a SMART goal. Share this goal with a classmate or your instructor.



## Chapter vocabulary list

Word	Form	Meaning
achievable	adjective	capable of being done or completed
action plan	noun	a document that lists the steps required to achieve a goal
bonus	noun	an amount of money added to wages or salary, especially as a reward for good performance
brief	adjective	not very long; short and concise
commitment	noun	the attitude of someone who works very hard to do or support something
concrete	adjective	relating to specific things or actions and not general ideas or qualities
conduct	verb	to plan, organize, and carry out an activity
constantly	adverb	all the time; very often
critical	adjective	expressing criticism or disapproval
deadline	noun	a date or time by which a task must be finished
document	verb noun	to create a record of something through writing an official paper that gives information about something
flexible	adjective	able to change or do things differently
foundation	noun	a base or support on which something stands
gaps	noun	spaces where something is missing
increment	noun	an increase in wages or salary
individuality	noun	the quality that makes one person different from others
inevitable	adjective	sure to happen
journal	noun	a daily personal record of events

Word	Form	Meaning
measurable	adjective	able to be measured
motivate	verb	to give someone a reason for doing something; to inspire someone
opportunities	noun	circumstances that make it possible to do something; chances
performance review	noun	a method of documenting and evaluating how well an individual does at his/her job
perspective	noun	a way of thinking about and understanding something
periodic	adjective	occurring at regular intervals
potential	noun	a quality that can be developed or made better
probation	noun	a period of time during which a new employee is evaluated to decide whether he/she can do the job well enough
recap	verb	to restate; to go over again
relevant	adjective	relating to a subject or topic in an appropriate way
reliable	adjective	dependable; consistently good in performance
secure	adjective	safe and unharmed
self-assess	verb	to evaluate or judge your own performance and progress
self-conscious	adjective	uncomfortably nervous or embarrassed about what other people think of you
specific	adjective	clearly and exactly presented
time frame	noun	a period of time during which an action or a project is planned or takes place
tool	noun	something that is used to do a job or activity

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# Appendix 1: Answer Keys

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# Chapter 1: Answer Key

## Reading

### After you read

#### Comprehension

Answer the questions.

1. c
2. a
3. During orientation
4. b
5. a
6. a
7. c

#### Vocabulary

#### Meaning

Answer the questions.

1.
  - a) a step or part
  - b) keep
  - c) move someone to a higher position

2.

- a) demonstrate
- b) a good fit
- c) potential
- d) hard skills
- e) influence

#### Form

Complete the following:

Noun	Verb	Adjective
mission	introduce	core
values	conform	
attitude		
position		

## Reading Progress Check

### Comprehension

Answer the questions.

1. a
2. b
3. c
4. a
5. a

### Vocabulary

Word	Meaning
raise	an increase in salary
promotion	a move to a better position
mentor	someone who can advise or guide
adapt	change or adjust to a different situation



## Excerpt 1: After you listen

### Comprehension

Answer the questions.

1. a
2. a
3. a
4. a
5. c

## Excerpt 2: After you listen

### Comprehension

Complete the following:

1. b
2. (6) (1) (4) (2) (3) (5)
3. b

## Listening progress check

Complete the following:

1. Start by clicking on the TimeTracker icon on the computer. That will bring you to the time sheet system.
2. The first thing you do once you have entered the TimeTracker system is click on My Time Sheet.
3. Once you are on the My Time Sheet screen, the second thing you will do is click on the button that says Name.
4. Once you have clicked on Name, scroll down the list until you find your name, and then click on it.
5. When you click on your name, it will take you to your own profile, with your name on the top.
6. Next, in your profile, click on the Time In or Time Out button, depending on whether you are arriving at work or leaving. When you click on the Time In or Time Out button, the computer will automatically enter the current time.
7. Finally, when the time appears in the box, remember to click Save so that your hours are recorded. If you don't click Save, you will have to start over again.

## Common vocabulary used on forms

Put each of the words or phrases below into the correct column:

First name	Last name	Employment	Birthdate	Telephone
Name	Family name	Job	Date of birth	Cell
Given name	Surname	Occupation	DOB	Phone number
				Tel
				Mobile

## Common form layouts

1. You live in Calgary at 1423 Main Street in Apartment 23. Your postal code is T2A 1B2. Write your address following the different formats.

a) 

1423
------

Main Street
-------------

23
----

Calgary
---------

AB
----

T2A 1B2
---------

Number      Street                      Apartment      City                      Province      Postal Code

b) 

23	1423 Main Street	Calgary	Alberta	T2A 1B2
Apt./Unit	Street No. Street Name	City	Province	Postal Code

c) Address

2	3		1	4	2	3		M	A	I	N		S	T
C	A	L	G	A	R	Y		A	L	B	E	R	T	A
T	2	A		1	B	2								

2. It is the 23rd of March in 2016. Write this date following the different formats below.

a) 

2016
------

March
-------

23
----

Year                      Month                      Day

b) 

23/03/2016
------------

 DD/MM/YYYY

c) Year                      Month                      Day

2	0	1	6
---	---	---	---

0	3
---	---

2	3
---	---

## Filling in a form

CDN MALLS

KEY/CARD REQUISITION FORM

**Employee details**

First name: Sally Last name: Smith

Employee #: 405005 Department: Marketing

Position: Product Specialist Email: ssmith@cdnmalls.ca

Supervisor name: Edith Hall

Request for:  key  \*access card

\*New employees will need to have their picture at the main security office. (Monday to Thursday 8:00am to 4:00pm. Closed on statutory holidays.)

**Reason for request**

New employee  \*Re-issue of lost key/card

\*There is a charge of \$35 to re-issue a lost key or card.

**Keys and cards are the property of CDN Malls. Lost/stolen keys and cards must be reported to security immediately. Any duplication is strictly prohibited.**

Employee Signature: Sally Smith Date: Jan 16, 2016

Supervisor Signature: Edith Hall Date: 16/1/2016

## Pronunciation

### Task 2

A company's / values are / also important / when employers / make decisions / to retain employees./ Employers expect employees / to show /the right attitude / and to demonstrate / these values / once they hire them./ They expect employees / to conform / to the company's culture /and adopt its values. / Many successful employees / use these values / to set goals / for improving their soft skills./ They know / that many companies / promote from within./ They know / that they have a better chance / of getting a higher position / in the company / if they can demonstrate / these values / along with their hard skills. /

## Speaking Practice

- Kevin: Hi, you must be new here. I haven't seen you before. I'm Kevin from Finance. Pleased to meet you.
- Paul: From Finance? Nice to meet you. I'm Paul. Guest Services. This is my first day here.
- Kevin: How's it going?
- Paul: Great, actually. I thought it would be information overload, and I was prepared for that. But it is all very well organized here.
- Kevin: Oh, yeah. You'll really enjoy working here. It's well run, and all the supervisors are great. They really are about empowering everyone to do their best.
- Paul: Yeah. And, after lunch, we get to observe people doing the tasks we will be performing. What a great idea—watching the people in action and easing into it like this. I didn't have this at my last job.
- Kevin: And where was that?
- Paul: At the Regal.
- Kevin: The Regal?
- Paul: Yeah. It's a boutique hotel in Calgary. Have you worked here long?
- Kevin: Well, it's been close to seven years.
- Paul: Seven years? You must enjoy your job! Oh, sorry, but I have to rush. I just realized it's almost one. I promised to meet someone at the reception. It's been great talking to you, Kevin. Bye.
- Kevin: See you later!

# Chapter 2: Answer Key

---

## Reading

### After you read

#### Comprehension

1. a
2. b
3. c
4. b
5. b
6. c
7. c
8. a

#### Vocabulary

#### Meaning

1.
  - a) on time
  - b) without stopping
  - c) to be responsible for what you do and able to explain it
  
2.
  - a) can-do attitude
  - b) valued
  - c) optimistically
  - d) personal management
  - e) solution-oriented



3. 1e, 2d, 3c, 4b, 5a

4.

- a) report
- b) contact
- c) value
- d) challenge
- e) break
- f) address
- g) notice
- h) report
- i) contact
- j) address
- k) notice
- l) value
- m) challenge
- n) break

## Discussion

Suggestions for answers:

Newsletters are useful for

- sharing important dates for upcoming events
- introducing new programs or ideas
- sharing important information about health and wellness
- reminding people of procedures
- recognizing employees who are doing great work
- recognizing goals that a company has met
- sharing information about improving skills
- reminding people of company values
- sharing information about social events.

## Reading progress check

### Comprehension

1. b
2. c
3. c
4. b
5. a

### Vocabulary

1a, 2d, 3c, 4b

## Listening 1: After you listen

### Comprehension

1. b
2. c
3. a
4. c
5. b

1. Norman was working there, but he couldn't get in touch with *you*.
2. It's important that *you* are available to respond to emergencies.
3. Isn't your break from 10:00 to 10:15 and Alex's from 10:30 to 10:45?  
Norman tried to contact Maintenance at 10:35, but *you didn't* respond to the call.
4. Since Norman couldn't get in touch with *you*, it took some time to find another person to mark the tile as dangerous.
5. It's really important to make sure *you* are ready to do *your* job when *you* are needed.
6. It would be good if *you* stuck to assigned break times so that *you're* available when needed, right?
7. It's really important for *you* to avoid problem situations like this in the future.

## Listening 2: After you listen

### Comprehension

1. c
2. b
3. b
4. b
5. c

## Listening Progress Check

### Comprehension

1. c
2. a
3. c
4. a
5. b
6. b

## Vocabulary

Word/Phrase	Meaning
to handle something	an event that is usually unpleasant or unusual
to be off work	not work for a period of time
to retire	choose to stop working permanently after you have had a career
a promotion	a more important job in the same company
incident	talk about or deal with a problem

## Fact vs. Opinion

### Activity 1

Fact	Opinion
Susan is the manager of CDN Malls.	Raja likes his job.
Ten employees work in Administration at CDN Malls.	The Halloween event will be fun.
The mall is having a Halloween event on October 30 and 31.	It is important to be a responsible employee.
Someone tripped and fell in the mall.	Maria feels bad about getting back to work late.
The Safewalk review is on October 12.	Sam works for a good company.

## Fact vs. Opinion

### Activity 2

Fact	Opinion
I was at work on Saturday.	I think that whatever was in the box probably broke because the crash was really loud.
Ahmed from Tech Shop tripped and fell.	Ahmed's a really nice guy
He fell right in front of our kiosk.	I think it was a new stereo or computer.
I went to see if I could help Ahmed after I finished with my customer.	They really need to take better care of the floors here.
A person from Maintenance came about 15 minutes later to put up a safety cone.	I think he hurt his hand or wrist or something like that.

## Using Past Tense in Descriptions

1. asked
2. were discussing; arrived
3. thought
4. said
5. wanted; wrote
6. reported; tried
7. was walking; stopped
8. were talking; started
9. was carrying; tripped
10. fell; dropped; broke



## Pronunciation

### Task 2

#### Excerpt 1

##### **Manage time effectively**

In order for a company to run smoothly and effectively, all members of the team need to work together, follow their set work schedules, and meet deadlines. Demonstrate that you are a responsible and dependable employee by completing your tasks punctually. Arrive on time for work and after breaks. Check with your supervisor if you need to make a change in your schedule, and ensure that your co-workers are aware of any changes.

#### Excerpt 2

##### **Demonstrate a positive attitude**

Show that you take pride in your job by working with a positive attitude. A positive, can-do attitude shows your employer that you enjoy what you do, and it makes the workplace a more pleasant place to be. Face challenges optimistically and be solution-oriented. Work cooperatively with your co-workers. Positive employees are the kind of employees who employers like to retain.

# Chapter 3: Answer Key

## Introduction

### Focus questions

2.

Appropriate topics for small talk in the workplace	Inappropriate topics for small talk in the workplace
Last night's game	Latest political news
Weather	Personal problems
New facilities at work	An issue with a colleague
A conference or event you attended recently	A complaint

7.

Communication Strategy	What Paul says at the meeting
Situation and Task	Raja and I are working on the 20th-anniversary campaign. Our team is now working on the prize draw—the 20 prizes for 20 weeks.
Action that was taken	So far, we have ordered the ballot boxes and contacted all the donors for the prizes.
Result	We will receive the ballot boxes tomorrow, and 18 of the donors have responded with amazing prizes. Prizes include gift cards, TVs, video games, hotel holiday packages, and plane tickets.

## After you read

### Comprehension

1.
  - a) The email is from Sima
  - b) The email is addressed to the mall tenants
  - c) The title of the attachment is Delivery Policy
  - d) Sima's job is Guest Services Coordinator
2. a
3. b
4. a
5. b
6. a
7. b
8. c

## Vocabulary

### Meaning

1.

Word/phrase	Meaning
equipment	something used for a specific purpose
loading dock	a place for loading or unloading goods
personnel	people employed in a company or organization
policy	a plan of action chosen by a business
tenant	a person or group that rents a space for a period of time
procedure	a series of action done in a particular way

2.

1. a
2. b
3. b
4. b
5. a
6. a

## Form

manage	management
equip	equipment
register	registration
protect	protection
clear	clearance

## Reading progress check

### Comprehension

1. a
2. visitor log/Visitor Log
3. b
4. b
5. b

## Vocabulary

Word/phrase	Meaning
secured	protected
register	to enter or record in an official document
provide	to give
identify	to say who someone is
remotely	from a distance

## Listening Excerpt I: Before you listen

2.

Verb	Noun	Adjective
follow	certificate	equal
injured	condition	face-to-face
investigate	environment	online
kick off	evacuation	protective
lined up	fire warden	right
supervise	kick off	injured
volunteer	manuals	
condition	right	
	supervisor	
	volunteer	

## Listening Excerpt I: After you listen

### Comprehension

- b
- CDN Malls
- a
- b
- a
- c
- 

Employee Rights	Employee Responsibilities
Refuse to do a job that is unsafe	Read and understand all safety procedures
	Report all unsafe actions to the supervisor
	Report accidents immediately

## Listening Excerpt 2 : After you listen

### Comprehension

First aid and CPR training	Fire warden training
16 hours	Seven hours
Canadian Red Cross	Volunteers
All customer service personnel	Online and face to face
Certificate upon completion	Certificate upon completion

### Listening progress check

1. b
2. 403.400.3400
3. floor number
4. a
5. a
6. b

## Before you write

### The Context

c)

### The Content

2. a) at; in

b) at

c) in

d) in

e) on

f) on

g) on

h) on



## Pronunciation 2

You, / as an employee, / have the right / to refuse / to do a job / that is unsafe. / Yes, / you have the right / to refuse / to do work / that is not safe, / but you also have big responsibilities. / So, / what are some of these responsibilities? / You need to know / and follow / all our safety policies / and procedures. / You need to keep updated / on changes / to these policies / and procedures. / It is your responsibility / to read / and understand / the safety manuals / and follow them. / It is your responsibility / to protect yourself, / your co-workers, / our tenants, / and our customers. / You must report all unsafe actions / or conditions / to your supervisor. / You must use the protective equipment / and clothing that are required for your job. / You must report all accidents / immediately. /

# Chapter 4: Answer Key

---

## Introduction

### Focus questions

7.

Situations	Very casual	Casual	Serious
You are in the lunchroom at work. You and your co-workers are discussing last night's hockey game.		✓	
You are making small talk with a group of colleagues before a meeting.		✓	
You are at a meeting in the workplace.			✓
You are making small talk with a customer or a client.		✓	
You are talking to a customer or a client about a concern he/she has.			✓

## After you read

### Comprehension

1. c
2. a
3. b
4. c
5. crossed arms/crossing your arms
6. b
7. a
8. a
9. a

### Vocabulary

#### Meaning

1.

a) confirm	check the facts
b) follow up	to take appropriate further action about something
c) maintain	continue to do something
  
2.

a) hostility	e) sincere
b) handle	f) confirm
c) complaints	g) regret
d) apologized	h) sympathize
  
3.
  - a) Handle a complaint effectively
  - b) Sympathize with customers
  - c) Confirm your understanding
  - d) Apologize for inconvenience

#### Form

- a) experience      b) handle (The order does not matter.)

## Reading progress check

### Comprehension

1. a
2. b
3. b
4. a
5. c

### Vocabulary

considerate (construction hours)	thinks about others and is careful not to inconvenience others
remain (alternative parking)	continue to be the same; to stay
impact (impact on traffic)	have an effect or influence
unaffected (CDN Malls hours)	showing no changes
valued (CDN Malls hours)	important
concern (CDN Malls contact)	worry; anxiety

## After you listen

### Listening 1: Comprehension

1. a
2. c
3. c
4. b
5. a
6. Two
7. a

### Listening 2: Comprehension

1. b
2. To buy her brother a present
3. b
4. a
5. There were no signs. /There was no information.
6. b

## Listening progress check

### After you listen

#### Comprehension

1. “Before you go”
2. b
3. c
4. a
5. a
6. a

#### Vocabulary

Word/phrase	Meaning
sympathized	showed concern
situation	events or actions that are happening at a specific time and place
handle	to manage a problem or a situation
reassure	to remove doubt or fear
feedback	information about a person’s performance

## The context

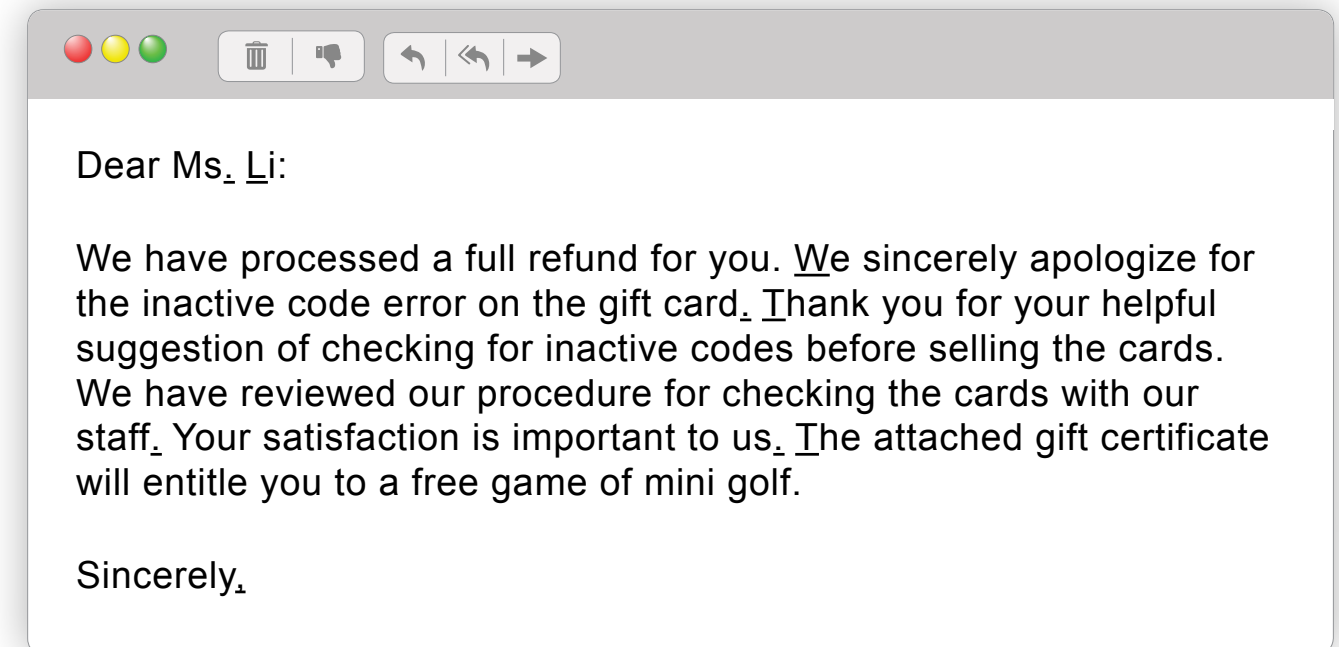
1. Email “c” is the most appropriate.

## The content

- 2.

Expressing a positive message	Expressing an apology	Expressing thanks
We have attached a full refund for ...	We sincerely apologize for ...	Thank you for ...
We have arranged for the _____ you requested.	Please accept our apologies ...	We appreciate ...
We will do everything we can to ...	We are sorry that ...	We are grateful for ...
Your satisfaction is important to us.	I must apologize for ...	We would like to thank you for ...
Please accept our invitation to ...	We regret that ...	
We would like to offer ...		

- 3.



## Pronunciation 2

If a customer/ has taken the time/ to come to the Guest Services Desk/ to make a complaint,/ then he / or she is really upset./The customer / wants to know / that you are interested / in what he / or she is saying / and that you are actively listening / to the complaint. / Be polite /and listen carefully./ Make eye contact / and maintain an open posture/ when speaking to the customer./ Avoid crossing your arms / as this can be seen / as a sign of hostility. / Confirm the information / that the customer is giving you / to make sure / you have the facts. /Speaking Practice



## Speaking practice

### Listening 2 Transcript

Jessica:	Hi. I need to speak to somebody right now!
Raja:	Hello. My name is Raja. How may I help you this morning?
Jessica:	I've just spent half an hour driving around trying to find a parking spot! It's crazy out there, and no one knows what's going on!
Raja:	May I ask your name?
Jessica:	Jessica.
Raja:	Jessica, I'm sorry that was the start of your visit today. I understand why you are frustrated—that's a long time to drive around and wait. Closing our West Parkade for improvements creates challenges on busy days.
Jessica:	No kidding.
Raja:	Could you describe what happened when you got to the mall today? Your comments could help us. You see, we put up signs explaining what is happening and to redirect traffic, but it sounds like it's still confusing. Maybe you can help us communicate this better.
Jessica:	I don't know. I'm late and I've got to buy my brother a present ... uh ... okay, I guess I can. I came to the mall via 14th Street. There was a traffic jam before the turn off, and everyone was just honking and shouting. We stayed in a slow-moving line that eventually went to the East Parkade.
Raja:	Thanks, Jessica. I'm making notes for my manager, and I want to confirm that I've heard you correctly. You came via 14th Street and took the turn off to the West Parkade?
Jessica:	Yep.

Raja apologizes

Raja sympathizes and confirms he has understood the situation.

Raja requests customer input

Raja confirms he has understood the situation by summarizing Jessica's concerns.

Raja:	And you didn't see any signs on 14th Street or at the entrance saying the West Parkade was closed for construction and to use the East Parkade instead?
Jessica:	No.
Raja:	Were there any signs telling customers to travel via 11th Street instead?
Jessica:	I didn't see any.
Raja:	I'm so sorry about that Jessica. I'll make a note that someone needs to check the signs right now.
Jessica:	Good.
Raja:	Would you like my manager to give you a call to discuss this?
Jessica:	Nah, don't worry about it.
Raja:	Are you sure? It's not a problem. She'll want to let you know that we followed up.
Jessica:	No, it's fine.
Raja:	Okay, Jessica. Thanks again for taking the time to let us know what's going on. We really appreciate it. I'm sorry again for any inconvenience. I know you're going to find a great present for your brother today.
Jessica:	Thanks. See ya.

Raja confirms he has understood the situation.

Raja confirms he has understood the situation

Raja explains what the next step is.

Raja thanks the customer for the feedback and business.

# Chapter 5: Answer Key

## Introduction

### Focus questions

9.

	<b>Part of feedback that discusses what needs to be improved</b>
Feedback 1	It appears that there are a few issues with spelling and grammar. Could we look at the report again before forwarding it?
Feedback 2	Let us look at these two sentences here. Do you think they support the main idea in your topic sentence? It's always a good idea to read your sentences carefully to check if they are all connected to the main idea. This way you will have a really good paragraph.

#### **Indirect language**

**It's always a good idea to** read your sentences carefully to check if they are all connected to the main idea.

**Could we** look at the report again before forwarding it?

#### **Direct language**

You should read your sentences carefully to check if they are all connected to the main idea.

=

Make sure you correct all the errors before forwarding the document.

**After you read**

**Comprehension**

1. b
2. a
- 3.

Main employability skills discussed	What the skill means	One way to demonstrate the skill at work
1. Adaptability	Ability to be flexible and open to change	<p>The examples given are examples of changes and not examples of demonstrating the skill. However, you can infer the following:</p> <ul style="list-style-type: none"> <li>• Accept new assignments and responsibilities.</li> <li>• Be open to learning about new software when it is introduced.</li> <li>• Adjust to a new way of doing things when you get a new supervisor.</li> </ul>

2. Taking initiative	<p>Going beyond just doing your job</p> <p style="text-align: center;">or</p> <p>Doing things without being told</p>	<ul style="list-style-type: none"> <li>• Identify the knowledge and skills you need on your own.</li> <li>• Find learning opportunities to improve your knowledge and skills.</li> <li>• Reflect on mistakes and identify gaps for self-development.</li> <li>• Offer to do something new and more challenging.</li> </ul>
3. Being a good team player	Ability to work well in groups	<ul style="list-style-type: none"> <li>• Be open to new ideas.</li> <li>• Respect another's individuality and perspective.</li> <li>• Take feedback well.</li> <li>• Give appropriate feedback.</li> <li>• Build good relationships with other team members.</li> <li>• Contribute ideas.</li> <li>• Do your part well.</li> </ul>

4. c
5. c
6. b
7.
  - a) confidence
  - b) adaptability
  - c) changes
  - d) taking initiative
  - e) knowledge and skills
  - f) unconfident people

## Vocabulary

### Meaning

1.

Word/phrase	Meaning
foundation	a base or support on which something stands
inevitable	cannot be avoided
opportunity	chance
gap	a space where something is missing
individuality	the quality that makes a person different from others
perspective	a way of thinking about and understanding something
critical	expressing disapproval about something
rapprochement	a friendly relationship

2. 1. b
2. a
3. b
4. a
5. a

### Form

1.

Verb	Noun	Adjective
	confidence	confident
adapt	adaptability	adaptable
develop	development	
	responsibility	responsible
communicate	communication	communicative
employ	employers/ employability	employable

2.

When Ivana first came to Canada, she wanted to start working as soon as possible. However, she quickly realized that getting a job in her field required more than just her qualifications. She discussed this with her friend. Her friend introduced her to a document called “Employability Skills 2000+” and advised her to set herself some goals. She read this document very carefully. She understood that she needed to **develop** some of her soft skills. This would help her get a job more easily because she would be more **employable** in Canada with better soft skills. For example, she needed to work on her **communicative** abilities to be able to express her ideas more clearly. She believed in herself and was very **confident** that she would be able to **adapt** to life in Canada very soon. Ivana found an entry-level job in her field in six months. Now, eight years later, she has a job with a lot of **responsibility** in the same company. She is very happy with her success.

## Reading progress check

### Comprehension

1. b
2. c
3. b
4. a
5. c
6. a) your mistakes  
b) co-workers and supervisor

## Vocabulary

Word/phrase	Meaning
reliable	able to be trusted and depended on
flexible	able to adapt to something new
diversity	the state of having a variety of people from different cultures in a group or organization
self-conscious	uncomfortably nervous about what people think about you
contribute	to give something to help another person or group
interact	to talk or do things with other people
journal	a daily personal record of events

## After you listen

### Excerpt 1: Comprehension

1. b
2. c
3. a
4. b
5. a
6. c
7. c

### Excerpt 2: Comprehension

1. b
2. a
3. a
4. c
5. a
6. b
7. a

## Listening progress check: After you listen

### Comprehension

1. a
2. On Friday/Friday
3. b
4. b
5. a
6. b

### Vocabulary

Word/phrase	Meaning
stressed out	anxious and worried
turn	the opportunity to do something in a certain order
legal	relating to the law
increment	an increase in wages or salary
bonus	an amount paid above the usual salary or wage
have an issue with	have a problem with
sensitive	aware of and understanding the feelings of others
consider	to think about carefully before deciding



## The paragraph

1.
  - a) I had a lovely day yesterday. When I got up, it was warm and bright outside. First, I had my shower and breakfast. At around ten, I drove to a nearby park and walked for an hour. After my walk, I sat by the river for some time to rest. I admired how beautiful everything looked. When I got back to my car, I heard someone shout my name. It was my friend, Tara. I was very happy to see her and invited her home. We chatted for hours and cooked dinner together. We enjoyed the dinner on my deck and watched the beautiful sunset. After Tara left, I read for a while. I fell asleep with a smile on my face. It was a lazy but beautiful day.

Irrelevant sentence:

**There were some empty cans floating in the water.**

- b) My friend Igor learned about safety the hard way. Two months ago, he was working on a machine. He had on his safety boots and gloves, but he did not have on his safety glasses. Suddenly, a small piece of plastic hit him in his left eye. He was in a lot of pain. A co-worker called 911. A short while later, an ambulance arrived and the paramedics took him to the hospital. The doctors worked hard to save his eye but were not successful. Igor lost the sight in his left eye. The terrible experience taught him to always follow safety procedures and requirements carefully.

Irrelevant sentence:

**The machine was new and shiny.**

## Editing a paragraph

I worked very hard to improve my writing skills on my own. First, I wrote a minimum of 150 words in my journal every day. I wrote about my day or something special I did or saw. I also wrote a summary of two short newspaper articles twice a week. In addition, I used the audio from the listening exercises in my e-textbook as dictation exercises. This helped me improve my spelling and my punctuation. I asked my instructor for the scripts so I could check my work. Finally, I worked on my weakest point, prepositions. Twice a week, I got two copies of the same free newspaper. I chose an article. In one newspaper, I deleted the prepositions in the article. The next day, I wrote in all the prepositions and then compared them with the same article in the other copy of the newspaper. All this was a lot of work, but I write much better now.

## Pronunciation

### Task 2

Learn new skills /and improve your knowledge./ Keep a workplace journal./ Log your successes /and your challenges./ Reflect on the challenges/ so that you can set self-development goals./A workplace journal / will help you with your performance review / and your goal setting./ Speak up at meetings/ and offer suggestions./ Your co-workers/ and supervisor/ may not take your suggestions,/ but they will appreciate your input. / If you are self-conscious/ or shy at meetings,/ take your focus away from yourself/ and concentrate/ instead on the topic /and discussion./ Use your knowledge/ and skills/ to solve problems/ and make decisions./

# Appendix 2: Workplace Mentor Tips

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### Four important points about the video

I will talk about four important points very briefly: eye contact, a firm handshake, the level of formality that is expected, and asking questions when you don't understand something.

1. Appropriate eye contact is very important when you talk to another person. When a person does not make any eye contact during a conversation, people may think that the person is not being honest. When you talk to someone, it is a good idea to look at them and make some eye contact.
2. A firm handshake is also important. Many people think that a firm handshake shows that a person is confident and open, and that a weak handshake shows the opposite.
3. Very formal language and behaviour are not common when people talk to each other at work. Everyone is regarded as equal, so people generally talk more casually, even to the supervisor. Of course, it is also not appropriate to be too informal with co-workers and supervisors in the workplace. A good tip is to observe how people interact at work and to always be polite and respectful, but not overly formal.
4. When you do not understand something, always ask. People will not think less of you if you do this. In fact, they will appreciate that you are interested in understanding correctly. Notice how Raja and Paul do this throughout this chapter.



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### Our background influences how we see things

Can our own background have an influence on how we think? Or what we pay attention to? Yes, it can. Some people say that we have a map in our heads. This map influences what we see and our reactions to the things we see. This is why people from different backgrounds may see the same things differently.

- Sometimes you may notice that you react differently than others to things people say or do. This is because of the influence of your background.
- Companies and organizations can also have a way of thinking. You may need to adjust your way of thinking to understand your company's way of thinking.

## 1.3 Workplace Mentor Tip



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### Checking for understanding

Did you notice how comfortable Raja and Paul were when double-checking the information Sima was giving them? They did this by asking direct questions and by repeating the information.

Raja clarified that he understood the information that Sima was sharing by asking a direct question in this example:

Sima: When you receive a call, press and hold the Talk button to answer. Identify yourself by your radio identifier, not by your name.

Raja: Is this my radio identifier? Here, on the top of this document? Mall 9?

Both Raja and Paul clarified the instructions Sima gave them about how to use the radio by repeating the information in these examples:

Raja: Okay, I think I got this. I press and hold the Talk button to speak. If I don't hold it down, the other person can't hear me.

Paul: And to hear the other person, I have to release the Talk button. Only then I will be able to hear the other person?

Repeating information and asking direct questions are good ways to make sure you have understood information.

Watch for more examples in the activities that follow in this chapter.



## 1.4 Workplace Mentor Tip



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### Filling in forms

Forms can be simple or complex. This depends on the number of fields or spaces you need to fill in and the amount of information you need to include.

Nowadays, many forms are completed on the computer. Usually there is a link to download the form. You can click on this link and download the form onto your computer. You can then fill it in on the computer, save it, and print it out to submit it. Sometimes, you may be asked to submit the completed form online. Sometimes you will need to print it off and send it.

In Canada, forms are often used as legal documents. You must always follow the instructions on the form carefully. It is important to make sure that all the information that you put on the form is correct. All the details on the form must be clear and complete or the form may be rejected. If you put the wrong information on a form or do not fill it out completely, it may not be processed, and you may not get what you are applying for.

A warning — be careful not to leave completed forms lying around, and do not throw them in the recycling. People can steal your personal information.

## 1.5 Workplace Mentor Tip



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### Informal workplace conversations

You will notice that Paul and the other employee are quite casual when they speak to each other. Even though Paul is new, the words he uses show that he is friendly and approachable and happy to ask and answer questions.

- Notice that Paul and Kevin do not discuss anything personal. It is best to avoid personal topics in workplace conversations with someone new.
- Notice that Paul and Kevin do not always speak in full sentences in their informal conversation. Sometimes they state or repeat only the keywords.

## 1.6 Workplace Mentor Tip



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### Reflection in the workplace

Reflection is examining your own behaviour and actions in a situation. It can also include examining another person's behaviour and actions.

It is very important to reflect so you can develop and grow. Reflection can help you see your strengths and identify areas for improvement. When you reflect, it is a good idea to first look at strengths, and then look at what needs to be improved. Most companies in Canada appreciate employees who can reflect because it almost always leads to self-development.

Looking at the content of this chapter, the following may be opportunities for reflection for the people involved:

- Sima, on whether she had communicated the new information effectively to the new employees.
- Susan and Sima, on whether they had made the new employees feel welcome to CDN Malls.
- Raja and Paul, on
  - \* whether they had made a good first impression
  - \* how they had dealt with all the new information they had received during the orientation.

## 2.1 Workplace Mentor Tip



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### Point to focus on: Eye contact

When you are talking with someone, it is important to show that you are paying attention to what the other person is saying. One way to do this is to make eye contact. Both the listener and the speaker should make eye contact with the other person.

Making eye contact shows that you are interested in what the other person is saying and is often seen as a sign of honesty in a person.

When you are talking to someone, make eye contact with them. Be careful not to stare or make constant eye contact with them because this will make people feel uncomfortable and may be seen as a sign of aggression.

Watch how the employees of CDN Malls make eye contact with each other in their interactions.

## 2.2 Workplace Mentor Tip



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### Employee recognition programs

In many workplaces in Canada, employers use recognition programs, such as Employee of the Month, to create a positive working environment and to encourage employees to do their best. Co-workers, and sometimes customers and clients, can nominate, or suggest, an employee who demonstrates excellent personal management and professional skills to be recognized for his or her excellent work. Employers value the feedback from co-workers, customers, and clients.

## 2.3 Workplace Mentor Tip



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### Indirect statements

Depending on the culture of a workplace, some people prefer to use indirect language to avoid conversations that could cause conflict with their co-workers directly. They use strategies to make the language they use more indirect. Some people call these strategies “softening strategies,” because the language they use is “softer.”

Some examples of softening strategies include the following:

#### **Using “we” instead of “you.”**

Instead of saying, “You need to find a way to fix the problem,” people say, “We need to find a way to fix the problem.”  
What they mean is, “You need to find a way to fix the problem.”

#### **Using the indirect pronouns “someone,” “no one,” or “anyone” to avoid naming a person directly.**

Instead of saying, “You were not here to help me,” people say, “No one was here to help me.”  
What they mean is, “You were not here to help me.”

Instead of saying, “You should do this,” people say, “Someone should do this.”  
What they mean is, “You should do this.”



## 2.4 Workplace Mentor Tip



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### Reflection in the workplace

Reflection is examining your own behaviour and actions in a situation. It can also include examining another person's behaviour and actions.

It is very important to reflect so you can develop and grow. Reflection can help you see your strengths and identify areas for improvement. When you reflect, it is a good idea to first look at strengths, and then look at what needs to be improved. Most companies in Canada appreciate employees who can reflect because it almost always leads to self-development.

Looking at the content of this chapter, the following may be opportunities for reflection for the people involved:

- Raja, on his attitude and response towards Susan's approach to including all the employees in her email about being on time.
- Maria, on
  - \* how she received and reacted to Susan's feedback
  - \* the consequences of her being late from break.
- Susan, on how she gave feedback to Maria.



## 3.1 Workplace Mentor Tip



**Points to focus on: Small talk at meetings, eye contact and body language, and clear communication**



### Small talk at meetings

In most Canadian workplaces, you will find that meetings start with a short period of small talk, or casual, informal conversation. Some appropriate topics for small talk are sports, travel, weekend plans, hobbies, or a new facility at work. Avoid topics that people may have strong opinions about or that may cause stress and anxiety.

We need to pay attention to when the tone of the meeting changes. When the meeting starts, people generally become a little more formal. The level of formality will depend on the workplace culture and can be different from one workplace to another. Make use of your noticing skills to become aware of the level of formality in your workplace.

[Continue to the next page for Eye contact and body language](#)

## 3.1 Workplace Mentor Tip



### Eye contact and body language

Appropriate eye contact is very important when you talk to another person. When a person doesn't make any eye contact during a conversation, people may think that the person is not being honest. When you talk to someone, it's a good idea to look at the person and make some eye contact. Many people are uncomfortable with too little or too much eye contact.

When you talk to a group of people, make eye contact with all the individuals in the group. Doing this will make them feel included in the conversation.

Listening is a very important skill in the workplace. When you pay attention to what someone is saying, you are showing that you respect the person. At a meeting, you can show that you're paying attention through your body language and eye contact. Face the speaker and make eye contact with the speaker. You can write down important points if you wish, but make sure to look back at the speaker and do not keep your head down. Focus on what the speaker is saying and be open to new ideas. Do not interrupt while the speaker is talking. Instead, write down your point and clarify the information when it is appropriate to do so.

[Continue to the next page for Clear communication](#)

## 3.1 Workplace Mentor Tip



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### Clear communication

Good communication is a skill that many people have to learn. Effective communication strategies are important in all areas, but I will focus on meetings today. Meetings always have a start and an end time. It is important to be conscious of other people's time during the meeting. When you speak at a meeting, your co-workers will appreciate it if you are concise. Being concise means that you express all your ideas in as short a way as you can. It is very important to speak clearly and to the point. Use the agenda to help you prepare for the meeting. The agenda is the document you get that lists all the topics that will be discussed at the meeting. You get the agenda before a meeting.

Focus on the most important points. Do not waste time on talking too much about the situation, the background information, and other less important details. Here is a simple technique to help you organize your ideas when you need to speak at a meeting. I will show you how Sima does this during the meeting:



**Start with the situation and task.** Notice how Sima does this:

“Well, we got a complaint from Security that some of our tenants are not following the instructions on using the loading docks for unloading. Some are using the the main mall entrance.”



**Next talk about the action,** or what you did in the task. Notice how Sima does this:

“Last week, we sent out an email with our delivery policy to all of our tenants as a friendly reminder. We also posted the policy on the walls and the service elevators. We followed up with security personnel to check how things were going.”



**Finally, mention the result.** Notice how Sima does this:

“They said that have been no issues this week. We will follow up again in two weeks.”

## 3.2 Workplace Mentor Tip



### Workplace email

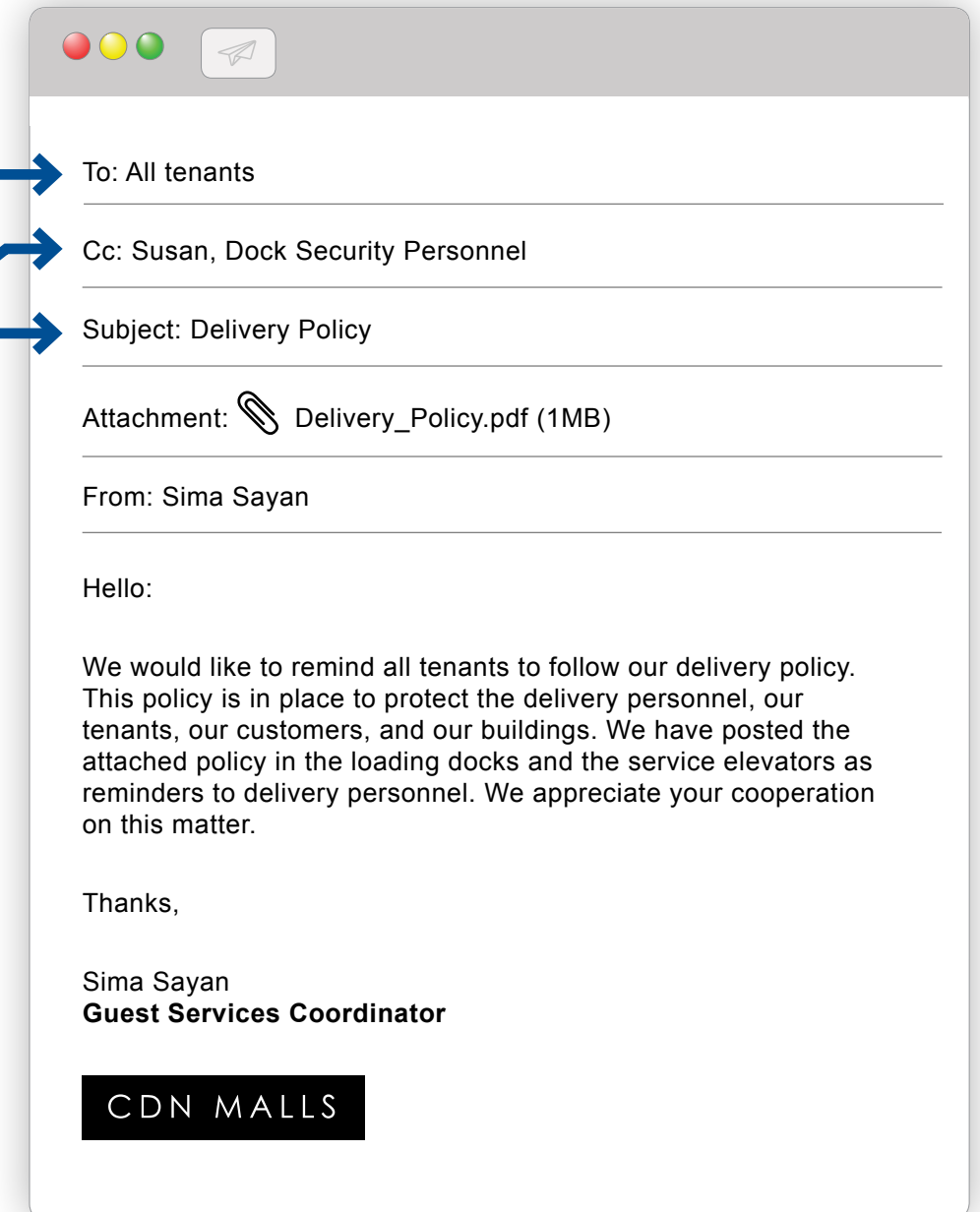
A very important and common workplace communication is the email. You are most likely already familiar with it. Here are some important tips about email in the workplace:

The **To** line is where you will enter the other person's email address.

The **Cc** line is for the address of the person, or people, to whom you would also like to send the email.

The **Subject line** is very important. Avoid leaving this blank or just filling it in with Re, or Hi. It is very important to write something specific that states the purpose of the email. It should clearly say what the message is about. It should also be short and to the point.

Continued on the next page

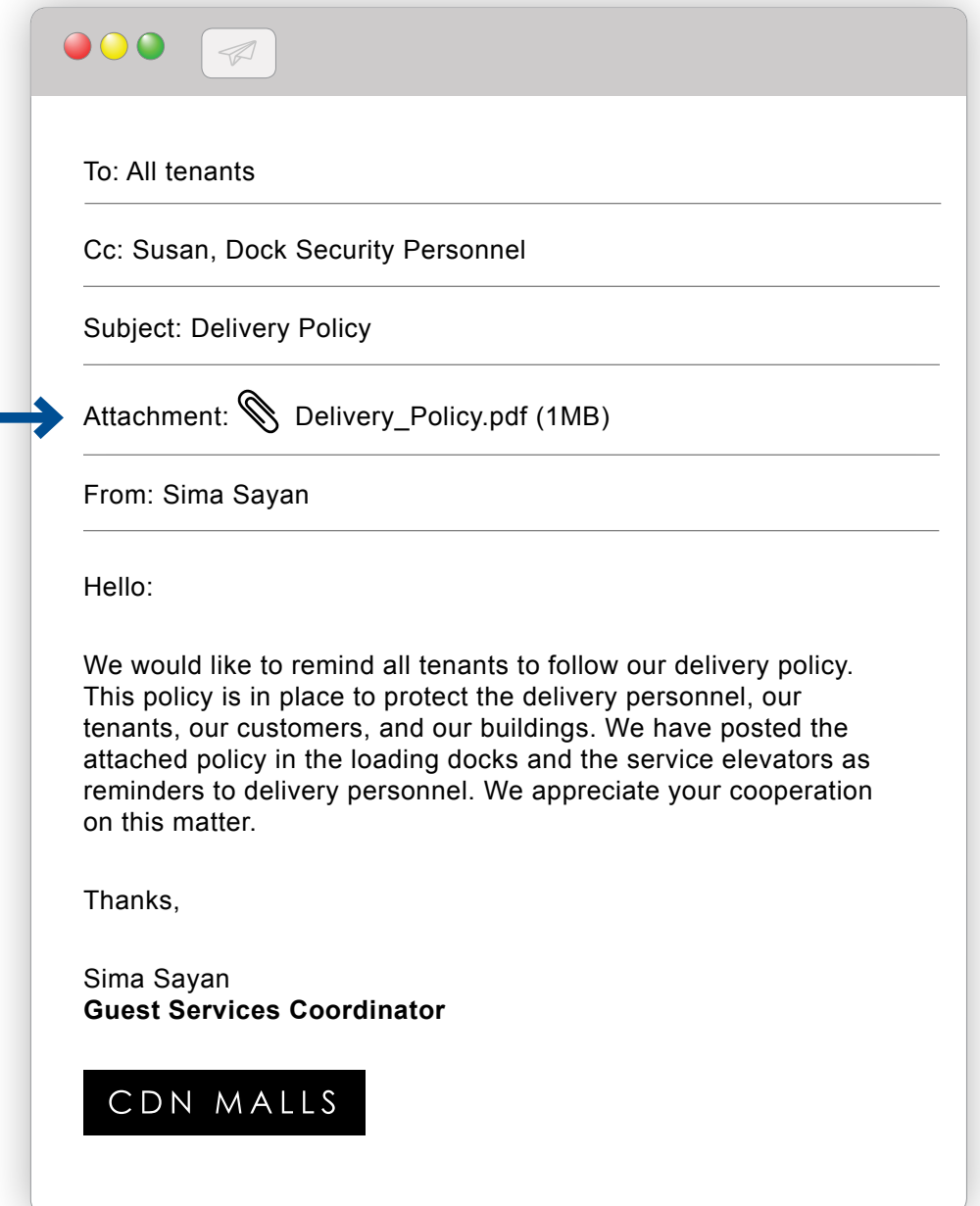


## 3.2 Workplace Mentor Tip



**Attachments:** The email in the reading has an attachment. Send an attachment only if it is necessary and make sure that it is not too big. The appropriate size of attachments depends on many factors. Most email applications and services do not accept more than 20 to 25 MB. Another point to remember is that images, audio, and videos add to the file size.

Continued on the next page





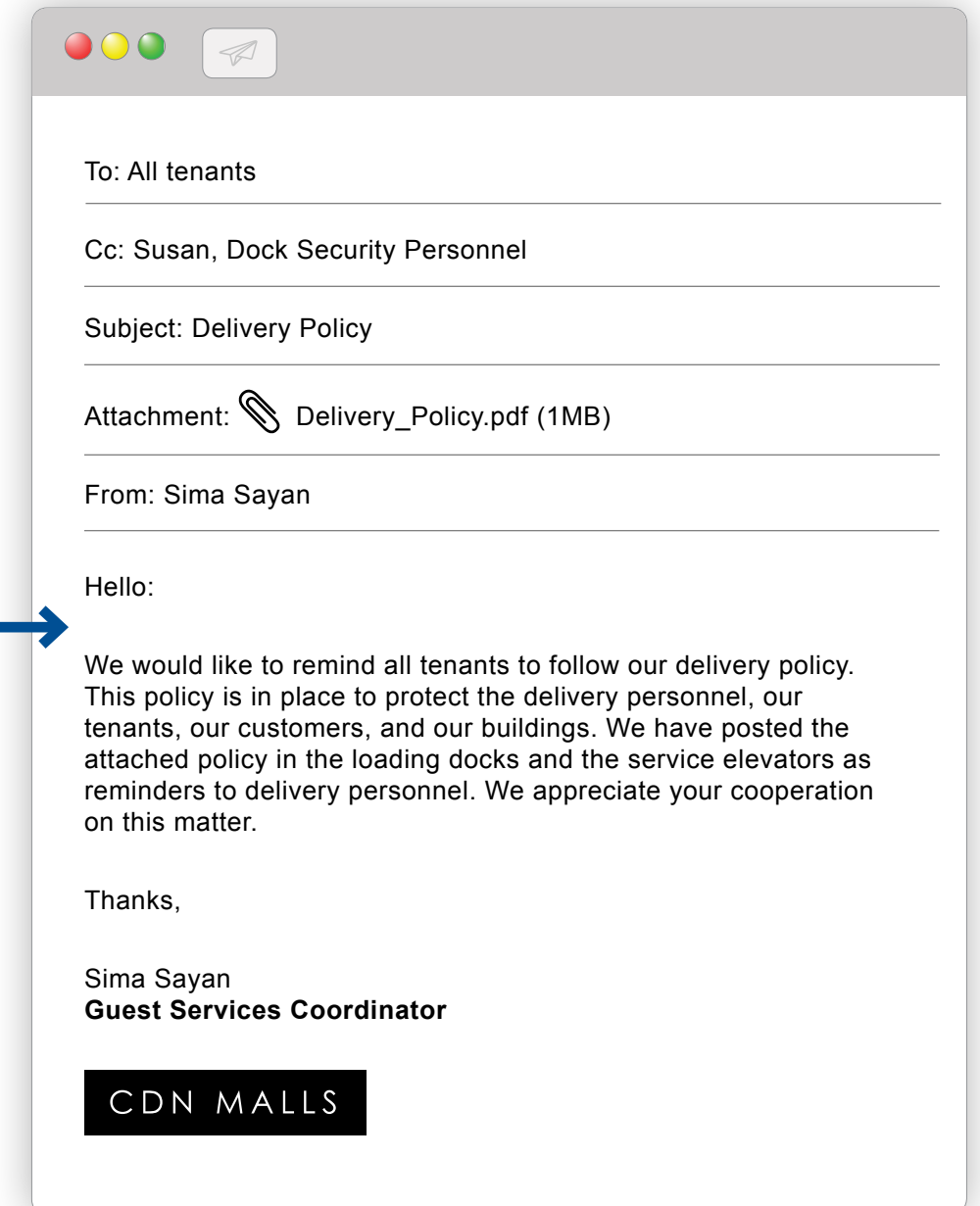
## 3.2 Workplace Mentor Tip



**The message:** Workplace messages are different from your personal email. The workplace is a more formal context, so workplace email is more formal. Here are a few tips for workplace email:

- Start your message with a greeting. This greeting is called a salutation. Dear or Hello with the person's first name is appropriate. Use Mr., Mrs., Ms., or Dr. only if you are sending the email to someone you do not know. These titles are usually used only when you send an email to someone outside your company or when the context is very formal.
- Use a simple font and keep the font size between 10 and 12.
- Use correct spelling, punctuation, and grammar. Always check for errors before you send the email.
- Use appropriate capitalization. If you use all capitals, people may think you are "shouting."
- Format your message neatly.
- Be respectful and professional. Be careful not to be overly respectful or formal.
- Write short clear sentences.
- Write short paragraphs.

Continued on the next page

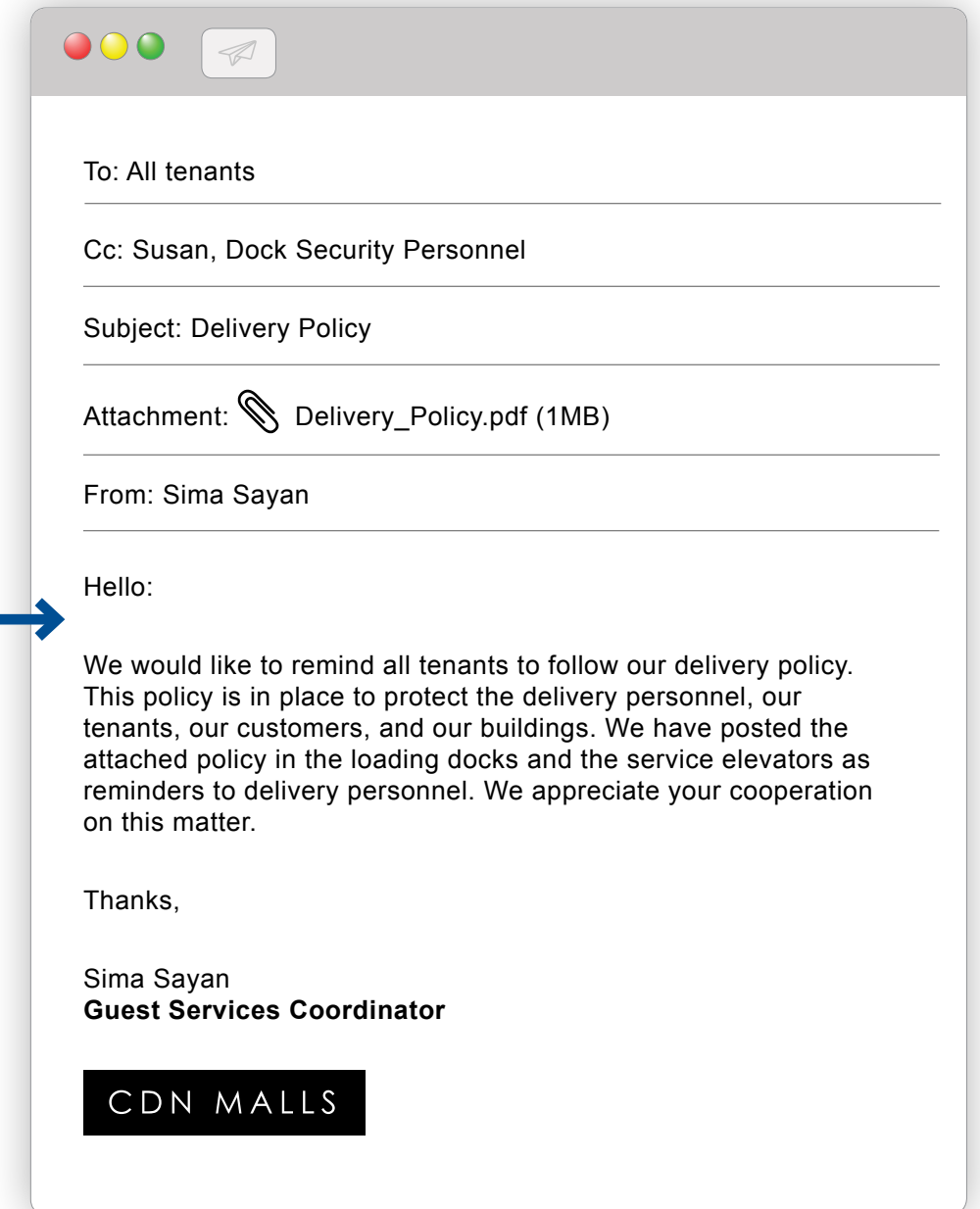


## 3.2 Workplace Mentor Tip



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- Keep your message short and clear. When necessary, use bullets to make your message easy to understand.
- End your message with a closing such as Thanks, Thank you, or Regards. Use Sincerely only when you send an email to someone outside your company or when the context is very formal.
- Use an email signature at the end of your message. The email signature usually has your full name, your position at work, and your contact information.
- Never use chat talk in a workplace email. An example of chat talk is the letter “U” instead of the word “you.”





## 3.3 Workplace Mentor Tip



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### Understanding presentations

In the workplace, you will hear both conversations and talks, or presentations. You might attend a talk on health, safety, or a new procedure. Sometimes, these talks or presentations can happen within meetings. Here are some tips to help you understand a talk or presentation:

- Pay close attention to the introduction of the talk. The speaker will tell you what to expect in the talk.
- Think about what the speaker is saying. Use your knowledge of the topic to understand the speaker.
- Listen for cues or signal words; for example, first and next. The speaker will use these cues as signposts to help you understand him/her. In his talk, Tim Robins uses the following cues to help you:

Today, I will talk about two main points ...

At the end of the talk, ...

Now, to the first part of my talk ...

Let us first look at ...

So, to summarize, ...

- Ask if you don't understand something. You can clarify the information during the question and answer period at the end of the talk. If you don't get a chance to do this, you must check with other coworkers who attended the talk.

## 3.4 Workplace Mentor Tip



### Formality in workplace email and email etiquette

#### Formality in workplace email

When you write a personal email to a family member or a friend, you are generally very casual and informal. Obviously, a workplace email will be more formal than an email to a friend outside the workplace. But how formal should the workplace email be? This will depend on the culture of the company you work for, but in most workplaces in Canada, a workplace email will generally be either formal or semi-formal depending on the person you are writing to and the context or situation. An informal email in the workplace is often semi-formal and not as informal as a personal email. What does all this mean? Let us look at some of the features of both formal and semi-formal workplace email messages.

Formal	Semi-formal
The recipient, or the person, getting the email, may be someone outside the company; for example, a client or a customer.	The recipient may be someone more familiar to you; for example, a co-worker, or your immediate supervisor.
The situation may be a serious one; for example, a complaint.	The situation is generally routine and not serious. The message may include a request for something that will need some effort on the recipient's part.
The message will have formal words and phrases; for example, "I was wondering if we could ..." or "We would be very grateful if ..."	Most of the language will be informal and casual. Some parts can be more formal if asking for a favour or asking for something that will need some effort on the recipient's part.
The message may start with Dear Mr./Mrs./Ms. plus a last name and end with Sincerely.	The message may start with Hello/Hi and a first name and end with Regards, Thank you, or Thanks.

[Continue to the next page for Email etiquette](#)

## 3.4 Workplace Mentor Tip



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### Email etiquette

Etiquette is accepted polite behaviour. Following email etiquette is important to show you are professional. Here are a few important points:

- Always be respectful and friendly.
- Include attachments only if necessary. If you include attachments, make sure they are not too big.
- Use proper capitalization. Not using capitals can be seen as being lazy. Using all capitals can be seen as being rude—it's like shouting at someone.
- Avoid forwarding jokes or non-business messages.
- Avoid using chat talk; for example, using the letter “U” instead of the word “you,” or the letters “CU” for the words “see you.”

## 3.5 Workplace Mentor Tip



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### Reflection in the workplace

Reflection is examining your own behaviour and actions in a situation. It can also include examining another person's behaviour and actions.

It is very important to reflect so you can develop and grow. Reflection can help you see your strengths and identify areas for improvement. When you reflect, it is a good idea to first look at strengths, and then look at what needs to be improved. Most companies in Canada appreciate employees who can reflect because it almost always leads to self-development.

Looking at the content of this chapter, the following may be opportunities for reflection for the people involved:

- Paul, on how he had communicated
  - \* at the meeting
  - \* with Raja by email
- Sima,
  - \* on whether she had communicated effectively and appropriately to her tenants in writing.
  - \* on whether she and her team had taken all the necessary steps to make sure the delivery policy would be followed in the future.
  - \* on whether she had communicated effectively to her team about how to prevent unwanted people entering the office areas.
- Tim, on his presentation skills and if he had delivered his message effectively.

## 4.1 Workplace Mentor Tip



### Points to focus on: Zero-tolerance policy and non-verbal behaviour



#### **Zero-tolerance policy**

Clients and customers are very important to any business, and good customer service is crucial. However, employers are concerned with protecting their employees from bullying or inappropriate behaviour from clients and customers. Such incidents are not usually very common, but they do occur. In order to protect employees, businesses may have a zero-tolerance policy for verbal and physical abuse to their employees. If you feel you have not been treated right, you must inform your supervisor. When you have to deal with an upset customer or client, always try to make the situation better by talking calmly and focusing on the problem. If you feel that the client or customer is not calming down, excuse yourself politely by saying that you are going to invite a co-worker into the conversation, and get the help of another employee or supervisor. It is important to stay professional and calm throughout.

[Continue to the next page for Non-verbal behaviour](#)



## 4.1 Workplace Mentor Tip



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### Non-verbal behaviour

Non-verbal behaviour is a very important part of communication. Non-verbal behaviour can include many different components. Let us look at a few points that make up non-verbal behaviour:

- Gestures (how you use your hands)
- Eye contact and gaze (the amount of eye contact you make)
- Proxemics (the distance you keep from the other person)
- Posture (how you stand, sit, or carry yourself)
- Voice (includes tone, volume, and rate of speech)
- Facial expressions (how much emotion we show on our faces)

Non-verbal behaviour can vary from one culture to another. Because of this, non-verbal behaviour can cause misunderstandings in communication. In the workplace, it is a good idea to always be aware of your own non-verbal behaviour. It is also a good idea to notice how Canadians interact with each other so that you can become more aware of the cultural differences in non-verbal behaviour. This strategy is useful when you are interacting with people of any culture.

When you are aware that non-verbal behaviour can be different in different cultures, you are also more open to other kinds of non-verbal behaviour and will not be easily offended by non-verbal behaviour that you are not used to.

## 4.2 Workplace Mentor Tip



### Email tips and formal email messages

#### Email tips

A very important and common workplace communication is the email. You are most likely already familiar with it. Here are some important tips about email in the workplace:

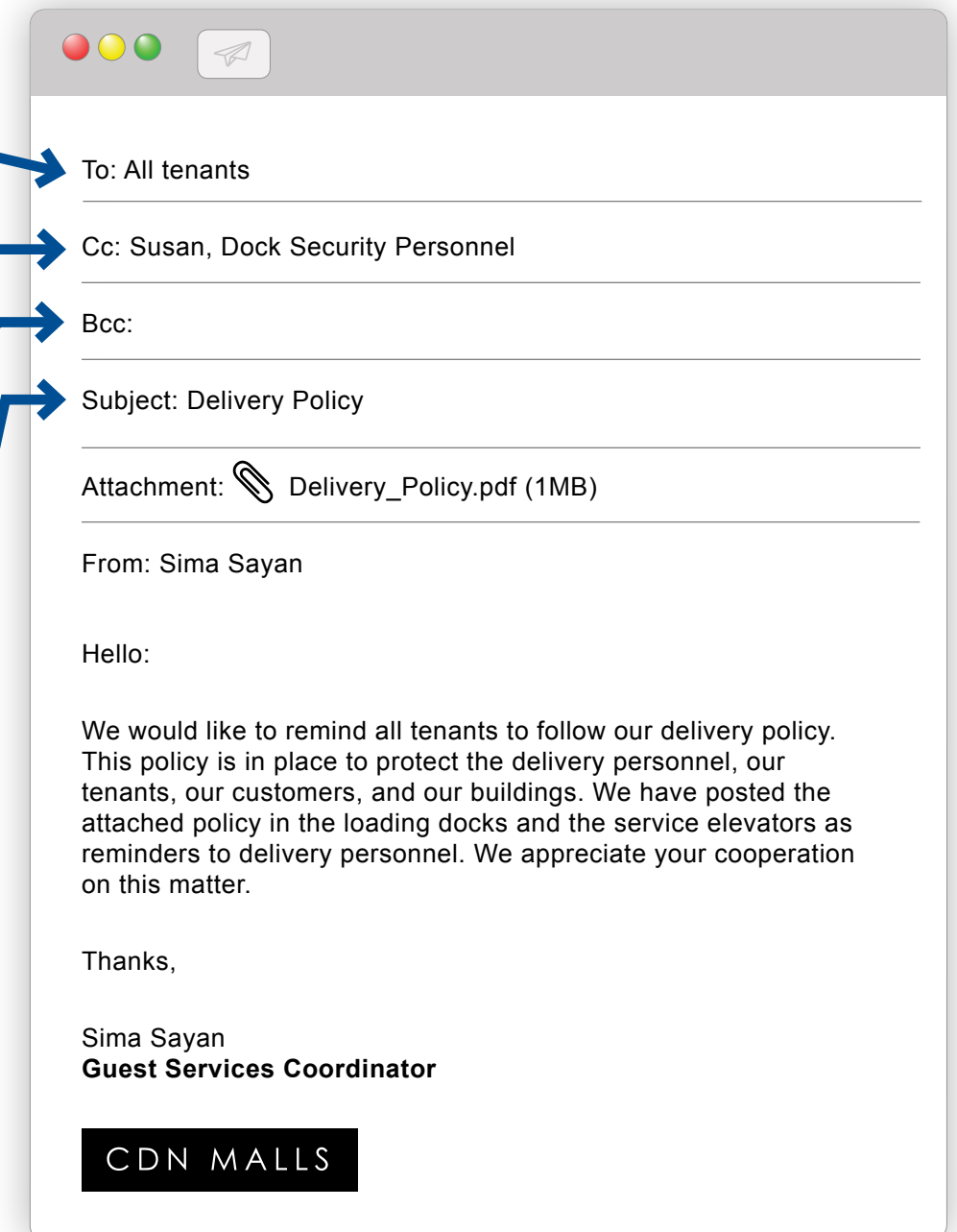
The **To** line is where you will enter the other person's email address.

The **Cc** line is for the address of the person, or people, to whom you would also like to send the email.

The **Bcc** line is for the addresses of a person, or people, to whom you would like to send the email but want to keep their email information private.

The **Subject** line is very important. Avoid leaving this blank or just filling it in with Re or Hi. It is very important to write something specific that states the purpose of the email. It should clearly say what the message is about. It should also be short and to the point.

Continued on the next page





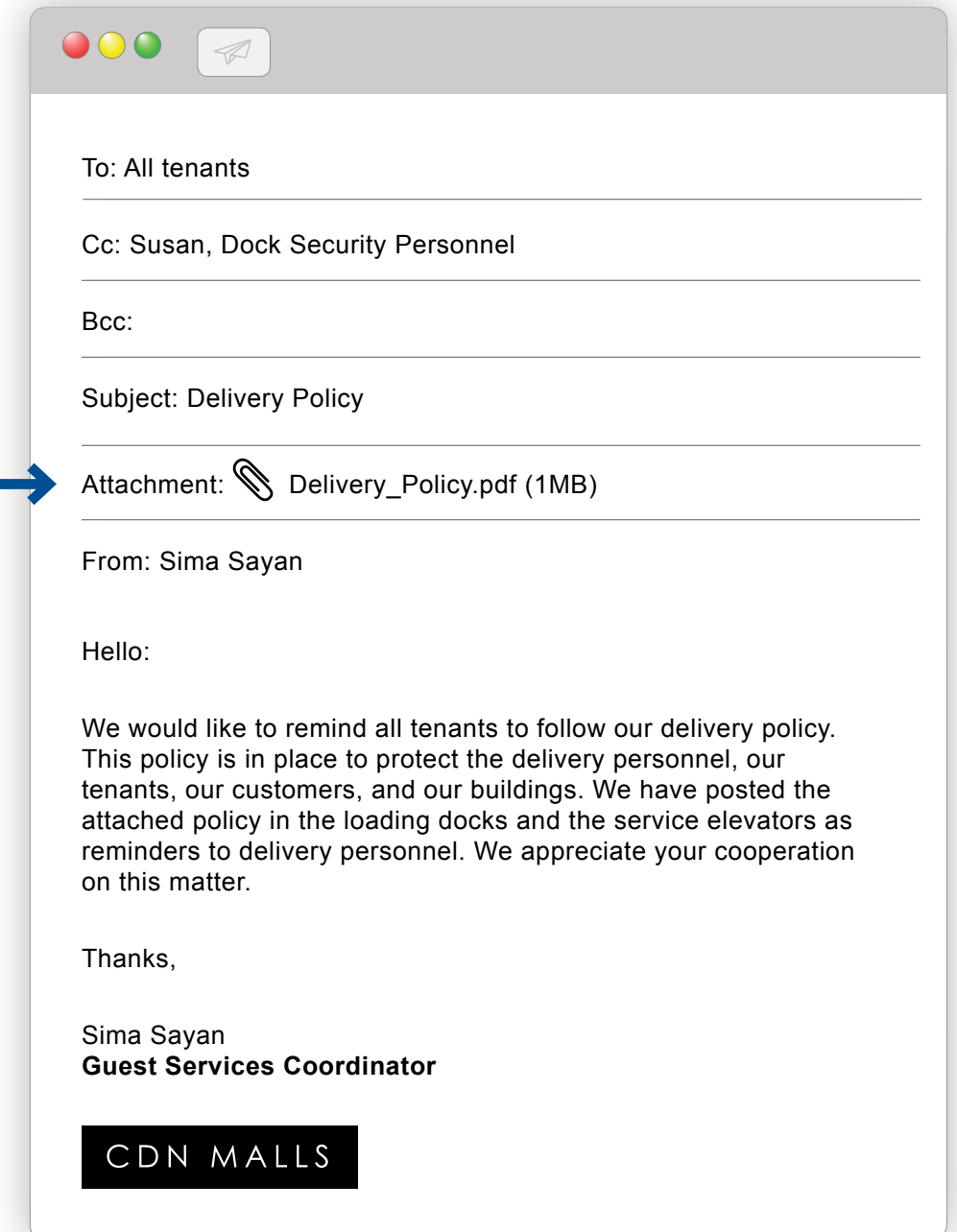
## 4.2 Workplace Mentor Tip



Attachments: The email in the reading has an attachment. Send an attachment only if it is necessary and make sure that it is not too big. The appropriate size of attachments depends on many factors. Most email applications and services do not accept more than 20 to 25 MB. Another point to remember is that images, audio, and videos add to the file size.

When you want to reply to an email that has been addressed to several people, you can choose to hit Reply or Reply All. Choose Reply All only if it is important that everyone needs to get your message.

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## 4.2 Workplace Mentor Tip



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### Formal email messages

When you write an email to a customer or client, the email should be formal. What does this mean? Here are some features of a formal email:

- The message starts with a greeting or salutation such as Dear Mr., Mrs., Ms., or Dr.
- It should not have slang, chat talk, or contractions.
- It has formal vocabulary; for example,
  - \* “I was wondering if we could ...”
  - \* “We would be very grateful if ...”
- The body of the message is clear and to the point.
- The body of the message has an opening sentence that introduces the reason for the email.
- The body of the message may have more than one paragraph, but only one point should be discussed in each paragraph.
- The information is organized logically.
- The last paragraph thanks the person or calls for some action depending on the subject of the email.
- The message ends with a closing such as Sincerely.
- The email signature of the sender should follow the closing. The email signature usually has the sender’s full name, his or her position at work, and his or her contact information.
- Re-read the message to check spelling, grammar, capitalization, and punctuation.

## 4.3 Workplace Mentor Tip



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### Reflection in the workplace

Reflection is examining your own behaviour and actions in a situation. It can also include examining another person's behaviour and actions. It is very important to reflect so you can develop and grow. Reflection can help you see your strengths and identify areas for improvement. When you reflect, it is a good idea to first look at strengths, and then look at what needs to be improved. Most companies in Canada appreciate employees who can reflect because it almost always leads to self-development.

Looking at the content of this chapter, the following may be opportunities for reflection for the people involved:

- Susan and Sima, on how they had
  - \* coordinated the signage for the parkade construction
  - \* shared the information about the parkade construction with their customers.
- Sima, on whether she had responded appropriately to the customer's complaint by email.
- Raja, on whether he had
  - \* done everything he could to make the customer feel like she was being heard and that the complaint was going to be taken care of
  - \* followed CDN Malls' policy on handling customer complaints.



**Points to focus on: The feedback sandwich, active listening, and reacting to feedback**



### The feedback sandwich

Feedback is often given using a technique called the Feedback Sandwich. People who use this technique give feedback in the following way:

Start by making positive statements.



Discuss area(s) for improvement.



Finish by making positive statements.

Continued on the next page

## 5.1 Workplace Mentor Tip



### How Sima uses the Feedback Sandwich.

When Sima gives feedback in the video, she uses the Feedback Sandwich. See how she does this:

<b>Starts by making positive statements</b>	In all my <b>observations</b> , I found you to be <b>approachable</b> and <b>responsive</b> to our customers and tenants. We have had very good feedback about this.
<b>Discusses areas for improvement</b>	However, there were two <b>instances</b> —one with Security over the matter of the strollers in our West building, and the other with Maintenance over the issue of fixing the water leaks in one of our food court outlets. We have briefly discussed both incidents before at our check-in meeting. In both cases, the personnel involved could not complete the task and the paperwork because some of the expectations were not clear. You gave the basic instructions in both cases, but it is important to be very <b>explicit</b> . You might want to work on being more explicit on your instructions and expectations.
<b>Finishes by making positive statements</b>	Other than this, on the guest side of things, we find your communication to be excellent. In fact, on two occasions, we got email messages <b>complimenting</b> you specifically.

The Feedback Sandwich technique is a popular way of giving feedback in many workplaces in Canada. When people are not aware of this technique, they may focus only on the positive statements and miss out on the areas for improvement. Another point that causes some confusion when receiving feedback is that the person who gives the feedback often uses indirect language. The person may say, “You might want to ...” This does not mean they are necessarily giving you a choice. They are actually saying “You need to ...” or “You must ...”

Continue to the next page for Active listening





### Active listening

Listening is a very important skill, and it is a very important part of communication. A listener does the following to show that he or she is listening actively:

- a) The listener demonstrates that he or she is paying attention by facing the speaker, making eye contact, and nodding appropriately.
- b) He or she takes notes about important points, but still pays attention to the speaker. Taking notes may not always be appropriate and will depend on the situation; for example, it is appropriate at meetings, but not necessarily when one is having a casual conversation.
- c) The listener verbally clarifies and confirms information by restating or paraphrasing the information from the speaker, or by asking questions.

Active listening is very important when receiving feedback. It shows the speaker that you value what he or she is saying. Avoid interrupting the speaker to clarify or confirm information. Listen carefully to what the person is saying, and do not focus on what you want to say in response. This way, you are more likely to listen better and understand more. When the speaker has finished speaking, you can ask questions or paraphrase or repeat key points to clarify information. It is important to check that you have understood before you respond to the feedback.

[Continue to the next page for Reacting to feedback](#)

## 5.1 Workplace Mentor Tip



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### Reacting to feedback

It is important to react to feedback in a positive way. When you receive feedback, do the following:

- Be prepared for both positive and negative feedback. Be open to getting some advice and recommendations for improvement.
- Be open to different opinions and new information. Not everyone looks at the world the same way. Another viewpoint can often be very useful and can help you improve yourself.
- Listen actively without interrupting.
- Clarify and confirm information so that you are sure you have understood correctly.
- Control your facial expressions, your body language, and the tone of your voice when you hear something you perceive as negative. Do not show that you are upset or offended. Later, when you have had time to think about it more carefully, you might realize that the person who gave you the feedback was probably right.
- Take notes about the feedback and think carefully about it before responding.
- Pay close attention to “careful” and indirect language. Convert the indirect language to more direct language in your head. For example, you might hear “I think we could put more effort into being at work on time.” Change this indirect language to “You should come to work on time.”
- Always check that you have understood what the person wants you to improve.
- Thank the person for the feedback.



## 5.2 Workplace Mentor Tip



### Typing your work

In the workplace, all correspondence and documents are typewritten. Computers are used for this purpose. When you are asked to present anything in writing to your colleagues or your supervisor, it is expected that your work will be typed and formatted neatly. Typing skills and document formatting skills are essential in today's workplace.

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## 5.3 Workplace Mentor Tip



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### Presentations

Giving presentations is a very important skill to develop. A presentation must be well organized and must have three clear parts: introduction, body, and conclusion. The following tips will help you give a good presentation.

<b>Introduction</b>	<ul style="list-style-type: none"><li>• Greet the audience.</li><li>• Introduce yourself.</li><li>• Give the purpose of the presentation.</li><li>• Introduce the topic.</li><li>• List the points you are going to discuss about the topic.</li><li>• Use clear transitions to move from one point to another.</li></ul>
<b>Body</b>	<ul style="list-style-type: none"><li>• Expand on the topic by giving details and examples about each point to help your audience understand the topic.</li><li>• The points must be in the same order as in the introduction.</li><li>• Use clear signal words to move from one point to another.</li></ul>
<b>Conclusion</b>	<ul style="list-style-type: none"><li>• Restate the purpose of the presentation.</li><li>• Summarize the main points in the order you presented them</li><li>• Thank the audience.</li></ul>

Make sure to have clear transitions when you move from the introduction to the body of the presentation. It is also important to have a clear transition to your conclusion.

Listen to Excerpt 1 in the listening section of Chapter 3. Notice how the speaker divides his presentation into three parts and uses signal words to move from one part of the presentation to the next and from one point to the next.

## 5.4 Workplace Mentor Tip



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### Reflection in the workplace

Reflection is examining your own behaviour and actions in a situation. It can also include examining another person's behaviour and actions.

It is very important to reflect so that you can develop and grow. Reflection can help you see your strengths and identify areas for improvement. When you reflect, it is a good idea to first look at strengths, and then look at what needs to be improved. Most companies in Canada appreciate employees who can reflect because it almost always leads to self-development.

Looking at the content of this chapter, the following may be opportunities for reflection for the people involved:

- Sima, on whether she had
  - \* given Raja effective feedback
  - \* communicated clearly enough to help the staff understand the performance appraisal process and the importance of SMART goals.
- Raja, on whether he had
  - \* reacted appropriately to Sima's feedback during the appraisal process
  - \* improved his soft skills and identified what he needed to work on.

# Appendix 3: Strategy Coach Tips

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### Understanding what a document is about

When you first read an article or a document, you want to begin by understanding what the article or document is about. When you are reading information, the way it is organized will help you understand it. Watch for special features in the text and ask yourself, “What is the reading about?” This will usually help you understand the information more quickly.

#### Text features

- Start by looking at the features of the text and thinking about them. Look for things that help important points stand out, such as the title, headings, or text with bullet points or numbers. In the text that follows, look at the title.

#### Images

- Next, look for pictures or images. Pictures, diagrams, charts, graphs, or maps are often used to highlight key points in a text. In the text that follows, look at the image in the box about the mission statement and values.

#### Introduction and Conclusion

- Then read the introduction and the conclusion of the text. The introduction and concluding parts of a text give you clues about what the rest of the information is about. The introduction usually presents the main information that will be discussed in detail later on in the document. The concluding part will usually give you a summary.



## 1.2 Strategy Coach Tip



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### Guessing new words

Checking the meaning of every word in a text that you do not understand will slow you down. You can use the other words in the text to guess the meaning of a word you don't know. This is a very important strategy to develop. Look at the words in the sentences before and after the word that you do not know for clues to help you guess the meaning.

## 1.3 Strategy Coach Tip



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### Types of words

There are different types of words in English. Each type of word has a job, or a function. Here we will learn about three types of words: nouns, verbs and adjectives.

Type of Word	Function	Example	Example sentence
Noun	Names a thing, person, place, or idea	table, man, woman, room, happiness	A <u>man</u> and a <u>woman</u> are sitting at a <u>table</u> .
Verb	Describes an action (doing) or a state (being)	go, come, sit, is (be)	The man and woman <u>go</u> home at 6:00. He <u>is</u> a teacher.
Adjective	Describes a noun	big, small, beautiful	The Rockies are <u>beautiful</u> . He is a <u>good</u> man.



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### Predicting helps with understanding

Predicting, or thinking about what you are going to hear, will help you notice

- the knowledge you already have about the topic
- the vocabulary you already have about the topic

You might use the strategy of predicting at work; for example, to prepare before going to a meeting.

## 1.5 Strategy Coach Tip



### Read the questions first

Reading the questions before you listen to the audio in a listening activity is a good strategy. If you read the questions first, you will get an idea what the listening excerpt will be about. You are also more likely to notice the answers while you are listening. This is also a valuable strategy for taking tests; read the questions first so you know what to listen for.

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### Understanding the order of instructions

When people give instructions, they usually make the order clear for the listener or reader. They do this by using words that show sequence or order. Here is a short lesson on this.

#### Sequence markers:

- When people give instructions or explain how to do something, they often use signal words or phrases to show the order in which things should happen.
- These signal words or phrases help the person listening or reading to understand the process.
- Pay attention to the words in blue in the example that follows.

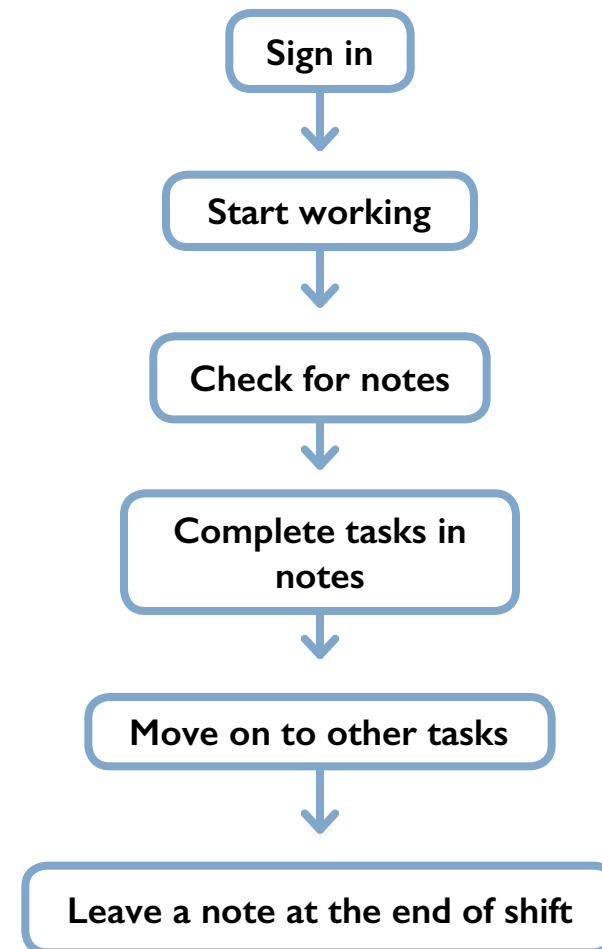
**First**, sign in before you start working. **Next**, check to see if the people who worked before you have left any notes about tasks they were unable to complete. **After that**, complete the tasks in the notes. **Once you have completed the** tasks in the notes, move on to your other tasks. **Finally**, at the end of your shift, leave a note for the person working next.

Continued on the next page



### Timeline of tasks:

- Here is a timeline showing the order in which the tasks should be done.
- Does it match the text you just read?



Continued on the next page



The words highlighted in **blue** in the example are sequence markers. They are sometimes also called *transition words*. They show the order of a process.

Example:

**First**, sign in before you start working. **Next**, check to see if the people who worked before you have left any notes about tasks they were unable to complete. **After that**, complete the tasks in the notes. **Once you have completed** the tasks in the notes, move on to your other tasks. **Finally**, at the end of your shift, leave a note for the person working next.

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Here are some common sequence markers you can use:

Sequence marker	Example	Function
First Second Third ...	<b>First</b> , fill in your first and last name. <b>Second</b> , fill in your address. <b>Third</b> , fill in your telephone number	To show the step-by-step order in a sequence.
Next Then After that	First, start the computer. <b>Next</b> , sign in. <b>After that</b> , check your emails. <b>Then</b> , respond to your emails. Finally, log out.	To show the order of things between the start and the finish.
Finally	First, fill in the form. Next, sign it. Then, scan it. <b>Finally</b> , email it to the supervisor.	To show that something is the last step in a process.
Once When	<b>Once</b> you have finished your shift, sign out. <b>When</b> your report is complete, submit it to the supervisor.	To show that one action happens only after another one is finished.
While + action	Make sure the doors are locked <b>while</b> you are doing the security check.	Show that one action happens at the same time as another.

Watch and listen for sequence markers in the listening activities and pay attention to how they help you understand the order in which things should be done.



### Listening for thought groups

When people speak in sentences in English, they chunk, or group words together, in thought groups. If you listen carefully for pauses in speech, you can identify how the words are grouped together.

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### Making connections in dialogues and clarifying information

#### Making connections in dialogues

When speaking or writing in English, people generally make connections between points so that the listener or reader can understand what they are saying.

In a dialogue, we can hear these connections in different ways.

Here are a few examples:

- I read three books last month. Two were great.  
**The connection is made through the reference to numbers.**
- We will go over a number of topics today  
The first topic is parking.  
**The connection is made through the reference to the topics.**
- A: Have you been here long?  
B: Close to seven years.  
**The connection is made through the reference to time in the question and the answer.**

Think about these connections while arranging the parts of the dialogue.

[Continue to the next page for Clarifying information](#)



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### Clarifying information

Remember in the listening activity where Raja and Paul repeated information and used direct questions to clarify information or double-check that they understood what Sima said?

Clarifying information is especially important in the workplace when someone is giving instructions or sharing important information.

Watch for more examples of clarifying information in the speaking activity that follows.



### Learning new vocabulary

Learning a language doesn't only happen in a classroom. One of the best ways to learn how to use new words and expressions is to log, or record, how people use these words in daily life. Try to use the new words yourself, and keep track of how you use them. The more you use the new words, the easier they will be for you to remember and understand.

There are two kinds of language logs to help you develop your vocabulary:

1. Language Observer Log: In this log, you can record where you heard or read the word or phrase. Read this sample Language Observer Log and discuss it with your instructor or classmate.

SAMPLE Language Observer Log		Name: Lin	
		Date: Sept. 16	
Lesson word or phrase	Words or phrases with similar meanings	Where you read or heard it	Who said it or who wrote it
Position	<ul style="list-style-type: none"> <li>• job title</li> <li>• status</li> </ul>	In a job advertisement	A job advertisement online was advertising for "the following positions."

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## I.9 Strategy Coach



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2. Language User Log: In this log, you can record how and where you used the word or phrase. You can also analyze how you used it. Read this sample Language User Log and discuss it with your instructor or classmate.

SAMPLE Language User Log				Name: <i>Lin</i>		
				Date: <i>Sept. 16</i>		
Preparation (before I use the word or phrase)				Reflection (after I used the word or phrase)		
Lesson word or phrase	Words or phrases with similar meanings	In what kind of conversation or for what topic can I use this word or phrase?	How will I say it or write it?	Who was I talking/writing to?	What exactly did I say or write?	How did people respond when I used this word or phrase?
<i>information overload</i>	<i>With people at work, at school, or in the community</i>	<i>When talking about learning too much information</i>	<i>It feels like information overload.</i>	<i>My new boss.</i>	<i>I said, "I learned so much today, it feels like information overload."</i>	<i>She laughed and said, "Don't worry. It will all make sense eventually."</i>

## 2.1 Strategy Coach Tip



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### Scanning for information

When people read texts, they use different strategies for reading, depending on their purpose. If the reader is looking for specific information in the text, they will scan the text.

To **scan** a text for specific information:

- Make sure you know what information you are looking for.  
For example: You want to find information about adult computer classes for Microsoft Word.
- Think of keywords related to what you are looking for.  
For example: adult, computer, learn, course, instruction, skills, learning, Microsoft Word.
- Check the text features, including the title, table of contents, headings, bulleted points, and images, to see if any of your keywords appear there.
- When you find keywords, read the text around them to see if the information you are looking for can be found there.  
For example: Quickly look over the title and headings in the text for the keywords above. If you see one or more of them, read the text around each keyword to see if you can find information about the classes you are looking for.
- If the information you are looking for is not there, think of other related keywords and start again.



## 2.2 Strategy Coach Tip



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### Guessing new words

Checking the meaning of every word that you do not understand in a text will slow you down. You can use the other words in the text to guess the meaning of a word you don't know. This is a very important strategy to develop. Look at the words in the sentences before and after the word that you do not know for clues to help you guess its meaning.

## 2.3 Strategy Coach Tip



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### Identifying keywords

Reading the questions before you listen helps you to predict what the listening will be about. It also helps you identify important information. When you read the questions, you will see key vocabulary words related to the listening. While you are listening to the excerpt, when you hear these words, you will know to play close attention to the information around them.

## 2.4 Strategy Coach Tip



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### Facts vs. opinions

A **fact** is something that can be proven right or wrong.

An **opinion** is the way someone thinks or feels about something or what someone believes about something.

For example:

To work in Canada, you must have a Social Insurance Number.

- This is a fact. You can find this information on the Government of Canada website.

Working in Canada is difficult.

- This is an opinion. This statement describes how someone feels about working in Canada.



### Writing a description of an event

One way to write descriptions of past events for work or legal purposes is to organize things in a clear, sequential order. It is important to make sure that the information you include is factual. View a short lesson on this.

## Purpose

- Sometimes in the workplace, it is necessary to describe an event that has already occurred.
- Use the following process to write a description of an event.
- Since the event has already happened, remember to use the past tense.

Continued on the next page



### Prepare

- Think about the event.
- Think about the details of what happened.
- Determine which details are facts and which ones are opinions.
- Use the facts for your description.

Continued on the next page



## Three Parts

- The description can be divided into three parts:

Introduction



Description of activities in event



Conclusion

Continued on the next page



### Introduction

- The introduction should begin with a brief statement of what happened.
- State who was involved.
- State the date, time, and location of the event.

Continued on the next page





### Description

- Describe each step, or activity, that happened during the event. State the facts, not opinions.
- List the steps/activities chronologically (in the order that they happened at the time).
- Include any details for each step/activity.

Continued on the next page



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### Conclusion

- Finish the description with the results of the event and any follow-up action that was taken.

## 2.6 Strategy Coach Tip



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### Sentence stress

When you hear people speaking out loud, sentence stress creates the rhythm of their speech.

The words that are stressed in a sentence are the content words.

Content words are the words in a sentence that give it meaning. If you remove these words, the sentence will not make sense. They are usually the nouns, verbs, adjectives, and adverbs in a sentence.

The other words in a sentence are called function words. These words give the sentence its form or structure. If you remove these words, you can probably still understand the sentence, even though it won't sound grammatically correct.



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### Summarizing

When you need to share information that you have read, it is important to know how to summarize.

A summary focuses on key points. To identify key points and information for your summary, look at the title and headings. What is the main idea? What information supports or explains the main idea? Leave out extra details.

When you read new information that you will need to summarize, follow these steps to make the process easier:

Read

- Look at the title and any headings in the reading to determine what the focus is.
- Read the text several times to make sure you understand it.
- Identify words and information that you think are important.

Think

- Think about what you read.
- Ask yourself what the reading is about

Identifying  
important  
points

- Identify key information from the reading: the main idea and key points.
- The main idea is what the reading is about.
- Key points include information that support the main idea by helping explain it.

Share

- Create a topic sentence to begin or introduce the summary.
- Use your own words to share the key information.
- Remember to keep it short and to the point.

## 2.8 Strategy Coach Tip



### Learning new vocabulary

Learning a language doesn't only happen in a classroom. One of the best ways to learn how to use new words and expressions is to log, or record, how people use these words in daily life. Try to use the new words yourself, and keep track of how you use them. The more you use the new words, the easier they will be for you to remember and understand.

There are two kinds of language logs to help you develop your vocabulary:

1. Language Observer Log: In this log, you can record where you heard or read the word or phrase. Read this sample Language Observer Log and discuss it with your instructor or classmate.

SAMPLE Language Observer Log		Name: Lin	
		Date: Sept. 16	
Lesson word or phrase	Words or phrases with similar meanings	Where you read or heard it	Who said it or who wrote it
Position	<ul style="list-style-type: none"><li>• job title</li><li>• status</li></ul>	In a job advertisement	A job advertisement online was advertising for "the following positions."

Continued on the next page

## 2.8 Strategy Coach Tip



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2. Language User Log: In this log, you can record how and where you used the word or phrase. You can also analyze how you used it. Read this sample Language User Log and discuss it with your instructor or classmate.

SAMPLE Language User Log				Name: Lin		
				Date: Sept. 16		
Preparation (before I use the word or phrase)				Reflection (after I used the word or phrase)		
Lesson word or phrase	Words or phrases with similar meanings	In what kind of conversation or for what topic can I use this word or phrase?	How will I say it or write it?	Who was I talking/writing to?	What exactly did I say or write?	How did people respond when I used this word or phrase?
information overload	With people at work, at school, or in the community	When talking about learning too much information	It feels like information overload.	My new boss.	I said, "I learned so much today, it feels like information overload."	She laughed and said, "Don't worry. It will all make sense eventually."

## 3.1 Strategy Coach Tip



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### Making inferences

I will explain the reading strategy of making inferences. Making inferences means understanding something that is not directly said by the writer of the text. People sometimes call it “reading between the lines.” This strategy is important because writers often assume that the reader has the necessary background knowledge and will not say and explain everything about the topic.

To help you infer while you are reading, follow this strategy. Think about the topic in the reading and understand the purpose. Think about what you already know about the topic. Make connections between your experience and the topic. This will help you use the facts in the text to understand and read between the lines.

Let us take this sentence from the Delivery Policy as an example: **Drivers must not leave delivery vehicle engines running in the dock.** Why not? The author does not give us a reason. The author thinks we know why. Let us think about the reason like this:

What the reading says

- Start by looking at the sentence related to this topic in the text. Here it is: “Drivers must not leave delivery vehicle engines running in the dock.”

What I know

- Next, think about what you know can happen when a truck engine is left running. You know that when the engine is running, gas is being used. Using gas without a purpose is very wasteful and is not good for the environment. You also know that when the engine is running, there is smoke from the truck. This smoke makes the air we breathe dirty.

My inference

- Maybe the drivers of the delivery trucks must turn off the engines so that gas is not wasted and the air in the loading dock is as clean as possible.



## 3.2 Strategy Coach Tip



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### Guessing new words

We have looked at making inferences while reading a text. You can use this same strategy to also guess the meaning of a word from the context. Let us try this strategy to understand “service elevator”:

What the reading says about the word

- Start by looking at the sentence related to this in the text. Here is one: “Use only these service elevators for deliveries.”

What I know

- Next, think about what you know about deliveries to stores. Let us look at the following two points:
  1. You know that many deliveries may be big. If a delivery is big, it may not fit in an ordinary elevator.
  2. You know that it may not be safe for people and big delivery items to be in the same elevator.

My inference

- Service elevators that are to be used only for deliveries must be bigger and must be used for taking things up and down rather than carrying people.

### 3.3 Strategy Coach Tip



#### Types of words and affixes

#### Types of words

There are different types of words in English. Each type of word has a job, or a function. Here we will learn about two types of words: nouns and verbs.

Type of word	Function	Example	Example sentence
Noun	Names a thing, person, place, or idea	table, man, woman, room, happiness	A <u>man</u> and a <u>woman</u> are sitting at a <u>table</u> .
Verb	Describes an action (doing) or a state (being)	go, come, sit, is (be)	<ul style="list-style-type: none"><li>• The man and woman <u>go</u> home at 6:00.</li><li>• He <u>is</u> a teacher.</li></ul>

Continue to the next page for Affixes

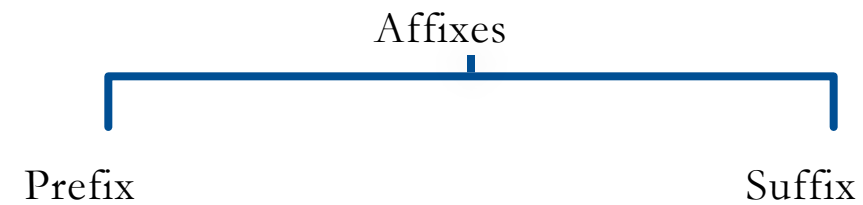
### 3.3 Strategy Coach Tip



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#### Affixes

When groups of letters are added to the beginning or to the end of a word, they are called affixes. There are two kinds of affixes, and each has its own function:



- Comes before a word
- Usually changes the meaning of the word
- Comes after a word
- Usually changes the form of the word

Let us look at an example from the reading text: unattended

un-

Prefix

un- means “not”

Changes the meaning of attend to “not attend” or “not take care of”

-attend-  
(take care of)

-ed

Suffix

In this example, -ed changes the word from the verb to the adjective form

### 3.4 Strategy Coach Tip



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#### Types of words - noun, verb, and adjective

We learned that there are different types of words in English and that each type of word has a job, or a function. We looked at nouns and verbs. Now, we will look at adjectives. Read the chart below to review nouns and verbs, and then focus on adjectives.

Type of word	Function	Example	Example sentence
Noun	Names a thing, person, place, or idea	table, man, woman, room, happiness	A <u>man</u> and a <u>woman</u> are sitting at a <u>table</u> .
Verb	Describes an action (doing) or a state (being)	go, come, sit, is (be)	<ul style="list-style-type: none"><li>• The man and woman <u>go</u> home at 6:00.</li><li>• He <u>is</u> a teacher.</li></ul>
Adjective	Describes, or tells you more, about a noun	good, bad, beautiful	<ul style="list-style-type: none"><li>• The Rockies are <u>beautiful</u>.</li><li>• He is a <u>good</u> man.</li></ul>

## 3.5 Strategy Coach Tip



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### Prepositions of time

Prepositions are very important words. They show the relationship between words in a sentence. Some examples of the relationships prepositions show are distance, position, and time. We will focus on time here. Let us look at three main prepositions of time: in, on, and at. The chart below shows how they are used:

Preposition	Function	Example
in	<ul style="list-style-type: none"><li>• Used with months</li><li>• Used with years</li><li>• Used with period of the day with “the”</li><li>• Used with long periods of time</li></ul>	in August in 2010 in the morning, in the afternoon (refer to preposition “at” below) in the winter
on	<ul style="list-style-type: none"><li>• Used with days of the week</li><li>• Used with specific dates</li><li>• Used with specific day that is celebrated or special</li></ul>	on Monday on August 5, 2015 on New Year’s Day, on my birthday
at	<ul style="list-style-type: none"><li>• Used with specific time of day or night</li><li>• Used with period of the night</li></ul>	at 9:00, at noon, at midnight at night

Sometimes, you don’t use the preposition. For example, when you use the word “this,” you will say, “I met him this morning.” It is incorrect to say, “I met him in this morning.”

## 3.6 Strategy Coach Tip



### Listening for thought groups

When people speak in sentences in English, they chunk, or group words together, in thought groups. If you listen carefully for pauses in speech, you can identify how the words are grouped together.

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### 3.7 Strategy Coach Tip



#### Learning new vocabulary

Learning a language doesn't only happen in a classroom. One of the best ways to learn how to use new words and expressions is to log, or record, how people use these words in daily life. Try to use the new words yourself, and keep track of how you use them. The more you use the new words, the easier they will be for you to remember and understand.

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1. Language Observer Log: In this log, you can record where you heard or read the word or phrase. Read this sample Language Observer Log and discuss it with your instructor or classmate.

SAMPLE Language Observer Log		Name: Lin	
		Date: Sept. 16	
Lesson word or phrase	Words or phrases with similar meanings	Where you read or heard it	Who said it or who wrote it
Position	<ul style="list-style-type: none"><li>• job title</li><li>• status</li></ul>	In a job advertisement	A job advertisement online was advertising for "the following positions."

Continued on the next page



## 3.7 Strategy Coach Tip



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2. Language User Log: In this log, you can record how and where you used the word or phrase. You can also analyze how you used it. Read this sample Language User Log and discuss it with your instructor or classmate.

SAMPLE Language User Log				Name: Lin		
				Date: Sept. 16		
Preparation (before I use the word or phrase)				Reflection (after I used the word or phrase)		
Lesson word or phrase	Words or phrases with similar meanings	In what kind of conversation or for what topic can I use this word or phrase?	How will I say it or write it?	Who was I talking/writing to?	What exactly did I say or write?	How did people respond when I used this word or phrase?
information overload	With people at work, at school, or in the community	When talking about learning too much information	It feels like information overload.	My new boss.	I said, "I learned so much today, it feels like information overload."	She laughed and said, "Don't worry. It will all make sense eventually."



### Reading in detail and checking your understanding

#### Reading in detail

When you want to thoroughly understand all of the information in a text that you are reading, you should read for detail.

When you read for detail, start by looking at the layout of the text. Then read the title, headings, and any additional information that stands out to get a sense of what the text is about.

Next, read through the complete text once to get a sense of all the information included. Then read through the text again, making notes or highlighting important details to keep track of key information. This also helps you stay focused on the information that you are reading.

Reading for detail takes longer than skimming or scanning texts, but it helps you to understand all of the information in a text, making sure you don't miss anything.

[Continue to the next page for Checking for understanding](#)



### Checking your understanding

When you are reading in detail, you should regularly ask yourself, “Do I understand?” Ask yourself this question at the end of long sentences or paragraphs of text.

Take the time to identify and highlight any words or phrases that you don’t understand. As you keep reading, you may read more information that will help you understand them. If there are words or phrases that you still don’t understand after you re-read the text, use your notes to ask questions or to focus your research.

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## 4.2 Strategy Coach Tip



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### Reading the questions before listening

Reading the questions before you listen helps you to predict what the listening will be about. It also helps you identify what information to listen for and when to listen for the information.

For example, let us look at the following question:

**CDN Malls have closed mall entrances on the west side. True or false?**

We can identify and underline the important words in the question and pay attention to the information around these keywords. In this question, you might mark up the question something like this:

**CDN Malls have closed mall entrances on the west side. True or false?**

When you hear the phrases mall **entrances** and **west side**, you know you need to pay attention and focus your listening on whether or not they are **closed**.

## 4.3 Strategy Coach Tip



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### Reviewing your email

It is very important to proofread, or review, your workplace email messages for spelling, grammar, punctuation, and capitalization before you hit the Send button. This is especially important when you are corresponding with customers and clients. If you are not confident about checking for accuracy, you may want to ask a co-worker to proofread the email for you.

Here are a few quick punctuation notes:

1. Always start your sentences with a capital letter and end with a period.
2. Names must start with a capital letter.
3. The salutation, or greeting, can end with a comma or a colon in a formal email; for example, both the following are correct:

Dear Ms. Li,

Dear Ms. Li:

4. Titles end with a period; for example,

Mr. Wallace

Mrs. Najam

Ms. Li

5. The closing must be followed by a comma; for example,

Sincerely,

## 4.4 Strategy Coach Tip



### Listening for thought groups

When people speak in sentences in English, they chunk, or group words together, in thought groups. If you listen carefully for pauses in speech, you can identify how the words are grouped together.

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## 4.5 Strategy Coach Tip



### Learning new vocabulary

Learning a language doesn't only happen in a classroom. One of the best ways to learn how to use new words and expressions is to log, or record, how people use these words in daily life. Try to use the new words yourself, and keep track of how you use them. The more you use the new words, the easier they will be for you to remember and understand.

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SAMPLE Language Observer Log		Name: Lin	
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Lesson word or phrase	Words or phrases with similar meanings	Where you read or heard it	Who said it or who wrote it
Position	<ul style="list-style-type: none"><li>• job title</li><li>• status</li></ul>	In a job advertisement	A job advertisement online was advertising for "the following positions."

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## 4.5 Strategy Coach Tip



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2. Language User Log: In this log, you can record how and where you used the word or phrase. You can also analyze how you used it. Read this sample Language User Log and discuss it with your instructor or classmate.

SAMPLE Language User Log				Name: Lin		
				Date: Sept. 16		
Preparation (before I use the word or phrase)				Reflection (after I used the word or phrase)		
Lesson word or phrase	Words or phrases with similar meanings	In what kind of conversation or for what topic can I use this word or phrase?	How will I say it or write it?	Who was I talking/writing to?	What exactly did I say or write?	How did people respond when I used this word or phrase?
information overload	With people at work, at school, or in the community	When talking about learning too much information	It feels like information overload.	My new boss.	I said, "I learned so much today, it feels like information overload."	She laughed and said, "Don't worry. It will all make sense eventually."



### Understanding longer texts and pronoun reference



#### Understanding longer texts

Here are a few steps to help you understand longer texts:

1. First, read the title and think about what you already know about the topic.
2. Read the first paragraph. It will give you an idea of what the text is going to be about. If there are headings and images, study them carefully and think about their purpose in the text and their connection to the topic.
3. Read the first and last lines of the other paragraphs. This will help give you some broader details of what the text is going to be about.
4. Read the text again from the beginning. Read more carefully this time. Read each paragraph. Identify the topic or purpose of each paragraph. Then look for details about the topic. Ask yourself the following questions:
  - What is the writer's purpose?
  - What is the writer telling me?
  - What is the paragraph about?
  - Are there important words that are repeated?
  - Why is the writer repeating these words?
  - Is the writer giving me reasons, examples, or comparisons?
  - If so, what idea or topic do the reasons, examples, and comparisons support?As you ask yourself these questions, underline or highlight the answers to the questions.
5. If there are questions that go with the text, answer them carefully. Many of the questions will help you understand the text even better. Be open to rethinking some of the ideas you initially got from the text.

Continue to the next page for Pronoun reference



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### Pronoun reference

1. When writers write about something or someone, they use a noun. They do not always repeat this noun. They often use a pronoun instead of the noun. Pronouns are words that are used in place of a noun.
2. Read these examples:
  - a) **Sandy** is a workplace mentor. **She** is very helpful. The word “she” in the second sentence refers to Sandy. The word “she” is a pronoun.
  - b) The **document** is neatly formatted, and **it** is also well organized. The word “it” is a pronoun and refers to the word “document.”
3. When you read, you need to be aware of pronouns and what they link to or refer to. Writers may use many nouns in a sentence or paragraph. You need to understand which noun each pronoun refers to. This will help you understand the reading.
4. In this chapter, we will practise this new strategy of understanding to what or to whom a pronoun refers.
5. There are many pronouns in English. Here are some:

he	him
she	her
it	it
you	you
we	us
they	them
I	me

## 5.2 Strategy Coach Tip



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### Reading the questions before listening

Reading the questions before you listen helps you to predict what the listening will be about. It also helps you identify what information to listen for and when to listen for the information.

For example, let us look at the following question:

**CDN Malls have closed mall entrances on the west side. True or false?**

We can identify and underline the important words in the question and pay attention to the information around these keywords. In this question, you might mark up the question something like this:

**CDN Malls have closed mall entrances on the west side. True or false?**

When you hear the phrases mall **entrances** and **west side**, you know you need to pay attention and focus your listening on whether or not they are **closed**.



### Paragraphs and simple past tense

#### Paragraphs

A paragraph is a group of sentences. The sentences in a paragraph all relate to one controlling idea.

##### Indent

Indents are used to make paragraphs clear to the reader. Paragraphs are not always indented. However, it is a good idea to use an indent if you write your paragraphs by hand or if you type a single paragraph.

I used my time well yesterday.

In the morning, I wrote a cover letter and completed an application for a job. After that, I paid some bills through my online banking. In the afternoon, I called my parents and we chatted for about half an hour. They were very happy to speak to me. In the evening, I did my homework and caught up with my email messages. I felt very satisfied that I did not waste any time yesterday.

Topic sentence

Supporting sentences

Concluding sentence

Continued on the next page

## 5.3 Strategy Coach Tip



### Topic sentence

- This is the most important sentence in the paragraph and is usually the first sentence.
- It states the controlling idea of the paragraph.
- It is the most general sentence in the paragraph.
- The topic sentence is often indented to clearly mark the beginning of the paragraph, especially when the paragraph is handwritten.

### Supporting sentences

- All supporting sentences must relate clearly to the controlling idea.
- They add details to the controlling idea.
- They give facts, details, and examples.
- They must be organized in a logical way.

Supporting sentences can be organized in many ways. Below are two ways to organize them with examples of signal words you can use:

Type of organization	Signal words
According to the time order of the events or process	first, then, next, after that, finally, before, after, during
According to the order of importance	most important, first, next, then, finally, furthermore, moreover, another

Signal words are also called transition words or sequence words. These words are like bridges. They take the reader easily and smoothly from one sentence to the next and from one idea to the next.

Continued on the next page





### Concluding sentence

A concluding sentence can restate the topic sentence or summarize the paragraph. A concluding sentence could also give a final comment or observation on the controlling idea of the paragraph. It finishes and completes the paragraph. A concluding sentence is not always necessary, but it is good practice when you are writing just one paragraph.

Some basics before you write a paragraph:

- Think about the topic you want to write about, and write down the topic.
- Then think about a few points (at least four) about the topic. Write them down.
- Organize the points in the order you want to write them.

Some basics after you write the paragraph:

- Check whether your topic sentence clearly expresses the main idea of the paragraph.
- Check whether all the supporting sentences are clearly related to your topic sentence.
- Check whether there are enough details to explain your main idea clearly.
- Check that you have the correct signal words.
- Check your grammar.
- Check your spelling and punctuation.

[Continue to Simple past tense](#)



## 5.3 Strategy Coach Tip



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### Simple past tense

The simple past tense is used to talk about completed actions in the past. To use the simple past correctly, you need to know the simple past tense of verbs. There are two types—regular and irregular. The simple past tense of regular verbs ends with “-d” or “-ed”. The simple past tense of irregular verbs can vary and has to be learned. Here are examples of the simple past tense of some regular and irregular verbs:

Regular verbs	Irregular verbs
watch → watched	see → saw
wash → washed	come → came
act → acted	drive → drove
achieve → achieved	go → went

If you want to make a verb negative, you will need to use a helping verb, also called an auxiliary verb. The above words will become:

Regular verbs	Irregular verbs
did not watch	did not see
did not wash	did not come
did not act	did not drive
did not achieve	did not go

The verb “be” is a little different. In the past tense, the verb “be” is used as follows:

I was; I was not	you were; you were not
he was; he was not	we were; we were not
she was; she was not	they were; they were not
it was; it was not	

Notice that you do not need the auxiliary verb when you want to make the verb “be” negative.

## 5.4 Strategy Coach Tip



### Listening for thought groups

When people speak in sentences in English, they chunk, or group words together, in thought groups. If you listen carefully for pauses in speech, you can identify how the words are grouped together.

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## 5.5 Strategy Coach Tip



### Learning new vocabulary

Learning a language doesn't only happen in a classroom. One of the best ways to learn how to use new words and expressions is to log, or record, how people use these words in daily life. Try to use the new words yourself, and keep track of how you use them. The more you use the new words, the easier they will be for you to remember and understand.

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SAMPLE Language Observer Log		Name: Lin	
		Date: Sept. 16	
Lesson word or phrase	Words or phrases with similar meanings	Where you read or heard it	Who said it or who wrote it
Position	<ul style="list-style-type: none"><li>• job title</li><li>• status</li></ul>	In a job advertisement	A job advertisement online was advertising for “the following positions.”

Continued on the next page

## 5.5 Strategy Coach Tip



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2. Language User Log: In this log, you can record how and where you used the word or phrase. You can also analyze how you used it. Read this sample Language User Log and discuss it with your instructor or classmate.

SAMPLE Language User Log				Name: Lin		
				Date: Sept. 16		
Preparation (before I use the word or phrase)				Reflection (after I used the word or phrase)		
Lesson word or phrase	Words or phrases with similar meanings	In what kind of conversation or for what topic can I use this word or phrase?	How will I say it or write it?	Who was I talking/writing to?	What exactly did I say or write?	How did people respond when I used this word or phrase?
information overload	With people at work, at school, or in the community	When talking about learning too much information	It feels like information overload.	My new boss.	I said, "I learned so much today, it feels like information overload."	She laughed and said, "Don't worry. It will all make sense eventually."

# Appendix 4: Glossary

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Word	Form	Meaning
accountable	adjective	required to be responsible for something
achievable	adjective	capable of being done or completed
action plan	noun	a document that lists the steps required to achieve a goal
adapt	verb	to change or adjust to a different situation
address	verb	to deal with a matter, issue, or problem
adequate	adjective	enough; sufficient
all of a sudden	expression	without warning; unexpectedly
alternative	adjective	another possibility available as a choice
an accident waiting to happen	expression	something that could possibly cause a problem if it is not fixed
apologize	verb	to say that you are sorry
appropriate	adjective	right or suited for some purpose or situation
assure	verb	to tell someone that something will happen or that something is true
attitude	noun	a feeling or way of thinking that affects a person's behavior
beyond your control	expression	outside the limits of what you can do
bonus	noun	an amount of money added to wages or salary, especially as a reward for good performance
brief	adjective	not very long; short and concise
button	noun	a small part of a machine that you push to make the machine work

Word	Form	Meaning
can-do attitude	noun	a positive way of looking at challenges and overcoming them
carpool	verb	to regularly share a car with a group of people when they are going to and from their jobs
caution	noun	care taken to avoid danger or risk
certificate	noun	an official document that verifies, or gives evidence of, something
challenges	noun	difficult tasks or problems
chat	verb	to talk informally with someone
clearance	noun	the clear space between two objects to allow for something to move past or under
commitment	noun	the attitude of someone who works very hard to do or support something
compensation	noun	something that is given to make up for damage or trouble
complaints	noun	statements that you are unhappy or unsatisfied about something
concerns	noun	worries or anxiety about something
concrete	adjective	relating to specific things or actions and not general ideas or qualities
condition	noun	the state of something
conduct	verb	to plan, organize, and carry out an activity
confirm	verb	to make sure that something is correct
conform	verb	to obey or agree with something
constantly	adverb	all the time; very often
core	adjective	the most important or basic part of something
creatures of habit	expression	people who do things the same way all the time or whose routine never varies
criteria	noun	standards by which something is judged
critical	adjective	expressing criticism or disapproval

Word	Form	Meaning
deadline	noun	a date or time by which a task must be finished
demonstrate	verb	to show (a quality or feeling) clearly to other people
deserve	verb	to be entitled to; to have the right to
diversity	noun	the state of having people who are of different races or who have different cultures in a group or organization
document	verb noun	to create a record of something through writing an official paper that gives information about something
earn a raise	expression	get an increase in salary
effective	adjective	successful; giving a positive result
emergency contacts	noun	information, such as a telephone number, that is used to reach someone when an unexpected and dangerous situation takes place
empower	verb	to give power to (someone)
encourage	verb	to tell or advise someone to do something
environment	noun	the physical surroundings or conditions in which a person lives or works
equal	adjective	the same in quantity or value
equipment	noun	something used for a specific purpose
evacuation	noun	removal of people from a place of danger
exercise	verb	to use or apply
face-to-face	expression (adjective)	physically in the presence of the person or people involved
feedback	noun	helpful information that is given to someone about a product or performance
fire warden	noun	a person responsible for evacuating people from a building in case of fire
flexible	adjective	able to change or do things differently



Word	Form	Meaning
follow	verb	to go after a person; to travel behind
follow up	verb	to take appropriate action about something
foremost in mind	expression	most important to consider, or think about
foundation	noun	a base or support on which something stands
frustrated	adjective	feeling annoyed or disappointed about something
gaps	noun	spaces where something is missing
get in touch with	expression	to contact; to communicate with
gift certificate	noun	a piece of paper that is worth an amount of money and is given to someone to pay for a product or service
good fit for	expression	well suited for something (e.g. a job)
handle	verb	to manage a situation or problem
hard skills	noun	specific, teachable abilities that can be defined and measured
hassle	noun	something that is annoying or causes trouble
hostility	noun	an unfriendly attitude
identifier	noun	a person or thing that identifies someone or something
identify	verb	to know and say what something is or who someone is
impact	verb	to have a strong effect on something
incident report	noun	a written document about something that happened, usually created for legal purposes
increment	noun	an increase in wages or salary
individuality	noun	the quality that makes one person different from others
inevitable	adjective	sure to happen

Word	Form	Meaning
influence	verb noun	to change or affect someone or something; to cause changes without directly forcing them to happen the power to change or affect someone or something; the power to cause changes without directly forcing them to happen
injured	adjective	harmed or hurt
input	noun	a contribution of information
introduce	verb	to present (something) for discussion or consideration
investigate	verb	to make an official inquiry into an incident
journal	noun	a daily personal record of events
keep up	verb	to go or make progress at the same rate as others
kick off	verb	to begin something
kiosk	noun	a small booth or stand where things are sold in a shopping area
lined up	verb	got ready or organized
loading docks	noun	places for loading or unloading goods
log	noun verb	a book or online document in which something is recorded to make an official record of something
maintain	verb	to continue doing something
maintenance	noun	the department in a company responsible for looking after the building
manuals	noun	handbooks of instructions
measurable	adjective	able to be measured
mentor	noun	someone who can advise or guide
minimize	verb	to reduce
mission statement	noun	something that states the purpose or goal of a business or organization

Word	Form	Meaning
monitor	verb noun	to observe or check the quality of something; to watch, observe, listen to, or check (something) for a special purpose over a period of time a device for checking something
motivate	verb	to give someone a reason for doing something; inspire someone
nominate	verb	to officially suggest someone for a job, recognition, or award
on the go	expression	active or busy
onboarding	noun	a process of helping new employees understand the expectations of the employer
ongoing	adjective	continuing to exist, happen, or progress
online	adjective	connected to a computer and the Internet
open posture	expression	standing or sitting in an open, friendly way without crossing your arms
opportunities	noun	circumstances that make it possible to do something; chances
optimistically	adverb	to do something in a positive way with hope for the future
outstanding	adjective	excellent; better than others
patronage	noun	regular business given by a person or company
patrons	noun	regular customers
performance review	noun	a method of documenting and evaluating how well an individual does at his/her job
periodic	adjective	occurring at regular intervals
personal management	noun	the way you conduct yourself, set goals, and work toward them
personnel	noun	people employed in a company or organization
perspective	noun	a way of thinking about and understanding something
policy	noun	a plan of action chosen by a business
position	noun	the rank or role of someone or something in an organization

Word	Form	Meaning
potential	adjective noun	having the chance or possibility that something will happen or exist in the future a quality that can be developed or made better
press	verb	to push (something, such as a button or lever on a machine) with your finger or hand
probation	noun	a period of time during which a new employee is evaluated to decide whether he/she can do the job well enough
procedure	noun	a series of actions that are done in a certain way or order; an established or accepted way of doing something
process	verb	to deal officially with a document or request
promote	verb	to make people aware of (something, such as a new product) through advertising; to make (something) more popular, well-known
promotion	noun	a move to a higher or more important position in an organization
protect	verb	to keep a person or thing safe from harm or danger
protective	adjective	protecting or keeping safe from harm or injury
raise	noun	an increase in salary
reassure	verb	to say or do something to make somebody feel better
recap	verb	to restate; to go over again
rectify	verb	to make something right or correct
refer	verb	to pass a matter to someone in authority
register	verb	to enter or record in an official document
regret	noun	feeling of sadness or disappointment
regretful	adjective	feeling or showing sadness or disappointment
release	verb	to stop holding (someone or something)
relevant	adjective	relating to a subject or topic in an appropriate way
reliable	adjective	dependable; consistently good in performance

Word	Form	Meaning
remotely	adverb	from a distance
renovations	noun	repairs or improvements to a building
report	verb	to tell someone in authority about a problem; to make an official or formal statement about something
resurface	verb	to put a new surface on something; for example, a road or street
reviews	verb	examines or looks at something carefully to make a decision
rewarding	adjective	giving you a good feeling that you have done something valuable or important
right	noun	a legal entitlement to something
rough	adjective	difficult or unpleasant to deal with
safety cone	noun	an orange, pointed, rubber cone put on the ground to warn people about dangerous conditions
schedule	verb	to arrange for a certain time
secure	adjective	safe and unharmed
secured	adjective	protected
see red	expression	to get angry suddenly
self-assess	verb	to evaluate or judge your own performance and progress
self-conscious	adjective	uncomfortably nervous or embarrassed about what other people think of you
sensor	noun	a device that detects something
service elevators	noun	elevators designed for carrying goods; also known as freight elevators
shifts	noun	the scheduled period of time during which a person works
sincere	adjective	showing true feelings that are expressed in an honest way
soft skills	noun	people's abilities to interact effectively with each other
solution-oriented	adjective	to be focused on resolutions to challenges

Word	Form	Meaning
specific	adjective	clearly and exactly presented
stock up on	expression	build a supply of something
stressful	adjective	making you feel worried or anxious
strict	adjective	demanding that people obey rules or behave in a certain way
submitted	verb	presented something (for example, a document) for approval
summarize	verb	to repeat information using a minimum of words
supervise	verb	to oversee the completion of a task or activity
supervisor	noun	a person who oversees the work of other people
sustainability	noun	the ability to use without completely depleting or destroying natural resources
sympathizing	verb	feeling sorry for someone who is in a bad situation
tenants	noun	people who rent a space for a period of time
tile	noun	a square, flat piece of solid material used to cover surfaces such as floors
time frame	noun	a period of time during which an action or a project is planned or takes place
tool	noun	something that is used to do a job or activity
traits	noun	qualities that make one person or thing different from another
two-way radio	noun	an apparatus that can send and receive sound messages
unattended	adjective	not looked after; not supervised
upgrade	noun	replace one thing with another that is better or newer
valued	adjective	considered to be important
values	noun	strongly held beliefs about what is valuable, important or acceptable – usually plural
volunteer	noun	a person who offers to do a task or activity without payment

Word	Form	Meaning
woes	noun	feelings of pain or sadness
work conditions	noun	the conditions under which an employee works; conditions may include number of hours of work, break periods, physical conditions of the work, etc.



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