In the Workplace

An Intermediate Integrated Skills Textbook

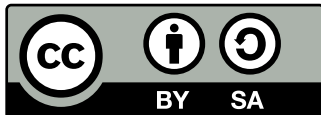# Instructor Guide

In the Workplace
An Intermediate Integrated Skills Textbook
Instructor Guide

ALBERTA OPEN EDUCATIONAL RESOURCES

Table of Contents

I. Overview

In the Workplace: An Intermediate Integrated Skills Textbook is an English language textbook that:

- has a focus on the workplace in Canada

- gives learners practice in the four main language skills–listening, speaking, reading and writing

- helps learners learn about some aspects of Canadian workplace culture

- helps learners develop some important essential skills

- is an Open Educational Resource (OER) that can be used in two different ways. It can be used as an online textbook with interactive activities, or downloaded, printed and used as a regular textbook.

The textbook is divided into five chapters and four appendices, which include the answer keys for each chapter. The textbook has been designed to be facilitated by an instructor. Each chapter can be done on its own or in the sequence presented. We suggest that the learners complete all the chapters in the sequence presented.

The book is aimed at CLB levels 5/6. The activities in the textbook present opportunities for the development of the following Essential Skills: Reading text, document use, writing, oral communication, thinking skills, working with others, and computer use. The learning activities presented in the textbook will need to be supplemented and scaffolded according to the level of the learners in a particular group. The content of the textbook is not sufficient to allow for the progression from one CLB level to the next, or the progression from one level of complexity in Essential Skills to the next.

Intercultural sensitivity and maturity are important aspects of adapting to a new culture. The focus in this textbook is workplace culture. The video and the focus questions in each chapter help towards developing the learners' noticing skills so that they might become more aware of the differences among workplace cultures. It is very important to foster a safe classroom environment where learners feel comfortable in expressing themselves and in sharing and talking about the differences between workplace culture as presented in the textbook and the workplace culture they have experienced. We suggest pointing out that workplace culture can vary from one place to another within Canada and encouraging learners to talk about differences and similarities as they perceive them. Remind the learners that there is no right way or wrong way and that it is more about being able to navigate the workplace and use the information and strategies learned to become more comfortable in a new workplace environment. Encourage them to acknowledge different perspectives. Learners who have never worked can also benefit from these discussions by actively contributing to the discussions and sharing their opinions and asking questions.

We recommend that you, as the instructor, do some learning about developing intercultural sensitivity and competence. Take every opportunity to develop and expand your own world view by reading culture-general as well as culture-specific information about the different cultures present in your classroom. Be open to different perspectives.

Strategy Coach and Workplace Mentor tips

These tips appear in many sections throughout the book. The Workplace Mentor gives tips on general workplace culture in Canada. The Strategy Coach gives tips on learning strategies. We suggest using these tips as spring boards for teaching points and to expand on the strategies by reinforcing them with further exercises and tasks. The full scripts of the Workplace Mentor and Strategy Coach tips are available in Appendix 2 and Appendix 3 of the textbook.

Learner experience

The content of the textbook has been managed in such a way that it is consistent whether the book is used online, or if it is printed and used as a regular textbook. The main difference is in the experience of the user. These are the main differences:

When learners use the textbook online	When learners print it and use it as a regular textbook
Learners start by downloading the online textbook on their computer. When the textbook has finished downloading, they can click on the interactive sections to complete tasks, watch video and listen to audio.	Learners start by downloading the PDF textbook on their computer. When the textbook has finished downloading, they can print the chapters and sections they need.
The Table of Contents for the book and the chapter are interactive.	The Table of Contents for the book and chapter only serve to help the learners identify the page number of the chapter or section.
Many activities and tasks are interactive and will have this icon : Note! Any audio and video that the learners need will be in the interactive task. After they have finished the interactive task, they will need to return to their online textbook.	The activities are not interactive. This icon only tells them that there is an interactive task if they use the textbook online.
Learners 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. Learners click on the icon to access the fillable PDF, download it and save it on the computer. Some fillable PDFs include audio, which learners can access by clicking on the play button. **Learners complete the task in the PDF that they saved on their computer.**	The icons only tell them what to expect with the task. This icon means that there is a fillable PDF if they use the text online. When they print the textbook, there is space in the textbook to complete many of the activities. Where there is not enough space, you can provide the the learners with worksheets. These are available as printable PDFs in Appendix 3 of this guide.

When learners use the textbook online	When learners print it and use it as a regular textbook
This icon means that there is some important information. All the Strategy Coach and Workplace Mentor tips have this the Strategy Coach and Workplace Mentor tips, they will automatically be taken to a page where they can read the tip. This page also has an interactive icon. They can view a slideshow with audio when they click on this icon.	This icon means that there is some important information for them to read. All the Strategy Coach and Workplace Mentor tips have this icon. Learners go to the page number provided to read the tip.
Learners can click on an underlined word to read the definition.	An underlined word in the textbook tells the learners that the definition is available in the Chapter Vocabulary List and Glossary.

What this means for you as an instructor

	When a learner uses the textbook online	When the learner has the textbook printed and uses it as a regular textbook
Introducing the book	Have the learner watch the Book Tour video and read the Note to the Learner. Maybe, prepare a quiz to test the contents. Demonstrate how learners can go to the various parts and what happens when they click on the various icons and the underlined words. This can be done in class, or assigned for homework. Follow up with a discussion.	Have the learners read the Book Tour and the Note to the Learner. Explain the difference in experience. Introduce them to the 5 chapters, the appendices and the layout of the book. Explain what the symbols mean for them. Have the learners view the Book Tour video to better understand the book. Maybe, prepare a quiz to test the contents. This can be done in class, or assigned for homework. Follow up with a discussion. Demonstrate how you navigate the book by looking up the page number to go to a particular chapter/section.
Additional materials for tasks	Since the icons are linked to interactive learning objects or fillable PDFs, there is no need to bring in extra material. However, learners will need to completely understand the functionality of the interactive elements. Demonstrate how a fillable PDF should be completed. Go through the necessary steps of downloading the PDF, saving it, and accessing the downloaded PDF to complete the task.	Worksheets: For many of the activities, there is enough space in the textbook for learners to complete the tasks. Where there isn't sufficient space in the book, worksheets have been provided to copy and distribute to the learners. Video and audio: You will need to provide learners with the video or audio, where applicable.

Note:

While it might not always be viable to provide learners with the necessary hardware for using the book online, the interactive components of the book provide a rich environment for developing the learners' computer skills, which are imperative in today's employment market. We suggest that the learners get at least some exposure to these interactive elements in the classroom (via an interactive board or the use of a projector), and in a computer lab.

The main characters in the textbook

Some of the characters work at the head office of CDN Malls, a fictional company that manages several malls. It might help the learners engage more with the text if there is a discussion about the characters and their roles. Here is the introductory information that is given to the learners in the Note to the Learner.

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.

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 likes 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.

II. Chapter Sections

The sections within each chapter are organized in the same way. The following are the sections and their main purpose. The tables also contain some basic tips. Elicitation is important to critical thinking and activating prior learning and knowledge. It is a useful technique at all stages and sections. Sharing and explaining the purpose of the sections and tasks are also crucial to helping the learners engage better with the content.

Many sections contain links that learners will need to complete various tasks. Efforts have been made to provide stable links, but we recommend checking the links before assigning the task.

Introduction	Main purpose and basic tips
Objectives	Learners are introduced to the objectives of the chapter. Explaining them will help learners understand the focus of the chapter.
Video	Learners watch a video to analyze and learn more about workplace situations. The video section has previewing questions which guide the learners to focus on certain points. Allow some time for learners to think about the questions individually, and then share their ideas in a smaller group before sharing in a larger group. If in a one-on-one tutoring situation, allow learners to process the information before initiating a discussion. Viewing without the sound first may help learners focus on the body language. Explore ideas on teaching with video to get creative.
Focus Questions	These questions comprise both basic comprehension questions and questions that help learners think critically about behaviour patterns, language and practices that may be common in many workplaces in Canada. The latter helps the learners develop noticing skills and build their self-awareness. Allow some time for learners to think about the questions individually, and then share their ideas in a smaller group before sharing in a larger group. If in a one-on-one tutoring situation, allow learners to process the information before initiating a discussion. Be prepared that learners may vary quite widely in their opinions and in the conclusions they draw from situations.

Introduction	Main purpose and basic tips
Focus Questions	This section also helps develop learners' comfort levels towards ambiguity as they progress through the chapters. It is important to point out that there may be cultural differences within Canada itself. Also, there are no clear-cut answers to many of the questions in the section. Encourage the idea that different opinions and ideas are perfectly acceptable in many situations. Every Focus Questions section is accompanied by a Workplace Mentor tip to help learners understand the general workplace culture in Canada. If using a Learning Management System such as D2L or Moodle, you may choose to post some or all of the discussion questions in a discussion forum. This might help the more introverted learner or one that is not as confident about his/her speaking skills to contribute more actively to the discussion. Please note that learners who are using the textbook as a regular textbook will not readily have access to the video required for this section. You may need to show it in class. Refer to the notes on culture in Section I (Overview).

Reading	Main purpose and basic tips
Before you read	This section has some pre-reading questions. Allow some time for learners to think about the questions individually and then share in a smaller group before sharing in a larger group. If in a one-on-one tutoring situation, allow learners to process the information before initiating a discussion.
Read	Learners are presented with a reading text. These texts differ in format from chapter to chapter. Draw attention to their formats and elicit their purposes. Depending on the level of your group, scaffold with some pre-teaching of vocabulary, but also help foster and develop the skills of inferring meaning from context. Use every opportunity to help develop and reinforce the main strategies of reading for gist, for main ideas and for details. The Strategy Coach tips focus on some useful learning strategies. Consider using some of the reading passages for developing grammar usage such as prepositions and articles, for developing cloze exercises to reinforce vocabulary, and for punctuation exercises. This can easily be done by deleting words and/or punctuation and having learners filling them in. Explore other creative ways to use the texts. The underlined words in the reading passages are interactive when the book is used online. They are also contained in the Chapter Vocabulary List and the Glossary.
After you read	This section is divided into three parts – comprehension, vocabulary and discussion. Consider supplementing these with further exercises that develop the learners' vocabulary and spelling. The discussion questions give learners the opportunity to think more deeply about the reading and to use the new vocabulary.
Reading progress check	This section serves a dual purpose: a) to provide learners with another opportunity to use and develop their reading skills, and b) as a self-assessment. Encourage learners to discuss their results with you so that you can identify areas for the learners to work on. This can also help you identify areas for improvement at the class level. We suggest developing another assessment task for more formal assessment. Refer to Section III (Assessment).
Note: Refer to Appendices 2 and 3 of this guide to check if fillable and printable PDFs are available for the chapter you are working on.	

Listening	Main purpose and basic tips
Before you listen	The pre-listening discussion questions serve to activate the learners' prior knowledge and to develop their predicting strategies. Allow some time for learners to think about the questions individually and then share in a smaller group before sharing in a larger group. If in a one-on-one tutoring situation, allow learners to process the information before initiating a discussion.
Listening 1 After you listen Listening 2 After you listen	In these sections, learners have two opportunities to develop their listening skills. In some chapters, the audio is split into Excerpts 1 and 2. In the After you listen section, learners answer comprehension and vocabulary tasks. The vocabulary tasks in this section help develop learners' skills in noticing new words as they hear them, making a note of them, looking them up and practicing using them in sentences of their own. These tasks are useful in developing the learners' dictionary skills as well. It would be useful to have a class set of level-appropriate dictionaries to help develop these skills. Consider supplementing these tasks with other vocabulary development exercises and tasks. The discussion questions give learners the opportunity to think more deeply about the content and to use some of the new vocabulary. The Strategy Coach often provides tips on learning strategies in this section. It is a good idea to further reinforce these strategies. The learners do not readily have access to the transcripts. However, you may choose to share the transcript for a variety of reasons such as to reinforce pronunciation and for dictation. Explore various dictation techniques to help reinforce vocabulary and spelling. Please note that learners who are using the textbook as a regular textbook will not readily have access to the audio required for this section. You may need to play the audio in class.
Listening Progress Check	This section serves a dual purpose: a) to provide learners with another opportunity to use and develop their listening skills, and b) as a self-assessment. Encourage learners to discuss their results with you so that you can identify areas for the learner to work on. This can also help you identify areas for improvement at the class level. We suggest developing another assessment task for more formal assessment. Please note that learners who are using the textbook as a regular textbook will not readily have access to the audio required for this section. Refer to Section III (Assessment) for more information.
Note: Refer to Appendices 2 and 3 of this guide to check if fillable and printable PDFs are available for the chapter you are working on.	

Writing	Main purpose and basic tips
Before you write	Learners are introduced to basic information about the writing genre as well as some basic structures and/or mechanics that they will need for the task. Learners will likely need more scaffolding and further reinforcement of the grammar and structures required for the genre of writing presented in the textbook. Please note that some of the example email messages in this section contain some intentional errors so that learners can have practice identifying the errors.
Writing practice	In this part, learners get an opportunity to practise their writing skills. From the second chapter on, we suggest that you introduce the rubric to the learners in this part of the writing section. Help them understand and use the criteria as a standard for completing the task.
Writing progress check	This section provides learners with another opportunity to reinforce the writing skills learned in this chapter. It also provides learners with an opportunity to get some formal feedback with the support of a rubric. Learners will need to be reminded about the criteria to complete the task. Please note that some rubrics have shaded areas. This means that the performance descriptor is not relevant to that particular criteria. This point may need to be brought to the learners' attention. We suggest using another assessment task for more formal assessment. However, the completed task and rubric could be added to learner's portfolio as part of Portfolio Based Language Assessment (PBLA). Refer to Section III (Assessment) for more information.

Note:

Many of the writing tasks have worksheets and fillable PDFs. While the fillable PDFs give learners ample opportunity to practise their typing skills, they do not necessarily provide practice in formatting skills. In Chapter 5, learners graduate to learning and practising their formatting skills as well. All the writing activities in Chapter 5 require the use of Microsoft Word, or similar word processing software. Learners may need to be taught how to use the tools to format their work.If learners are not familiar with or need to develop their typing skills, this textbook provides ample opportunity for practice outside the classroom.

Refer to Appendices 2 and 3 of this guide to check if fillable and printable PDFs are available for the chapter you are working on.

Speaking	Main purpose and basic tips
Pronunciation	Learners complete two tasks in this part of the speaking section. The first task is at word level and the second task is at sentence level. We suggest scaffolding the tasks by introducing and reinforcing the learners' awareness of syllable stress, sentence stress, difference between content and function words, thought groups, and focus words within thought groups.
Speaking practice	In this part, learners get an opportunity to practise their speaking skills. From the second chapter on, we suggest that you introduce the rubric to the learners in this part of the speaking section. Help them understand and use the criteria as a standard for completing the task. Some chapters require audio for this section. Please note that this is not readily accessible to learners who are using the textbook in a regular printed format.
Speaking progress check	This section provides learners with another opportunity to reinforce the speaking skills learned in this chapter. It also provides learners with an opportunity to get some formal feedback with the support of a rubric. Learners will need to be reminded about the criteria to complete the task. Depending on the amount of work done on pronunciation, you might choose to add pronunciation criteria to the rubric as well. Please note that some rubrics have shaded areas. This means that the performance descriptor is not relevant to that particular criteria. This point may need to be brought to the learners' attention. We suggest using another assessment task for more formal assessment. However, the description of the task and the completed rubric could be added to a learners' portfolios as part of PBLA. Refer to Section III (Assessment).
Note: Refer to Appendices 2 and 3 of this guide to check if fillable and printable PDFs are available for the chapter you are working on.	

Wrap-up	Main purpose and basic tips
Discussion	The Wrap-up section begins with a recap of the chapter objectives and some discussion questions to help learners process what they have learned in the chapter. The discussion questions also help prepare the learners for their reflection task.
Reflection	Learners reflect on a pertinent facet of the content. These tasks may be included in learners' portfolios as part of PBLA. Learners may need some scaffolding in writing reflections. Some learners may tend to merely write a description of what they learned rather than write a true reflection.
Extension	This section has three parts. Chapter vocabulary list and language logs: Learners practise using the vocabulary they learned by using the language logs, which give them some guidance on important strategies for vocabulary development. There is a suggestion to choose any four words that were learned in the chapter. Learners could be encouraged to include more words, but keeping the list to only a few words might reduce their workload and motivate them to complete this important vocabulary building task. The element of choice is important to motivation and learners' engagement with this task. Interview: Learners get the opportunity to use their language outside the classroom in the real world. We suggest helping the learners in preparing relevant interview questions and giving them sufficient opportunity to share what they learned through the interview. This task will help develop their speaking and communication skills as well as help them build important interviewing skills. Research: The aim of this section is to develop basic research skills. Learners may need some guidance on choosing appropriate search terms and selecting reliable information. It is important to follow up on all these extension tasks in the classroom so that the learners have an opportunity to share what they have learned. Learners could also be required to include evidence of completion of these tasks in their portfolios.
Note: Refer to Appendices 2 and 3 of this guide to check if fillable and printable PDFs are available for the chapter you are working on.	

Chapter vocabulary list	Main purpose and basic tips
Chapter vocabulary list	This lists the target vocabulary for the chapter. We suggest using this list to select vocabulary to pre-teach in your scaffolding tasks. However, we also encourage the fostering of guessing new words from context.

PROGRESS CHECKS OF RECEPTIVE SKILLS - Reading and Listening

Formative assessment offers many advantages over summative assessment. The progress checks in the Reading and Listening sections of In the Workplace are designed to be low-stakes and self-administered.

Following up with feedback immediately or with only a short delay is recommended. Reading or listening to the prompts together and reviewing the questions and answers provide adult learners with an excellent opportunity for genuine negotiation of meaning. Simulating the test environment of more formal, high-stakes evaluations can also provide a platform for applying exam-taking strategies which will advantage learners bound for future academic or occupational assessments.

RUBRIC FEEDBACK ON PRODUCTIVE SKILLS – Writing and Speaking

Consistent and comprehensible feedback to learners on the writing and speaking tasks is important. Rubrics have been provided for this purpose. It is important that learners also learn to understand what a rubric is and be able to apply the criteria when performing the task. Instructors or program managers are invited to add, reduce, or alter these criteria to suit different learning environments.

The rating system in the rubrics intentionally avoids numerical values. Learners, their families, sponsors or funders each have their own interpretations of percentages. Our intent is to acknowledge success in whatever degree rather than fixate on numbers. However, if a program requires reporting of quantifiable results, the current descriptors could easily be exchanged.

Here are some rewording options:

Achievement in Percentages:

Speaking Task	~~Completely~~ 90-100%	~~Mostly~~ 70-90%	~~Somewhat~~ 50-70%	(Incomplete) Up to 50%	Comments

Achievement on a Sample Rating Scale from CLB Support Kit (2012) page 37:

Speaking Task	1	2	3	4	Comments

1 = unable to do the task   3 = satisfactory completion (pass)

2 = still needs help   4 = performance exceeds expectations

Appendices

Appendix 1: List of Video and Audio Files, and Transcripts

Chapter 1 List of video and audio files

Section	File Name
Video	oer_itw_chapter_01
Listening section Excerpt 1	oer_itw_Chapter1_1
Listening section Excerpt 2	oer_itw_Chapter1_2
Listening section progress check	oer_itw_Chapter1_3
Speaking section speaking task	oer_itw_Chapter1_4
Workplace Mentor 1.1: Four points about the video	oer_itw_Chapter1_5_1
Workplace Mentor 1.2 Our background influences how we see things	oer_itw_Chapter1_5_2
Workplace Mentor 1.3: Checking for understanding	oer_itw_Chapter1_5_3
Workplace Mentor 1.4: Filling in forms	oer_itw_chapter1_5_4
Workplace mentor 1.5: Informal workplace conversations	oer_itw_chapter1_5_5
Workplace mentor 1.6: Reflection in the workplace	oer_itw_chapter1_5_6
Strategy coach 1.1: Understanding what a document is about	oer_itw_chapter1_6_1
Strategy coach 1.2: Guessing new words	oer_itw_chapter1_6_2
Strategy coach 1.3: Types of words	oer_itw_chapter1_6_3
Strategy coach 1.4: Predicting helps with understanding	oer_itw_chapter1_6_4
Strategy coach 1.5: Read the questions first	oer_itw_chapter1_6_5

Section	File Name
Strategy coach 1.6: Understanding the order of instructions	oer_itw_chapter1_6_6
Strategy coach 1.7: Listening for thought groups	oer_itw_chapter1_6_7
Strategy coach 1.8: Making connections in dialogues and clarifying information	oer_itw_chapter1_6_8a oer_itw_chapter1_6_8b
Strategy coach 1.9: Learning new vocabulary	oer_itw_chapter1_6_9
Pronunciation Task 1	oer_itw_chapter1_7_1
Pronunciation Task 2	oer_itw_chapter1_7_2

Note:

The scripts for the Workplace Mentor, Strategy Coach and Pronunciation Tasks 1 and 2 are available in the textbook.

Chapter 1 Video transcript

(Characters first introduce themselves.)

Susan: During the onboarding process, there'll be an orientation. This orientation will last a full week, from today until Friday. There will be a two-hour information session every day. Then you will get the opportunity to experience the various aspects of your job for the rest of the day. Sima will be with you through the orientation process, and she'll be able to give you full details. I need to rush off to a meeting, so once again, Raja, Paul, welcome to the team, and you guys have a great day.

Raja: Thank you.

Paul: Yeah, thanks.

Sima: Okay! I'll first give a quick overview of what we're doing today. We will be discussing these:

         Parking

         Dress code

         Work hours and breaks

         Company chart and reporting

         Using the radio

         Key requisition process

         Time sheets

         Tour of the offices and employee facilities

Sima: As Susan was saying, the orientation lasts for a full week. We find that this is the best way to avoid information overload. So, this is how it works: we will be meeting each day in this room at nine o'clock for the information session. During each information session, we will be discussing new points. I will also give you some related policy documents and forms, which you can review at home. At the next information session, I will answer any questions you may have regarding those documents and forms. Each information session typically takes a couple of hours. After these information sessions, you will get to observe some of your co-workers and me interact with our customers and tenants. You'll also complete necessary documents. By doing all this, you can get a good understanding of our work environment.

We will meet again back here at four o'clock, so we can debrief—discuss your observations and answer any questions. You may want to record your observations for the discussion. Any questions?

Raja: Uh, just one. Do we have to …

Chapter 1 Listening section transcripts

Chapter 1 Listening Excerpt 1 (oer_itw_Chapter1_1)

Sima: Our onboarding process starts with today's orientation and ends when your probation period of three months is complete. There will be a **performance review** at the end of   the **probation** period—more on that later—that's been scheduled for Friday's information session.

Let's start with the first point on our list—parking. Oh, before I continue—please feel free to jump in at any time with questions. We are lucky to have both surface parking lots and parkades. Parking for employees is available in the east and west parkades in the lowest levels. We offer free parking, but we **encourage** you to **carpool**, take transit, or bike to work whenever possible.

Raja: Is carpooling very common? What about the different schedules and **shifts** we'll be on?

Sima: There's that, of course, but you will be surprised how many of us make it work. So on to our next point. Umm … sorry, could we just go back to the parking for a bit? Did you notice anything different about the surface lots—different than most malls in our city?

Paul: Yeah, they don't have black asphalt. All the surface lots appear to have only some light—coloured material instead. I noticed this right away. And it's pretty green-lots of trees and plants.

Sima: That again is in keeping with our culture here. Black asphalt **raises** the temperature of   the surface and adds to the urban heat island effect—you know, cities being that much hotter because of all our activities.

Raja: Yes, I've heard we use fans and air conditioners a lot more because of this urban island effect—too much energy.

Paul: Yeah, it also affects air and water quality.

Sima: So, on to our next point …

Chapter 1 Excerpt 2 (oer_itw_Chapter1_2)

Sima: Apart from the telephone, you will also be using the **two-way radio** a lot. You'll receive calls on the radio. You have to answer and direct these calls to the **appropriate** station. The security and maintenance guys have radios, and you will often need to get in touch with them when issues come up. Have either of you used a radio before?

Raja: No.

Paul: Me, either.

Sima: Not a problem. It's quite easy to use really, and we have the **procedure** and other details written out for you. That's one of the documents you will be taking home today. There's a lot more in the document that we are not going to discuss today—for example, the pro words, which are standard words and phrases you need to use when communicating on the radio, radio discipline, and so on. You have your work cut out for you there!

One thing we need to understand up front is that the radios are to be used only for our company purposes. Our licence does not cover private conversations, and we are very **strict** about this. We really want the radio channel to be free for emergency contacts. The radios are carefully monitored. These details are in the document, too. Okay, let's go over the basic instructions now.

Always hold the radio straight up with the antenna pointing upward. This way, you'll receive the signals better.

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?

Sima: Yes, it is. And Paul?

Paul: Mine says Mall 10.

Sima: Uh huh. Okay, so you'll need to press and hold the Talk button to speak.
Keep the radio about two inches from your mouth. Speaking too loudly can make it difficult for the other person to understand you, so speak in a normal voice. Also, it is always a good idea to wait for a couple of seconds before speaking. This will give the other person time to answer. If you speak too soon, the first part of your message may get cut off. Be careful not to release your Talk button before you have completed what you want to say. To hear the other person, you need to release the Talk button after you've finished speaking.

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.

Sima: Exactly.

Paul: And to hear the other person, I have to release the Talk button. Only then, I'll be able to hear the other person?

Sima: That's right. Great! Looks like you guys have the basics. Do look over the rest of the document this afternoon and let me know if you have any questions at tomorrow's session. One word of warning: many people need a little time to get used to the radio, especially pressing and releasing the Talk button. It sounds easy, but people generally release the button too soon or keep it pressed for longer than necessary.

Raja: Just one thing. I see you have a sample log with instructions in this document.

Sima: Oh, yes. I'm glad you brought that up, Raja. I nearly forgot. This is a sample of the daily shift log. You'll need to write down the details of each radio transmission at the end of your shift.

Chapter 1 Listening progress check (oer_itw_Chapter1_3)

Sima: One thing you'll need to understand so that you can be paid is how to use our time sheet system.

We use a time card system to keep track of the hours that you work and to calculate your total hours when we are doing payroll or writing pay cheques.

Paul: Oh, that's important, then. I definitely want to get paid!

Sima: Yes, don't we all?

Okay, so we use an online time sheet system at CDN Malls. There are two computers set up for this in the staff room. Every day that you work, you will need to register your check-in time when you arrive and your check-out time when you leave.

Raja: So everyone has to do this for every shift when they come in and when they leave?

Sima: Yes, but once you get the hang of it, it's easy.

To use the system, start by clicking on the TimeTracker icon on the computer. That will bring you to the time sheet system.

The first thing you do once you have entered the TimeTracker system is click on My Time Sheet.

Once you are on the My Time Sheet screen, the second thing you will do is click on the button that says Name.

Once you have clicked on Name, scroll down the list until you find your name, and then click on it.

When you click on your name, it will take you to your own profile, with your name on the top.

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.

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'll have to start over again. The computer system will keep track of your hours, and we will use the hours recorded on the computer to calculate your total hours for your pay cheque.

Raja: What if we forget to enter the time when we check in? Will we still get paid?

Sima: If that happens, you'll need to talk to your supervisor so that he or she can enter the hours for you.

Chapter 1 Speaking section transcripts

Speaking Task (oer_itw_Chapter1_4)

[Paul is in the lunchroom and has just finished his lunch. Another employee walks in and sits at his table.]

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 List of video and audio files

Section	File Name
Video	oer_itw_chapter_02
Listening section Listening 1	oer_itw_Chapter2_1
Listening section Listening 2	oer_itw_Chapter2_2
Listening section progress check	oer_itw_Chapter2_3
Workplace Mentor 2.1 Point to focus on: Eye contact	oer_itw_chapter2_4_1
Workplace Mentor 2.2: Employee Recognition Programs	oer_itw_chapter2_4_2
Workplace Mentor 2.3: Indirect statements	oer_itw_chapter2_4_3
Workplace mentor 2.4: Reflection in the workplace	oer_itw_chapter2_4_4
Strategy coach 2.1: Scanning for information	oer_itw_chapter2_5_1
Strategy coach 2.2: Guessing new words	oer_itw_chapter2_5_2
Strategy coach 2.3: Identifying keywords	oer_itw_chapter2_5_3
Strategy coach 2.4: Fact versus opinion	oer_itw_chapter2_5_4
Strategy coach 2.5: Writing a description of an event	oer_itw_chapter2_5_5
Strategy coach 2.6: Sentence stress	oer_itw_chapter2_5_6
Strategy coach 2.7: Summarizing	oer_itw_chapter2_5_7
Strategy coach 2.8: Learning new vocabulary	oer_itw_chapter2_5_8
Pronunciation Task 1	oer_itw_chapter2_6_1
Pronunciation Task 2 Excerpt 1	oer_itw_chapter2_6_2a
Pronunciation Task 2 Excerpt 1	oer_itw_chapter2_6_2b

Note:
The scripts for the Workplace Mentor, Strategy Coach and Pronunciation Tasks 1 and 2 are available in the textbook.

Chapter 2 Video transcript

Raja: Hi.

Paul: Hi.

Raja: I'm a little concerned about that email we received from Susan today.

Paul: Oh, the one about coming back from breaks on time?

Raja: I'm always really careful about keeping to break times and arriving to work on time. I just don't know why I should be reprimanded for something I didn't do.

Paul: I don't know. I wouldn't take it that way. It's typical in many Canadian workplaces to address an issue like this, you know, in a general way.

Raja: I'm confused. Why isn't it just discussed with the person or people it concerns? Why *every*body?

Paul: Well, if the email doesn't work, then that is most likely what will happen next.

Raja: Hmm. Man. I tend to observe and notice what people are doing around me, you know, just to get a sense of workplace culture and employer expectations.

Paul: Yeah.

Raja: I'm really glad I paid attention to the people on time and not the late ones!

Paul: Yeah, good thing!

Chapter 2 Listening section transcripts

Chapter 2 Listening 1 (oer_itw_chapter2_1)

Susan: Hi, Maria. Come in and sit down.

Maria: Thank you, Susan. I got the message that you wanted to talk to me. Is this about yesterday?

Susan: Yes, it is. I wanted to talk to you before I write the **incident report**.

Maria: It's too bad that someone tripped on a loose **tile**. I'm so glad that accidents don't happen here more often. I'm not sure if I could help you much with the report. I didn't actually see what happened because I was on my break.

Susan: That's what I wanted to talk to you about, Maria. Yesterday morning, someone **reported** the loose tile to the Client Service Desk. Norman was working there, but he couldn't **get in touch with** anyone in **Maintenance**. It's important that there's always someone available to respond to emergencies.

Maria: Yes, you're right. Was Alex able to answer the call?

Susan: No, actually, Alex was on his break. 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.

Maria: Oh, I guess I got a bit delayed on my break. I was on my way back when a customer stopped me, and we started talking. I'm afraid that I forgot to turn my radio on until after our conversation finished. I'm not normally late returning after my break, so I guess Alex thought I was on my way and left for his break. It was bad luck that the tile came loose on the one day that I got back late.

Susan: 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. With a **safety cone** there, we could have avoided an accident.

Maria: Yes, I guess you're right. Someone should have put a safety cone there right away.

Susan: The reason why we set break times the way we do is to make sure that there is a staff member available in each area all the time. It's really important to make sure we're ready to do our jobs when we're needed.

Maria: Yes, I realize that and …

Susan: An employee from the Tech Shop was helping the customer carry a large box to his car when he tripped on the tile. He fell, dropped the box, and broke his wrist. Since this happened in the mall, I need to fill out an **incident report** so we can follow through with the appropriate procedures. The employee who fell will be off work for a while.

Maria: Oh no, I didn't realize it was that serious.

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

Maria: Yes. Honestly, I am not usually late returning from my break. I'm sorry I was not there when Norman radioed. I will make sure that I get back on time after my break and turn my radio on right away. I'll make sure one of us is always available from now on.

Susan: Thanks, Maria. It's really important for us to avoid problem situations like this in the future.

Maria: Maybe you could also **address** this with the rest of the maintenance staff, so we are all more aware of time and being available.

Susan: Yes, I could do that. We really need to make sure this doesn't happen again.

Maria: You're right. This won't happen again.

Chapter 2 Listening 2 (oer_itw_chapter2_2)

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.

Chapter 2 Listening progress check (oer_itw_chapter2_3)

Raja: Hey, Sam. How's it going?

Sam: Great, Raja. Good to see you. How's the new job?

Raja: So far, so good. Everyone there seems to be friendly and helpful. There are a few things I have to get used to, though.

Sam: Oh, yeah. You're working at CDN Malls, right?

Raja: Mm hmm. In customer service. How's your job going?

Sam: Pretty good. It's a small company, but I like it. I've been there for 10 years now. Can you believe it? I'm hoping for a **promotion** soon when my supervisor **retires**.

Raja: Wow, that's great. So, what happens when there's a problem where you work? How's it **addressed**?

Sam: What do you mean?

Raja: Well, our entire staff got an email last week from our manager about an **incident**.

Sam: Oh, really? What happened?

Raja: Apparently something happened when the mall **maintenance** staff was on break. They didn't respond to a problem in time, and there was an **incident**. Someone got hurt and will **be off work** for a while.

Sam: Oh, man, that's too bad.

Raja: Well, we all got an email from the manager about keeping to scheduled break times. I talked to my buddy at work about it, but he said it was normal for them to send out emails to the whole staff and not to worry. I'm not used to the manager reminding everyone when one person makes a mistake. Do they do that where you work, too?

Sam: Well, I work for a small company, so when there's a problem, we usually discuss it in a meeting and work together to find solutions, or the boss talks directly to the person involved. But that's just the way my boss likes to handle things. Every workplace is different.

Raja: Yeah, you're right.

Sam: I think it kind of depends on where you work. How things are handled depends on the company, the people working there, and the workplace culture. You'll get used to it.

Raja: Yeah, I watch how people in my department work, and I try and do the same. It's been okay so far.

Sam: Yeah? Sounds like a good strategy.

Raja: So far, so good.

Sam: Great.

Raja: Well, Sam, I'd better go. Talk to you later.

Sam: Yeah, see you later. Good luck with your new job.

Raja: Thanks.

Chapter 3 List of video and audio files

Section	File Name
Video	oer_itw_chapter_03
Listening section Excerpt 1	oer_itw_Chapter3_1
Listening section Excerpt 2	oer_itw_Chapter3_2
Listening section progress check	oer_itw_Chapter3_3
Workplace Mentor 3.1a: Points to focus on: Small talk at meetings	oer_itw_chapter3_4_1a
Workplace Mentor 3.1b: Points to focus on: Eye contact and body language	oer_itw_chapter3_4_1b
Workplace Mentor 3.1c: Points to focus on: Clear communication	oer_itw_chapter3_4_1c
Workplace Mentor 3.2: Workplace email	oer_itw_chapter3_4_2
Workplace Mentor 3.3 Understanding Presentations	oer_itw_chapter3_4_3
Workplace Mentor 3.4a: Formality in workplace email	oer_itw_chapter3_4_4a
Workplace Mentor 3.4b: Email etiquette	oer_itw_chapter3_4_4b
Workplace mentor 3.5: Reflection in the workplace	oer_itw_chapter3_4_5
Strategy coach 3.1: Making inferences	oer_itw_chapter3_5_1
Strategy coach 3.2: Guessing new words	oer_itw_chapter3_5_2
Strategy coach 3.3: Types of words and affixes	oer_itw_chapter3_5_3
Strategy coach 3.4: Types of words: noun, verb, and adjective	oer_itw_chapter3_5_4
Strategy coach 3.5: Prepositions of time	oer_itw_chapter3_5_5

Section	File Name
Strategy coach 3.6: Listening for thought groups	oer_itw_chapter3_5_6
Strategy coach 3.7: Learning new vocabulary	oer_itw_chapter3_5_7
Pronunciation Task 1	oer_itw_chapter3_6_1
Pronunciation Task 2	oer_itw_chapter3_6_2

Note:
The scripts for the Workplace Mentor, Strategy Coach and Pronunciation Tasks 1 and 2 are available in the textbook.

Chapter 3 Video transcript

Susan: Okay. Good afternoon everyone. Thank you for taking the time to meet. We have two items on the agenda: the 20th-anniversary campaign and current issues. I expect the meeting will take about 30 minutes. Raja, Paul? Would you like to start?

Paul: 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.

Susan: That's awesome! Thanks you guys for all your hard work. I really appreciate that. Next item: current issues. Sima?

Sima: 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. 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 security personnel to check how things were going. They said that there have been no issues this week. We will follow up again in two weeks.

Susan: Thank you for taking care of that, Sima. Joan, do you have anything for me?

Chapter 3 Listening section transcripts

Chapter 3 Listening Excerpt 1 (oer_itw_chapter3_1)

Happy Friday, everyone! Many of you already know me, but I'll quickly introduce myself. My name is Tim Robins. I am the Security and Life Safety Supervisor here at CDN Malls. I am here today to **kick off** our series of safety talks. We have three more **lined up** for you for the same time every Friday for the next three weeks. Today, I want to talk about two main points: safety responsibilities at work and the two types of training we are providing this month. At the end of the talk, I will answer any questions you guys may have.

Now on to the first part of my talk: safety responsibilities at work. Too many people are **injured** or killed in workplace accidents across the country every year. We could do a lot more to prevent workplace injuries and deaths. Who is responsible for safety in the workplace? You, the employee, or the employer? Answer? Very simple—both are equally responsible. Both you and your employer have an **equal** responsibility for keeping the workplace safe.

Let us first look at what the employer's responsibilities are. Employers have to provide a safe working environment. They have to provide proper training for employees. They have to see that the **protective** equipment and clothing are available. They also have to make sure that the employees are using the protective equipment and clothing. They need to report and **investigate** all accidents in the workplace. Our employer, CDN Malls, takes these responsibilities very seriously and follows all the rules.

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.

So, to summarize this part of the talk quickly, safety is everybody's business. You have the right to a safe working environment and to refuse work that is unsafe. Your employer has certain responsibilities to keep the workplace safe for you, but you also have responsibilities to keep yourself, your co-workers, our tenants, and our customers safe.

Now, on to my second point—the training.

Chapter 3 Listening Excerpt 2   (oer_itw_chapter3_2)

Now, on to my second point—the training. We have two kinds of training this month—one, first aid and CPR training, and two, fire warden training. All customer service personnel have to take our first aid and CPR training. First aid is the emergency help given to people who are sick or injured until the ambulance arrives. CPR is an emergency procedure to help someone whose heart has stopped beating. The Canadian Red Cross gives us the training and the **certificate**. The training takes 16 hours to complete and is done over two days. Your supervisor will give you the dates.

The other training is the fire warden training. We have fire wardens for each area in the mall. The fire wardens' responsibility is to **supervise** the safe **evacuation** of people when the fire alarm goes off. They also need to check all the rooms to make sure everyone has left the area. The fire warden training is completed in seven hours. Three hours of this will be done **online** and four hours will be **face-to-face** training. You will receive your certificate when you complete the training. We **encourage** you to **volunteer** for the fire warden training. We are looking for six volunteers. We will send you an email about this. Please respond to the email if you are interested.

Chapter 3 Listening progress check (oer_itw_chapter3_3)

I'd like to first quickly go over two important procedures. The first one is the emergency procedure we need to follow if there is an accident or illness. The second one is the procedure we need to follow if we notice a suspicious person in the office area.

If an employee or customer gets ill or if there is an accident in your office, first call 911. Give the dispatcher your name, the name of the company, the building name and address, the floor number, and the details of the illness or accident. Make the person comfortable, but avoid moving the person. When you have finished the 911 call, you need to call the Security Office at 403.400.3400. Provide them with the same details you gave the 911 person and ask them to meet EMS at the entrance of the building.

As you know, all the office areas are secured and access is restricted to only our employees and the tenants' employees. Our visitors and the tenants' visitors have to go through Security to enter the restricted office floors. There was an incident recently in which a man who did not have security clearance entered the tenants' office area without permission. He **follow**ed one of the employees into the elevator, and then into the office area. Luckily, the employee suspected there was something wrong and called Security. If someone follows you into the elevator and you think the person is acting **suspiciously**, ask the person to use their access card in the elevator. Do not do this if you do not feel comfortable speaking to the person. Contact Security with the description of the person immediately once you have entered your office.

Chapter 4 List of video and audio files

Section	File Name
Video	oer_itw_chapter_04
Listening section Listening 1	oer_itw_Chapter4_1
Listening section Listening 2	oer_itw_Chapter4_2
Listening section progress check	oer_itw_Chapter4_3
Workplace mentor 4.1 Points to focus on: 1. Zero-tolerance policy 2. Non-verbal behavior	oer_itw_chapter4_4_1
Workplace mentor 4.2: Email tips and formal email messages	oer_itw_chapter4_4_2
Workplace mentor 4.3: Reflection in the workplace	oer_itw_chapter4_4_3
Strategy coach 4.1: Reading in detail and Checking your understanding	oer_itw_chapter4_5_1
Strategy coach 4.2: Reading the questions before listening	oer_itw_chapter4_5_2
Strategy coach 4.3: Reviewing your email	oer_itw_chapter4_5_3
Strategy coach 4.4: Listening for thought groups	oer_itw_chapter4_5_4
Strategy coach 4.5: Learning new vocabulary	oer_itw_chapter4_5_5
Pronunciation Task 1	oer_itw_chapter4_6_1
Pronunciation Task 2	oer_itw_chapter4_6_2

Note:
The scripts for the Workplace Mentor, Strategy Coach and Pronunciation Tasks 1 and 2 are available in the textbook.

Raja: Wow, what a day!

Paul: You can say that again!

Raja: I can't believe the number of **complaints** today. People are really **frustrated** because the parkade is closed!

Paul: And this is just the beginning. This construction is going to take a while!

Raja: I know. It's going to get **rough**.

Sima: Hello, guys. How was your day? Sounds like it was a difficult one.

Raja: Yes. People are upset about the parking. We had a lot of complaints because the West Parkade is closed. People are NOT happy. I know they said the construction was going to be a couple of months, but do you know the exact dates?

Sima: Susan knows the exact **time frame** for construction. It will be a while, though, so we will need to try to **minimize** the **hassle** for customers during this process.

Paul: What exactly are they doing?

Sima: They are going to **resurface** it and install a parking **sensor** system with overhead lights to identify empty spots. There will also be a sign listing how many spots are available on each level. It will look nicer and be easier to use in the end.

Paul: Yeah, I've seen parkades like that. We should let the customers know how much better it will be. Hopefully that will help a bit.

Sima: Was it really that bad today? I wasn't at the Guest Services Desk much today as I had a lot of other stuff **on the go**, but I did notice that there were lots of comments and some complaints on our social media accounts.

Raja: We have all kinds of customers who are upset about parking today. We had everything from people just asking questions about it to someone actually yelling at us. It was a bit **stressful.**

Paul: Yeah, some people understand that the construction is necessary, but others … we've had some pretty angry ones!

Sima: Uh oh, I'm sorry to hear about that. I will talk to Susan about this. If people get angry, you can call on us to help. They should not be yelling at you. We do have a **zero tolerance policy** for any kind of abuse at the mall, including verbal abuse.

Paul: Maybe we need to post a sign about that so people will be more aware.

Raja: That's a great idea.

Sima: Sure. I can do that. We also ordered signs to post around the mall to apologize for the construction, but the printing got delayed, so we haven't received them yet. We do have a lot of other parking at the mall, though. Have you directed customers to the other surface lots and to the East Parkade?

Raja: Yes, we've been trying, but I guess people are **creatures of habit.** They don't like to change what they're accustomed to doing.

Sima: Well, I bet Susan will have some ideas about what to do to make the whole situation easier. I'll talk to her tomorrow and **get back to you** guys. In the meantime, go home and have a good night. **Stock up on** your patience for tomorrow!

Paul: Will do!

Raja: You bet. See you tomorrow.

Chapter 4 Listening section transcripts

Chapter 4 Listening 1 (oer_itw_chapter4_1)

Today on Central News Radio, 103.9: Parking Woes at CDN Malls Frustrate Shoppers.

CDN Malls, the popular shopping centre on the city's west side, has closed one of its two parkades due to construction needs. As a result, shoppers have to park farther away from the mall entrances on that side. Saturday marked the first day of the upgrades, and shoppers were already seeing red. Julia, a shopper at the mall, says, "I can't believe they closed the busiest parkade! With the Christmas shopping season quickly approaching, the mall is going to get really busy. Where're people going to park?!"

Mall management stated that the construction is necessary to improve parking facilities. The parkade is in need of resurfacing and a new, electronic parking monitor system will be installed, allowing monitoring of traffic and displaying available parking spots for patrons. This will be the first parkade in the city to use this technology.

CDN Malls manager, Susan Granger, says, "We are excited about the new changes. Ultimately, it will make parking a more pleasant experience for our customers. We think that the two months that it will take to make the changes will be well worth it in the end. Our customers deserve the best possible shopping experience, and this new parking system will be a part of that. Although the West Parkade is temporarily closed, there is adequate parking available in the East Parkade and in the surface lots."

Chapter 4 Listening 2 (oer_itw_chapter4_2)

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 the West Parkade?

Jessica: Yep.

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.

Chapter 4 Listening progress check (oer_itw_chapter4_3)

Sima: Hi, Raja. You finished for the day?

Raja: Yes. It's been a busy one. What time are you going home today?

Sima: Hopefully in an hour—I've got some paperwork to finish.

Raja: Have a great weekend, Sima.

Sima: Before you go, I wanted to talk to you about a customer complaint that you handled today.

Raja: Okay. Is there anything I need to be concerned about?

Sima: Not at all.

Raja: Which complaint would you like to discuss? You know we've been having a few recently with the parkade **closure**.

Sima: I'm not sure of the customer's name. She didn't talk to me. I actually overheard her talking to someone else in the food court. It was a lady in a blue baseball cap and an orange jacket. I heard her say she was at the Guest Services Desk this morning.

Raja: I remember that conversation. The customer's name is Jessica.

Sima: Well, Jessica was in front of me in line at the sandwich place. She was talking to a woman in line about how difficult it was to park this morning.

Raja: Um-hmm.

Sima: She told the woman that she came to the Guest Services Desk to complain when she got here and that she talked to someone at the desk.

Raja: That was me.

Sima: She then told the woman that she felt like the person she talked to listened to what she was saying and **sympathized** with her **situation**. Jessica also said that she truly believed that the person she talked to was going to **handle** her complaint right away.

Raja: That's good to hear. I wanted to **reassure** her that it was important to us to improve the experience for our customers.

Sima: It's obvious to me that you followed our policy, Raja. You probably saved the mall a customer today. Thank you for doing such a great job.

Raja: My pleasure. Thank you for the **feedback**. Is that all, Sima?

Sima: Yes, Raja. Have a good weekend. See you next week.

Raja: Thanks. You, too.

Chapter 5 List of video and audio files

Section	File Name
Video	oer_itw_chapter_05
Listening section Listening Excerpt 1	oer_itw_Chapter5_1
Listening section Listening Excerpt 2	oer_itw_Chapter5_2
Listening section progress check	oer_itw_Chapter5_3
Workplace Mentor 5.1 Points to focus on: 1. Feedback 2. Active listening 3. Reacting to feedback	oer_itw_chapter5_4_1
Workplace mentor 5.2: Typing your work	oer_itw_chapter5_4_2
Workplace Mentor 5.3: Presentations	oer_itw_chapter5_4_3
Workplace Mentor 5.4: Reflection in the workplace	oer_itw_chapter5_4_4
Strategy coach 5.1: Understanding longer texts and pronoun reference	oer_itw_chapter5_5_1
Strategy coach 5.2: Reading the questions before listening	oer_itw_chapter5_5_2
Strategy coach 5.3: Paragraphs and the simple past tense	oer_itw_chapter5_5_3
Strategy coach 5.4: Listening for thought groups	oer_itw_chapter5_5_4
Strategy coach 5.5: Learning new vocabulary	oer_itw_chapter5_5_5
Pronunciation Task 1	oer_itw_chapter5_6_1
Pronunciation Task 2	oer_itw_chapter5_6_2

Note:
The scripts for the Workplace Mentor, Strategy Coach and Pronunciation Tasks 1 and 2 are available in the textbook.

Chapter 5 Video transcript

Sima: So, let's move on to our next point. Time. I'm happy to note that you keep to your work schedule and manage your time well. You are regular about your breaks. I **appreciate** your attention to this as so much depends on people reporting to their duties on time. Here again, I would say you completely meet our **expectations**.

Raja: Thank you.

Sima: The last point on our performance-review form is communication. In all my **observations**, I found you to be **approachable** and **responsive** to our customers and tenants. We have had very good feedback about this. However, there were two **instances**—one with Security over the matter of the strollers in the West building …

Raja: Yes, I remember.

Sima: … 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 the cases, the personnel involved couldn't 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 **explicit**. You might want to work on being more explicit with your instructions and expectations. 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 **complimenting** you specifically.

Raja: Thank you. Yes, I agree I have to work on this. I've included this as one of my goals. I realize sometimes I **take for granted** that the other person will just remember all the details. I reflected on both the incidents after our check-in meetings, and I've set myself a goal.

Sima: This is what we like to hear, Raja. I appreciate your recognizing what has to be improved on and taking the **initiative** to work on it. This is another example of your demonstration of responsibility. Now that we are on the topic of goal setting, let's move on to your goals for the next appraisal period.

Chapter 5 Listening section transcripts

Chapter 5 Excerpt 1 (oer_itw_chapter5_1)

I will keep this quite **brief** as we have a few other items on the agenda for this meeting. Some of you are at the end of your **probation** period and will be having your **performance reviews** in the next couple of weeks. I'd like to go over some main points about how we **conduct** the performance review here at CDN Malls. We are also going to look at goal setting because this is part of the performance review.

I explained the process briefly during our information sessions in your first week with us here at CDN Malls three months ago. At that time, I promised to do a quick **recap** when it was time for the performance reviews. Well, here we are. So … most of you might have had a performance review at some point. A performance review is also called a performance appraisal or a performance evaluation. It is the process of evaluating an employee's job performance. Not all companies do the performance reviews in the same way.

So, what are performance reviews like here at CDN Malls? Our performance reviews are a lot more than a **tool** for giving out salary **increments** and **bonuses**. At CDN Malls, the review process involves three things: the online performance management system, the informal check-in meetings, and the formal performance review. You've already been introduced to the online system, and all of you have attended at least one of the informal check-in meetings during the past three months. The check-in meetings are part of our **commitment** to one of CDN Malls' values, "Empower people to do their best." At these check-in meetings, we discuss your needs and how we can empower you to work to your full potential. The check-in meetings help us **document** your successes and **identify** your training needs. We believe in talking about your performance regularly so that you can reflect and set your goals. We encourage you to keep the online performance management system updated. This helps us schedule the informal check-in meetings.

At the end of the probation period and at the end of each year, we meet formally for the performance review. At the performance review, we discuss your successes and your goals. We're confident that you're capable of self-assessing, and we like to give you the opportunity to do this, but we might also give you some **suggestions** for **improvement**. The online system is meant to help you keep your goals **foremost in mind** and not just remember them at the next appraisal. Now to goal setting …

Chapter 5 Excerpt 2 (oer_itw_chapter5_2)

Now to goal setting … Setting your goals is a big part of performance reviews. Goals are helpful in giving you a clear focus and direction. Goals motivate you to achieve what you want. When setting yourself goals, think about what you would like to improve to perform better and contribute more to CDN Malls. Think about your interests and your **potential**.

When you are setting your goal, think SMART—S-M-A-R-T— – SMART. Why? Because effective goals are SMART: S for **specific**, M for **measurable**, A for **achievable**, R for **relevant**, and T for time-limited or time-bound.

Let's look at what each one means:

S for specific
A goal like "I will improve my communication skills" may be too general to be useful. A goal like "I want to improve the format and tone of my email communication" is more specific and gives you something more **concrete** to work on.

M for measurable
A goal has to be measurable. You need to be able to determine that you made progress. Think about what **criteria** you will use to show that you made the progress.

A for achievable
Ask yourself if you can really achieve the goal. If it is very much beyond what you can do, you may give up before you achieve it. Ask yourself, "Can I do it?"

R for relevant
A goal that is relevant to you personally is the one that will likely **motivate** you the most. Always make sure that the goal is something that is important to you and your job. If it is, you will find that you will want to achieve it.

T for time-bound
When will you achieve your goal? If you don't ask yourself this question and set a **time frame** for yourself, you may keep putting it off. If you have a **deadline**—a definite date—if you say, for example, that you want to improve the format and tone of your email communication by the end of four months and give yourself a date, you will be more likely to try and achieve it.

Remember that goals can change. Something else may become more important. We recognize that and we allow for that, but you might want to explain why you made the change. Also, when you write a goal, you will need to think about the steps that will help you achieve that goal. This is called an **action plan**. I will be sending you a document with examples of how to set SMART goals. It will also explain what an action plan is and give you an example. Watch out for this in your inbox.

Chapter 5 Listening Progress Check (oer_itw_chapter5_3)

Raja: My performance review is tomorrow and, quite honestly, I'm a little **stressed out**. I have had performance reviews before coming to Canada, and things have gone relatively well, but this is my first one in Canada.

Paul: I hear you. It's my **turn** on Friday. I can't help being a little stressed out myself. That is mostly because of my past experiences with performance reviews. They were just a formality. We had to come up with goals and show how we had achieved them. There was a discussion about the goals at the end of the year. That was it. It was more about checking all the boxes so that there was something **legal** to say that we had earned our **increment** or **bonus**.

Raja: Yes, my previous experiences have been pretty much like that, too.

Paul: I like the system here, though. It is quite different. CDN Malls really upholds the company value of "Empower people to do their best." They have these check-in meetings and make sure we are properly informed and trained.

Raja: Yes, I really like that. This way there aren't any surprises. I've found the check-in meetings to be really useful. The discussions during those meetings have helped me reflect and set goals for myself. I'm actually quite ready for my performance review, but I'm still a little **anxious**. I guess I very much want to make a success of my first job here in Canada. I know I am going to have to pay careful attention to the feedback.

Paul: Yeah, the Feedback Sandwich! They want to encourage us, so they start and end with the positive feedback. In the middle, they talk about the areas we need to improve.

Raja: Yes, a friend of mine told me she **had an issue with** that when she first came to Canada. She focused on the positive remarks and missed what she had to work on. Her supervisor quickly realized that she was missing the important details of his feedback and explained to her how he gave feedback. Since then, my friend has been careful to **pay attention** to the middle part, too.

Paul: That was very **sensitive** of the supervisor—you know, to realize that your friend hadn't understood the message and then **taking the time** to explain the Feedback Sandwich.

Raja: My friend still works at that company and is doing very well. Even now, she is grateful to that supervisor for recognizing the problem right away, **pointing it out** to her, and for not immediately judging her for not knowing how things worked here in Canada.

Paul: Yeah, I appreciate it when people take the time to first consider that their method of communication might be unfamiliar to a newcomer to this culture.

Appendix 2: List of Fillable PDFs

Chapter 1 Fillable PDFs

Section	Task	File name
Listening	Listening excerpt 1; After you listen; Vocabulary	itw_C1AYL1Vocab_p20
Listening	Listening excerpt 2; After you listen; Vocabulary	itw_C1AYL2Vocab_p22
Writing	Before you write, Common form layouts	itw_C1BYWCommonFormLayouts_p27
Writing	Writing practice task	itw_C1WritingPractice_p28
Writing	Writing progress check task	itw_C1WritingPCTask_p31
Speaking	Pronunciation; Task 2	itw_C1SpeakingPTask2_p33
Wrap-up	Reflection	Itw_C1Reflection_p39

Chapter 2 Fillable PDFs

Section	Task	File name
Listening	Listening 1: After you listen, Indirect Statements	itw_C2AYL1CompIS_p63
Listening	Listening 1; After you listen; Vocabulary	itw_C2AYL1Vocab_p64
Listening	Listening 2; After you listen; Vocabulary	itw_C2AYL2Vocab_p66
Writing	Writing practice task	itw_C2WritingPractice_p74
Writing	Writing progress check task	itw_C2WritingPCTask_ p77
Wrap-up	Reflection	itw_C2Reflection_p85

Chapter 3 Fillable PDFs

Section	Task	File name
Reading	After you read; Vocabulary; Meaning	itw_C3AYRVocabMeaning_p99
Reading	After you read; Vocabulary; Form	itw_C3AYRVocabForm_p101
Listening	Listening excerpt 1; After you listen; Vocabulary	itw_C3AYL1Vocab_p108
Listening	Listening excerpt 2; After you listen; Vocabulary	itw_C3AYL2Vocab_p110
Writing	Writing practice task	itw_C3WritingPractice_p115
Writing	Writing progress check task	itw_C3WritingPCTask _p117
Speaking	Pronunciation; Task 2	itw_C3SpeakingPTask2_p118
Wrap-up	Reflection	itw_C3Reflection_p124

Chapter 4 Fillable PDFs

Section	Task	File name
Reading	After you read; Vocabulary; Form	itw_C4AYRVocabForm_ p139
Listening	Listening excerpt 1; After you listen; Vocabulary	itw_C4AYL1Vocab_p144
Listening	Listening excerpt 2; After you listen; Vocabulary	itw_C4AYL2Vocab_p146
Writing	Before you write; The content	itw_C4BYWTheContent_p153
Writing	Writing practice task	itw_C4WritingPractice_p153
Writing	Writing progress check task	itw_C4WritingPCTask_p155
Speaking	Pronunciation; Task 2	itw_C4SpeakingPronT2_p156
Wrap-up	Reflection	itw_C4Reflection_p161

Chapter 5 Fillable PDFs

Section	Task	File name
Reading	After you read; Vocabulary; Meaning; Question 1	itw_C5AYRVocabMeaning1_p175
Listening	Listening excerpt 1; After you listen; Vocabulary	itw_C5AYL1Vocab_p182
Listening	Listening excerpt 2; After you listen; Vocabulary	itw_C5AYL2Vocab_p184
Speaking	Pronunciation; Task 2	itw_C5SpeakingPronTask2_p192
Speaking	Speaking practice task	itw_C5SpeakingPractice_p194
Speaking	Speaking progress check task	itw_C5SpeakingPCTask_p197
Wrap-up	Reflection	itw_C5Reflection_p198

Language Logs

Note: The two language logs (Language User Log and Language Observer Log) are common to all the five chapters.

Section	Task	File name
Wrap-up	Chapter vocabulary list and language logs	itw_Allchapters_Ext_LangLogs

Appendix 3: List of printable PDFs

Chapter 1 Printable PDFs

Section	Task	File name
Listening	Listening excerpt 1; After you listen; Vocabulary	itw_chapter1_wsheets_ListeningE1_AYL_vocab
Listening	Listening excerpt 2; After you listen; Vocabulary	itw_chapter1_wsheets_ListeningE2_AYL_vocab
Writing	Writing progress check task	itw_chapter1_wsheets_WritingPCtask
Wrap-up	Reflection	itw_chapter1_wsheets_ reflection

Chapter 2 Printable PDFs

Section	Task	File name
Listening	Listening 1: After you listen; Indirect Statements	itw_chapter2_wsheets_Listening1_IndStatements
Listening	Listening 1; After you listen; Vocabulary	itw_chapter2_wsheets_Listening1_AYL_Vocab
Listening	Listening 2; After you listen; Vocabulary	itw_chapter2_wsheets_Listening2_AYL_Vocab
Writing	Writing practice task	itw_chapter2_wsheets_WritingPractice_task
Writing	Writing progress check task	itw_chapter2_wsheets_WritingPC_task
Wrap-up	Reflection	itw_chapter2_wsheets_reflection

Chapter 3 Printable PDFs

Section	Task	File name
Reading	After you read; Vocabulary; Form	itw_chapter3_wsheets_AYR_Vocab_Form
Listening	Listening excerpt 1; After you listen; Vocabulary	itw_chapter3_wsheets_ListeningE1_AYL_Vocab
Listening	Listening excerpt 2; After you listen; Vocabulary	itw_chapter3_wsheets_ListeningE2_AYL_Vocab
Writing	Writing practice task	itw_chapter3_wsheets_WritingPractice_task
Writing	Writing progress check task	itw_chapter3_wsheets_WritingPC_Task
Wrap-up	Reflection	itw_Chapter3_wsheets_Reflection

Chapter 4 Printable PDFs

Section	Task	File name
Reading	After you read; Vocabulary; Form	itw_chapter4_wsheets_Reading_AYR_Vocab_Form
Listening	Listening excerpt 1; After you listen; Vocabulary	itw_chapter4_wsheets_Listening1_AYL_Vocab
Listening	Listening excerpt 2; After you listen; Vocabulary	itw_chapter4_wsheets_Listening2_AYL_Vocab
Writing	Writing practice task	itw_chapter4_wsheets_WritingPractice_task
Writing	Writing progress check task	itw_chapter4_wsheets_WritingPC_task
Speaking	Speaking practice task	itw_chapter4_wsheets_SpeakingPracticeTask
Wrap-up	Reflection	itw_chapter4_wsheets_Reflection

Chapter 5 Printable PDFs

Section	Task	File name
Listening	Listening excerpt 1; After you listen; Vocabulary	itw_chapter5_wsheets_ListeningE1_AYL_Vocab
Listening	Listening excerpt 2; After you listen; Vocabulary	itw_chapter5_wsheets_ListeningE2_AYL_Vocab
Speaking	Speaking practice task	itw_chapter5_wsheets_Speaking_Practice
Speaking	Speaking progress check task	itw_chapter5_wsheets_SpeakingPC_Task
Wrap-up	Reflection	itw_chapter5_wsheets_reflection

Printable PDFs for Language Logs

Note: The two language logs (Language User Log and Language Observer Log) are common to all the five chapters.

Section	Task	File name
Wrap-up	Chapter vocabulary list and language logs	itw_Language_Logs

Appendix 4: List of Rubrics

List of rubrics in fillable PDF format

Chapter	Section	Task	File name
1	Writing	Writing progress check	itw_C1WritingPCRubric
	Speaking	Speaking progress check	itw_C1SpeakingPCRubric
2	Writing	Writing progress check	itw_C2WritingPCRubric
	Speaking	Speaking progress check	itw_C2SpeakingPCRubric
3	Writing	Writing progress check	itw_C3WritingPCRubric
	Speaking	Speaking progress check	itw_C3SpeakingPCRubric
4	Writing	Writing progress check	itw_C4WritingPCRubric
	Speaking	Speaking progress check	itw_C4SpeakingPCRubric
5	Writing	Writing progress check	itw_C5WritingPCRubric
	Speaking	Speaking progress check	itw_C5SpeakingPCRubric