



Here to Help:
**Workplace Communication
Skills for Food Services**



INSTRUCTOR GUIDE

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Here to Help: Workplace communication skills for food services

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Goals

Here to Help: Workplace communication skills for food services is a resource to support English language learners find and retain entry level jobs in food services.

Learners will have the opportunity to practice and develop:

- » English language skills
- » Workplace culture and communication
- » Workplace communication skills

The Alberta Government has funded the development of *Here to Help*. The resource has been designed to support job readiness for entry level employees. Newcomers to the food services industry with basic or intermediate English language proficiency will develop effective communications skills, receive an introductory understanding of what to expect when starting a job for the first time in Canada, and increase their knowledge of workplace culture.

Materials Overview

Here to Help: Workplace communication skills for food services consists of a Learner Workbook and an Instructor Guide to support the Learner Workbook.

The Learner Workbook can be delivered to learners electronically; however, learners will benefit from having printed copies of the resource so that they can write on pages and take notes of example language that they hear in class. The website addresses are included in the Learner Workbook so that learners can access the videos and audios even from a printed copy.

The Instructor Guide includes inset pages of the Learner Workbook to help guide instructors through the resource. Instructors will find it useful to keep a printed copy of the Instructor Guide with them in class. Details for using the Instructor Guide occur later in this Resource Overview.

Background and Development

With two of Canada's largest metropolitan areas, and a thriving tourism industry, the accommodation and food services industry in Alberta is an attractive industry for job seekers. Newcomers to Canada will commonly be among those seeking to obtain and retain entry-level positions in restaurants, catering services, cafeterias, and similar establishments.

According to the Government of Alberta (2017), this industry includes establishments that:

- » Provide short-term lodging and complementary services (i.e. hotels, motor hotels, resorts, motels, bed and breakfast accommodation, housekeeping cottages and cabins, recreational vehicle parks and campgrounds and hunting and fishing camps); and
- » Prepare meals, snacks and beverages to customer order for immediate consumption on or off the premises. (p.1)

The Government of Alberta reported that the industry accounted for 6.4% of total employment in Alberta in 2016 and projected that employment in this industry is expected to grow at an average rate of 1.55% from 2016 to 2019 (2017, p.2).

Here to Help: Workplace communication skills for food services has been informed by consultation with industry. Industry experts shared key knowledge and skills, as well as identified situations where communication can break down in urgent food services environments.

Information gathering for the development of the resource also included job shadowing and observing employee communication and interaction in a variety of food services settings. Job descriptions and desirable skills from a variety of sources were also read during the development stage. From this work, the priority learning objectives and skills-based outcomes for entry level work proficiency in food services for *Here to Help* were established.

The contextualized learning activities in *Here to Help: Workplace communication skills for food services*, with their focus on vocabulary, language functions, and cultural awareness will enable instructors working with immigrants and refugees to assist their learners to succeed in the food services industry. Developed to bridge communication gaps between potential employees, current employees, and employers, *Here to Help* aims to create pathways to employment.

Summary

Here to Help: Workplace communication skills for food services has been informed by consultation with industry and provides opportunities for authentic workplace communication. *Here to Help* aims to demystify workplace expectations for newcomers to food services who are also newcomers to Canada.

The resource is designed for learners at Canadian Language Benchmark (CLB) levels 4 – 6. *Here to Help* specifically focuses on the development of listening and speaking skills for food services workplaces; however, all four language skills: listening, speaking, reading and writing are practiced throughout the resource.

The *Here to Help: Workplace communication skills for food services* resource is divided into four themed modules:

MODULE ONE - INTERVIEWING AND ONBOARDING

MODULE TWO - KNOWING YOUR ENVIRONMENT

MODULE THREE - STAYING SAFE

MODULE FOUR - TAKING INITIATIVE

Each module contains industry-specific audio and video materials that support instruction. The themed modules incorporate broad workplace learning objectives as well as specific skills-based outcomes. The learning objectives focus on themes that can help employees communicate effectively in the workplace. The skills-based outcomes address two areas of focus: language functions and workplace culture and communication. Learners will practice and self-evaluate their success in achieving the skills-based outcomes in the exercises and activities of each unit.

Each module begins with an introduction unit. The introduction unit is designed to introduce the theme, vocabulary, and activate learners' prior experience and existing knowledge about the subject.

The numbered units within the modules center on listening exercises and performance activities. Learners self-evaluate their performance in these exercises and activities.

The reflection unit at the end of each module is an essential part of the learning process. Learners revisit the content of the module and are prompted to relate content directly to their own context. The reflection units also include an assessment of the module content that can be undertaken by instructors in one-to-one conversations with learners.

RESOURCE OVERVIEW

Here to Help was designed to allow for learners to self-evaluate, set goals, reflect on achievements and collect artefacts demonstrating progress. As such, learners in programs using Portfolio-Based Language Assessment (PBLA) will be able to use evidence from *Here to Help* in their language learning portfolios.

Using the Resource

English language instructors may choose to include content from *Here to Help: Workplace communication skills for food services* in existing courses or curriculum. The resource, with its focus on workplace communication, could be used as a core text in classes like Language Instruction for Newcomers to Canada (LINC). *Here to Help* could also run as a stand-alone course as it supports forty-eight hours of instruction at Canadian Language Benchmark (CLB) levels 5 and 6.

It is recommended that instructors follow the sequence of materials as they appear in the resource. *Here to Help* has a main character, Anna, who is a newcomer to Canada and to the food services industry. Through the audio resources, learners will follow Anna's progression from preparing for her interview through to onboarding with her new employer. Anna's storyline continues as she learns more about her establishment, workplace safety and how to take initiative to develop her skills.

Here to Help takes a real world approach for the application of language and communication skills. As a result, instructors may need to scaffold learning and add to the resource content in order to reflect the needs of their cohorts. Among the considerations to be made when formulating their instructional approach, instructors should be mindful of:

- » The differences in language ability between CLB 4 and CLB 6 learners
- » The subtle differences between learners' overall language ability and their listening and speaking skills
- » Previous work experience in any industry of their learners
- » Canadian workplace experience and/or knowledge of their learners

The industry knowledge exercises and class discussions outlined in *Here to Help* will assist instructors in gathering this type of information.

The audio resources in *Here to Help* capture authentic workplace advice, exchanges and scenarios. They range in length from approximately one minute to three and one half minutes. Instructions for the listening exercises have general suggestions for adaptations. Instructors will need to decide how best to conduct listening comprehension activities based on the needs of their cohorts, and their increased familiarity with the listening exercises as they progress through the resource.

RESOURCE OVERVIEW

At the start of each unit, the key unit content has been identified for learners. Instructors should establish what key content requires explicit teaching or review before commencing the unit of study. If learners have limited English language experience of some skills included in the key content, like rephrasing for example, they may require time for exploration and understanding prior to applying the skills in activities and exercises. The language examples in each of the units could prove a good jumping off point for conversations with learners about language they have heard in language learning classrooms or in daily life. Instructors should prompt learners to refer to the key content sections often.

Unless otherwise indicated, learners should be sharing information and explaining their opinions orally rather than in writing. This oral participation is particularly important in the peer-review section of the exercises and activities.

Themes

The module themes of *Here to Help: Workplace communication skills for food services* were identified following consultation with industry. The four modules are:

- MODULE ONE - INTERVIEWING AND ONBOARDING**
- MODULE TWO - KNOWING YOUR ENVIRONMENT**
- MODULE THREE - STAYING SAFE**
- MODULE FOUR - TAKING INITIATIVE**

Prior to undertaking activities with learners, instructors should be familiar with the module themes outlined below, as well as the industry information included at the start of each module. For more information about the accommodation and food services industry, see [Further Reading](#).

RESOURCE OVERVIEW

Module One: Interviewing and Onboarding

The activities and resources in this module assist newcomers to Alberta as they explore and apply for entry level jobs in food services and begin onboarding with new employers.

Food services workplace settings vary widely. The interviewing and onboarding practices at a national restaurant chain will look very different from the interviews and training conducted by a small, family-run catering company. Developing learner understanding of common expectations and vocabulary across the food services industry in Alberta will assist them when they begin work at a new employer.

Completion of the activities in this module will provide learners with opportunities to identify experiences, skills, and strengths that are transferable to food services. They will also acquire a better sense of what is expected in a job interview for entry level positions.



Module Two: Knowing your Environment

The activities and resources in this module assist newcomers to Alberta develop their understanding of the structure and urgency of food services establishments and the communication skills necessary for industry workplaces.

The way that front and back of houses operate varies from establishment to establishment. However, across the industry there are common expectations for communicating in these settings. The materials and language learning instruction in this module provide learners with opportunities to develop and rehearse language skills necessary for effective and efficient communication in food services or similar entry level positions.

Completion of the activities in this module will enable learners to act and respond in a timely, accurate, and effective manner in the workplace.



Module Three: Staying Safe

The activities and resources in this module assist newcomers to Alberta to create awareness in the workplace and develop their understanding of safe food handling and storage practices. Newcomers to Canada may face a learning curve with regards to identifying and refusing unsafe work, as well as managing conflicts that arise from misunderstandings in busy settings.

Health and safety training for each individual setting will vary. However, across the industry there are communication practices and skills that can help to create a safe environment in any setting.

Completion of the activities in this module will equip learners with language and workplace culture and communication to complement health and safety training in the workplace.



Module Four: Taking Initiative

The activities and resources in this module will assist learners to give and seek performance feedback, access opportunities for skill development on their own accord, and plan their career pathway. For many newcomers to Alberta, a job in food services may be their first employment experience in Canada, and so they will benefit from explicit instruction about the language and skills necessary for performance reviews and job and/or career advancement.

Skill development and career mobility varies widely across the employment sectors. This module addresses a number of learning objectives that are relevant to food services settings. Development of workplace knowledge will also serve learners well if they transition into other industries.

Completion of the activities in this module will provide learners with opportunities to rehearse the language and skills necessary to take more initiative in the workplace.



Objectives and Outcomes

Each module in *Here to Help: Workplace communication skills for food services* addresses a number of learning objectives, and evaluates language skill outcomes and workplace culture and communication outcomes. The learning objectives focus on themes that can help employees communicate effectively in the workplace. The skills-based outcomes address two areas of focus: language functions and workplace culture and communication.

Module One: Interviewing and Onboarding

The Learning Objectives for Unit 1 – In the Interview are:

- » Identify transferable skills for a range of job descriptions
- » Recognize the importance of sharing personal strengths, skills, and past experiences
- » Learn about the interview process

The Learning Objectives for Unit Two – Onboarding are:

- » Learn about policies and manuals you will see when starting a new job
- » Recognize personal responsibility for sharing information
- » Learn about training when starting a new job

The skills-based outcomes of Module One are as follows:

| Interviewing and Onboarding | | |
|-----------------------------|---|---|
| Unit Name | Language Skill Outcomes | Workplace Culture and Communication Outcomes |
| Unit 1 – In the Interview | <ul style="list-style-type: none"> » Listen for details » Ask and respond to follow up questions » Use greeting and leave taking language » Use appropriate language to showcase personal strengths, skills, and past experiences | <ul style="list-style-type: none"> » Showcase personal strengths, skills, and past experiences |

RESOURCE OVERVIEW

| Unit Name | Language Skill Outcomes | Workplace Culture and Communication Outcomes |
|-----------------------|--|--|
| Unit Two – Onboarding | <ul style="list-style-type: none">» Listen for details» Ask clarifying questions» Use and recognize softening language to make requests» Paraphrase and repeat back information | <ul style="list-style-type: none">» Communicate personal information |

Module Two: Knowing your Environment

The Learning Objectives for Unit 1 – Workplace Structure are:

- » Develop awareness of the roles and responsibilities in food service workplaces
- » Distinguish between concerns that require immediate responses and concerns that can wait
- » Recognize the obligation to address or report workplace problems

The Learning Objectives for Unit Two – Communicating with Urgency are:

- » Develop strategies to communicate in urgent settings
- » Learn about decision making in urgent settings
- » Recognize the importance of interrupting appropriately
- » Recognize the need to complete ongoing daily tasks during down times

The Learning Objectives for Unit Three – Building Relationships and Trust are:

- » Recognize the team atmosphere involved in a food services workplace
- » Recognize the importance of active listening for building trust
- » Become aware of the opportunities to observe and build language skills in a fast-paced environment

RESOURCE OVERVIEW

The skills-based outcomes of Module Two are as follows:

| Knowing your Environment | | |
|---|---|---|
| Unit Name | Language Skill Outcomes | Workplace Culture and Communication Outcomes |
| Unit 1 – Workplace Structure | <ul style="list-style-type: none"> » Listen for details » Use and expand on set phrases » Rephrase information | <ul style="list-style-type: none"> » Showcase personal strengths, skills, and past experiences |
| Unit Two – Communicating with Urgency | <ul style="list-style-type: none"> » Listen for details » Use appropriate language for interrupting » Repeat back information » Communicate information succinctly » Make requests for more information » Interrupt appropriately | <ul style="list-style-type: none"> » Communicate personal information |
| Unit Three – Building Relationships and Trust | <ul style="list-style-type: none"> » Listen for details » Ask clarifying questions » Rephrase information » Provide descriptions » Repeat back information | <ul style="list-style-type: none"> » Use politeness » Questioning |

RESOURCE OVERVIEW

Module Three: Staying Safe

The Learning Objectives for Unit 1 – Knowing your Rights are:

- » Identify health and safety regulation information
- » Recognize the importance of refusing work that is unsafe
- » Recognize the need for direct language in food services workplaces

The Learning Objectives for Unit Two- Conflict in the Workplace are:

- » Recognize that communication breakdowns can lead to conflicts
- » Develop strategies to communicate in conflict situations
- » Recognize the need for assertive language in food services workplaces

The skills-based outcomes of Module Three are as follows:

| Staying Safe | | |
|--------------------------------------|--|--|
| Unit Name | Language Skill Outcomes | Workplace Culture and Communication Outcomes |
| Unit 1 – Knowing your Rights | <ul style="list-style-type: none">» Listen for details» Find key information in workplace signage» Provide details» Use direct language | <ul style="list-style-type: none">» Voice decisions and reasons |
| Unit Two – Conflict in the Workplace | <ul style="list-style-type: none">» Listen for details» Express feelings and opinions» Recognize directives in softened language» Use appropriate language to initiate conversations about conflict | <ul style="list-style-type: none">» Address conflict appropriately |

Module Four: Taking Initiative

The Learning Objectives for Unit 1 – Taking Initiative are:

- » Recognize the benefits of being versatile
- » Identify the importance of building skill sets over time
- » Recognize the need to take personal responsibility for your own career path

The skills-based outcomes of Module Four are as follows:

| Taking Initiative | | |
|----------------------------|--|---|
| Unit Name | Language Skill Outcomes | Workplace Culture and Communication Outcomes |
| Unit 1 – Taking Initiative | <ul style="list-style-type: none">» Listen for details» Offer suggestions» Elicit feedback | <ul style="list-style-type: none">» Talk about strengths, skills, and past experience to persuade others» Use active listening to be receptive to feedback |

Module Structure

Each module in *Here to Help: Workplace communication skills for food services* is organized as follows:

| Introduction | Purpose |
|-----------------------------------|--|
| Summary, Objectives, and Outcomes | Provides a summary of the module content. Details the learning objectives, language skill outcomes, and workplace culture and communication outcomes of the module. |
| Industry Knowledge Exercise | Assesses and activates prior knowledge that learners have about the industry in order to get ready for learning. » Exercise Discussion Questions – engage learners’ prior learning and existing knowledge, and elicit vocabulary. |
| Introduction Video | Provides a synopsis of the video and a link to the video file. In the video an industry expert speaks directly to learners. The videos introduce the key themes of the module. Includes: Video Exercise – introduces advice and knowledge that is commonplace across industry establishments and settings. » Focus Questions – learners will listen for details to answer questions. » Video Transcript » Comprehension Questions – learners will listen for details to answer questions and connect the content of the video with real-life experiences. » Activity Task – provides learners with an opportunity to develop their industry specific vocabulary and knowledge of food services industry settings. |

RESOURCE OVERVIEW

| Introduction | Purpose |
|------------------|--|
| Industry Insider | Provides helpful industry information that complements the learning objectives and outcomes. |
| Unit Review | Provides a review of the unit and an opportunity for learners to set goals. |

| Unit(s) | Purpose |
|-----------------------------------|---|
| Summary, Objectives, and Outcomes | <p>Details the learning objectives, language skill outcomes, and workplace culture and communication outcomes for the unit.</p> <ul style="list-style-type: none"> » Key Content – information and definition of language functions. Review these to introduce them to the learners. They will also provide a reference for learners as they complete exercises and activities. |
| Audio Conversation 1 | <p>Provides a synopsis of the conversation with a link to the audio file. Includes:</p> <p>Listening Exercise – introduces language functions and vocabulary in the unit.</p> <ul style="list-style-type: none"> » Focus Questions – questions to guide listening. » Conversation Transcript – transcripts with blanks. Learners will fill in the missing words when listening to the audio file. » Language Questions – questions related to the blanks in the transcript that focus learner attention on language functions. » Evaluation – learners review their answers and explore ways to improve their listening skills. |

RESOURCE OVERVIEW

| Unit(s) | Purpose |
|----------------------|--|
| Audio Conversation 1 | <p>Performance Activity – learners use language examples to complete activities that will help them practice outcomes.</p> <ul style="list-style-type: none"> » Language Examples – learners are provided with language examples for reference and to structure their conversations. » Activity Task – space where learners complete an activity. » Evaluation – learners will score their performance in the activity on a rubric. |
| Audio Conversation 2 | <p>Provides a synopsis of the conversation with a link to the audio file. Includes:</p> <p>Listening Exercise – introduces language functions and vocabulary in the unit.</p> <ul style="list-style-type: none"> » Focus Questions – questions to guide listening. » Conversation Transcript – transcripts with blanks. Learners will fill in the missing words when listening to the audio file. » Language Questions – questions related to the blanks in the transcript that focus learner attention on language functions. » Evaluation – learners review their answers and explore ways to improve their listening skills. <p>Performance Activity – learners use language examples to complete activities that will help them practice outcomes.</p> <ul style="list-style-type: none"> » Language Examples – learners are provided with language examples for reference and to structure their conversations. » Activity Task – space where learners complete an activity. » Evaluation – learners will score their performance in the activity on a rubric. |

RESOURCE OVERVIEW

| Unit(s) | Purpose |
|--------------------------|--|
| Industry Insider | Provides helpful industry information that complements the learning objectives and outcomes. |
| Unit Review Instructions | Provides a review of the unit and an opportunity for learners to set goals. |

| Reflection | Purpose |
|-------------------------|---|
| Reflection Instructions | Provides instructions on how to guide learners through a reflection of their progress. |
| Module Reflection | <p>Provides instruction on how to guide learners through a reflection of their progress. Includes:</p> <ul style="list-style-type: none"> » Industry Insider Review – opportunity to review key points from the industry insiders, and to practice paraphrasing, note taking, and summarizing. » Reflection Questions – learners are guided through the reflection. They will be directed to previous sections of their workbook and asked to think how their learning can relate to their own life and workplace. They will also be asked to create goals. » Evaluation Review – review comments and goals, and prepare for the instructor/learner evaluation. One-to-one guided conversations between instructor and learner so that the instructor can assess the learner and provide feedback. » Language Examples – learners are provided with language examples for future reference. |

Instructor Guide Overview

This instructor guide accompanies the *Here to Help: Workplace communication skills for food services* resource. The guide provides instructions to facilitate the learning, evaluation, and reflection activities in the learner workbook.

Instructional support in the guide includes:

- » Industry information
- » Audio and video summaries
- » Instructions for activities, exercises and evaluations
- » Discussion guidelines
- » Materials
- » Glossary vocabulary
- » Answer keys

For ease of reference, the pages of the learner workbook are inset into this instructor guide; however, instructors will need to cross-reference between the guide and the resource to prepare for classroom instruction.

Using the Instructor Guide

This instructor guide should be used in conjunction with the *Here to Help: Workplace communication skills for food services* learner workbook.

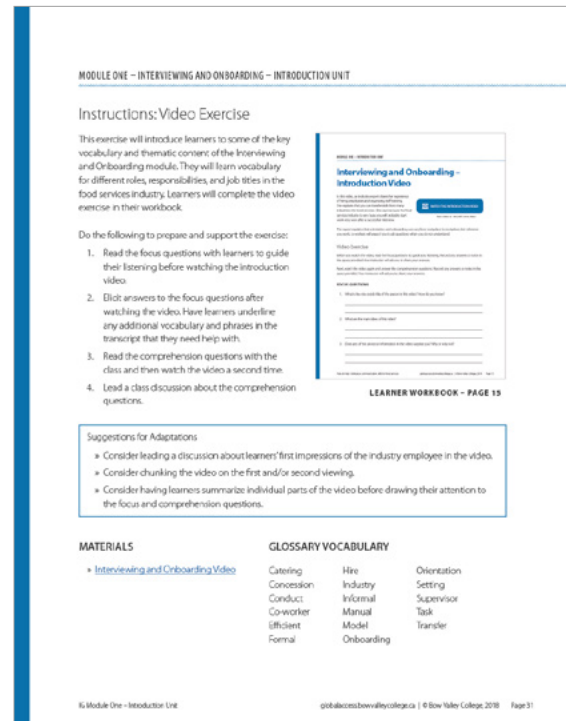
Before embarking on exercises and activities in the learner workbook with their classes, instructors should consult the corresponding pages of this guide to help them prepare and support learners. The following information should also be referred to when lesson planning:

- » Workplace culture discussions
- » Evaluations
- » Goal Setting and Unit Reviews
- » Reflections

Industry specific information is included at the beginning of each module and unit, as well as in the workplace culture discussions that precede many of the performance activities. This industry information provides instructors with context for the learning objectives and outcomes that have been included in *Here to Help*.

Glossary vocabulary is specific to the food services industry. Throughout the guide, any glossary vocabulary that appears in audio transcripts, video transcripts, activities, and exercises has been identified to inform pre-teaching.

Instructors will need to decide on the level of differentiation required to enable their particular cohorts of learners to complete tasks. Suggestions for how activities and exercises can be adapted for multi-level classes are included in this guide. Where adaptations are included, they immediately follow the instructions for activities and exercises.



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Workplace Culture Discussions

Guidelines for workplace culture discussions are included in the instructions of many of the performance activities in *Here to Help: Workplace communication skills for food services*. These discussions are an opportunity for instructors to help learners:

- » Fill in gaps in their knowledge
- » Rehearse the language examples and vocabulary of the audio resources
- » Expand on the cultural knowledge introduced in a particular audio resource
- » Make connections between information introduced in the audio resources and their own personal experiences
- » Recognize differences between their culture and the Canadian context in workplace behaviours and expectations

These discussions focus on a variety of workplace expectations around communication and are not limited to the food services industry.

Evaluations

Learners using *Here to Help: Workplace communications skills for food services* have multiple opportunities to assess their own learning. Time must be set aside to allow for meaningful evaluations, and for learners to write down comments about their progress.

If using multiple units with your learners, consider adapting the listening exercises progressively as learners get used to the expectations and format of the exercise. You may eventually be able to assign listening exercises for homework, for example, or have learners perform extension activities and act out parts of the audio or write scenes for 'what comes next.'

After each listening exercise learners will evaluate their fill in the blank answers and their answers to the language questions. Learners should discuss their answers with a partner orally, and explore opportunities to improve their listening skills outside of the classroom. Instructors may need to model this conversation for learners and assist with idea brainstorming.

These partner evaluations should be followed by whole class discussions about unfamiliar vocabulary included in the audio.

RESOURCE OVERVIEW

After each performance activity learners will evaluate their performance in achieving a number of outcomes on a rubric. The rubrics have spaces for numerical scores as well as comments. These rubrics will be reviewed at the end of each unit.

Instructors should take time to explain the purpose of the rubrics and the content within. Learners unfamiliar with this type of assessment will need examples of what would constitute a score of zero, one, or two, and how to tabulate an overall score. It should be reinforced to learners that scores will not have much meaning without detailed supporting comments. In the comments section, learners should record short notes about what they found easy or challenging about the performance activity. Instructors may need to provide some sentence starters and/or example statements for learner use.

Goal Setting and Unit Reviews

Learners using *Here to Help: Workplace communication skills for food services* have multiple opportunities to set goals. Time must be set aside to allow for meaningful review.

Goal setting begins with the evaluations for each listening exercise. In these evaluations learners are required to brainstorm opportunities for improving their listening skills outside of the classroom. Similarly, the comments section of the performance activity evaluation rubrics provide space for learners to record strengths and opportunities for development. Then, in the unit reviews, learners refer back to their listening exercise scores and performance activity comments. The unit reviews are an opportunity for learners to briefly revisit their learning and to refine their personal learning goals as they progress through the material. Instructors may need to provide some sentence starters and/or example statements for learner use.

Additionally, each review walks learners through the learning objectives and key content that they have been introduced to and rehearsed during the unit. Learners complete the reviews with a classmate, using the bullet points as prompts. Instructors may need to model this review conversation with a learner volunteer.

Reflection Units

Learners using *Here to Help: Workplace communications skills for food services* have multiple opportunities to reflect on their progress. Time must be set aside to allow for meaningful reflection.

The reflection unit at the end of each module provides learners with an extended opportunity to reflect on what they have learned, reassess their goals, and receive direct feedback from an instructor.

In each module reflection unit learners will:

- » Summarize the information provided by the industry insiders
- » Answer a series of questions that connect the experiences of the central character, Anna, to their own
- » Review the language goals they set during the module
- » Identify language examples and vocabulary that still require rehearsal
- » Prepare for an evaluated guided conversation with the instructor

Instructors should take the time to explain the purpose of reflections. Learners should have multiple opportunities to talk about their progress.

Evaluated Guided Conversations

Each reflection unit in *Here to Help* incorporates an evaluated guided conversation. These one-on-one conversations enable instructors to provide feedback to learners about the language skill outcomes, aiding them in their reflection.

The learner workbook contains reminders about these one-to-one evaluations at the beginning of each module and unit. At the end of each module, learners will have time to prepare for the evaluation independently and with partners. Each reflection unit includes the conversation setting for the evaluation.

A rubric is provided for instructors to assess learners' proficiency in the skills-based outcomes. Instructors should include comments about learner strengths, opportunities for development, and suggestions on areas of focus for goal setting.

To set learners up for success, instructors may additionally consider sharing images or video footage of similar establishments to those included in the conversation settings. Instructors may also consider creating food services 'settings' within their classrooms through the placement of furniture and inclusion of props. If instructors are unable to conduct the guided conversations in a private space, they may consider assigning group work activities to learners who are not being evaluated in order to keep them occupied and create a sense of privacy.

MODULE ONE

Resource Instructional Support

Summary, Objectives, and Outcomes: Industry Information

The activities and resources in this module assist newcomers to Alberta as they explore and apply for entry level jobs in the food services industry and begin onboarding with new employers.

Newcomers may face a learning curve in terms of the interview and onboarding process. In addition to developing their understanding of how interviews are conducted in the Canadian context, they may benefit from coaching with regards to identifying their skills, strengths, and experiences that are transferable to new employment opportunities.

The urgency of the food services industry dictates that vacancies are filled quickly and so interview candidates should be prepared to showcase their skills and strengths and, in some instances, start work on the day of their interview. Newcomers who are applying for jobs in food services for the first time in their working lives may consider themselves to have no relevant experience to include in their application and discuss during job interviews. Depending on a newcomer's background, they may also require opportunities to develop the skills and vocabulary necessary to speak to strengths and showcase previous accomplishments, as is the norm during the interviewing process in Canada.

Onboarding varies from setting to setting in the food services industry; however, there are a number of common expectations and practices. For example, it is the industry expectation that during the onboarding period, employees observe other colleagues closely and ask lots of questions to ensure efficiency and the safety of everyone in the environment. This expectation may be in contrast to learners' backgrounds and therefore learners may require opportunities to rehearse the appropriate conventions and skills.

Completion of the activities in this module will provide learners with opportunities to identify experiences, skills, and strengths that are transferable to food services. They will also acquire a better sense of what is expected in a job interview for entry level food services in a Canadian context.

The screenshot shows a page from a learner workbook. At the top, it says 'MODULE ONE – INTRODUCTION UNIT'. Below that is the title 'Summary, Objectives, and Outcomes'. The text explains that the module helps develop interviewing and communication skills for entry-level jobs in the food services industry. It lists learning objectives: identify skills, showcase strengths, and begin workplace training. A table outlines the module structure:

| Unit | Theme | Objectives |
|-------------------|-----------------------------|---|
| Introduction Unit | Interviewing and Onboarding | » Introduction to the theme, concepts, and vocabulary |
| Unit 1 | In the interview | » Identify transferable skills for a range of job descriptions » Recognize the importance of sharing personal strengths, skills, and past experiences » Learn about the interview process |
| Unit 2 | Onboarding | » Learn about policies and manuals you will see when starting a new job » Recognize personal responsibility for sharing information » Learn about training when starting a new job |
| Reflection Unit | Interviewing and Onboarding | » Reflect on the skills and language in the module |

At the bottom, it includes a URL: <http://workplacecommunication.skillsforfoodservices.ca> and copyright information: © Bow Valley College, 2018. Page 13.

LEARNER WORKBOOK – PAGE 13

Industry Knowledge Exercise: Instructions

This exercise should be completed prior to watching the introduction video and before the video exercise.

In this exercise, learners will be introduced to the module theme through a class discussion. The discussion questions in the learner workbook will help learners activate their existing knowledge to get started on the module topic. This is an oral activity and there is no expectation that learners produce notes to support this discussion. If needed, learners can take notes in the margins of their workbook.

Do the following to prepare and support the exercise:

1. Read the discussion questions together as a class.
2. Put learners in pairs or in groups of three and have them talk about the questions with each other. Assign one question to each group as applicable.
3. Read and discuss the answers to the questions as a class.

MODULE ONE – INTRODUCTION UNIT

This unit introduces the theme, concepts and vocabulary of interviewing and onboarding in food services. It is structured as follows:

| Module One: Introduction Unit | |
|-----------------------------------|--|
| Section | Outcomes and Purpose |
| Summary, Objectives, and Outcomes | » Preview unit |
| Industry Knowledge Exercise | » Introduce module theme and activate prior learning |
| Video Exercise | » Introduce module concepts and vocabulary |
| Industry Insider | » Topic: Being reliable |
| Unit Review | » Review module structure and themes |

Industry Knowledge Exercise

This activity will prepare you for discussions about the interviewing and Onboarding theme. Read the discussion questions and discuss them with a partner or in a small group. Your instructor will ask you to share your thoughts. Talk about your knowledge and experience with the class. Others will benefit from hearing your thoughts.



EXERCISE DISCUSSION QUESTIONS

1. Have you had an interview in Canada?
2. If yes, was it different than interviews you had in your home country? Explain.
3. Have you worked in the food services industry before?
4. If yes, what was your role? What were your responsibilities?
5. Do you know people who work in food services in Canada?
6. If yes, what have they told you about their job?

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Interviewing and Onboarding: Introduction Video

Video Summary

In this video, a hiring manager shares valuable information from her experience of conducting interviews and executing onboarding. She tells learners that if they have work experience in any field, they can transfer skills to the food services industry. She points out that in urgent environments, filling vacancies is a priority, and so applicants should know that businesses usually need them to start as

soon as they can. She talks about the different ways that orientation and onboarding can be conducted in different settings, but states that in all settings employees need to self-identify what they need to learn.

The video is three minutes and forty-nine seconds long and is divided into three parts:

- » Part 1: Preparing for an Interview (ends at 1:17)
- » Part 2: During an Interview (begins at 1:22)
- » Part 3: During Onboarding (begins at 2:25)



Video Exercise: Instructions

This exercise will introduce learners to some of the key vocabulary and thematic content of the Interviewing and Onboarding module. They will learn vocabulary for different roles, responsibilities, and job titles in the food services industry. Learners will complete the video exercise in their workbook.

Do the following to prepare and support the exercise:

1. Read the focus questions with learners to guide their listening before watching the introduction video.
2. Elicit answers to the focus questions after watching the video. Have learners underline any additional vocabulary and phrases in the transcript that they need help with.
3. Read the comprehension questions with the class and then watch the video a second time.
4. Lead a class discussion about the comprehension questions.

MODULE ONE – INTRODUCTION UNIT

Interviewing and Onboarding – Introduction Video

In this video, an industry expert shares her experience of hiring employees and organizing staff training. She explains that you can transfer skills from many industries into food services. She says because the food services industry is very busy, you will probably start work very soon after a successful interview.

View online at: [01:04:01 intro-video](#)

The expert explains that orientation and onboarding can vary from workplace to workplace, but wherever you work, co-workers will expect you to ask questions when you do not understand.

Video Exercise

Before you watch the video, read the focus questions to guide your listening. Record any answers or notes in the space provided. Your instructor will ask you to share your answers.

Next, watch the video again and answer the comprehension questions. Record any answers or notes in the space provided. Your instructor will ask you to share your answers.

FOCUS QUESTIONS

1. What is the role or job title of the person in this video? How do you know?

2. What are the main ideas of this video?

3. Does any of the advice or information in the video surprise you? Why or why not?

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LEARNER WORKBOOK – PAGE 15

Suggestions for Adaptations

- » Consider leading a discussion about learners' first impressions of the industry employee in the video.
- » Consider chunking the video on the first and/or second viewing.
- » Consider having learners summarize individual parts of the video before drawing their attention to the focus and comprehension questions.

MATERIALS

- » [Interviewing and Onboarding Video](#)

GLOSSARY VOCABULARY

| | | |
|------------|------------|-------------|
| Catering | Hire | Orientation |
| Concession | Industry | Setting |
| Conduct | Informal | Supervisor |
| Co-worker | Manual | Task |
| Efficient | Model | Transfer |
| Formal | Onboarding | |

Activity Task: Instructions

This activity will provide an opportunity for learners to share and acquire industry knowledge and vocabulary and identify skills that can be transferred to the food services industry.

Do the following to prepare and support the exercise:

1. Review the term 'transferable skill'.
2. Display and discuss the activity task photos. Ask learners to share any names of the roles that they know. Collect roles on the whiteboard. Confirm the name of each role. Learners are to record these roles underneath the photos in their workbook.
3. Ask learners what skills they think each of these roles requires. Collect skills on the whiteboard. Ask learners if they can think of other roles where these same skills would be needed.
4. Read profile 1 from the learner workbook and ask the learners to match the skills in the profile to one of the roles on the whiteboard. Learners complete the matching activity.
5. Review suggestions and answer any questions as a class. Ask learners to explain their answers using the words "transfer" and "transferable skills".

MODULE ONE – INTRODUCTION UNIT

ACTIVITY TASK

Look at the six photographs of food service industry employees. Share job titles or roles that these photos could represent with your classmates.

Read the following profiles. Look for skills that can be transferred to food services. Which role is the best match for those skills? Discuss your answers with a partner and then with the class. Be prepared to explain your answers.

Profile 1
This person worked in a clothing store. He/she is a good listener. He/she is friendly and makes good connections with customers. He/she has experience with inventory and stock. He/she can use credit and debit machines.

Role: _____

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LEARNER WORKBOOK – PAGE 19

Suggestions for Adaptations

- » Consider leading a discussion about different food service settings. Ask learners in which settings they would expect to find people employed in the roles in the photographs.
- » Consider asking learners to search online for photos that reflect the roles in the profiles. How do they differ from the photos supplied in the activity? What are the differences between the settings?

MATERIALS

- » [Module One – Introduction Unit – Activity Task Photos](#)

GLOSSARY VOCABULARY

Profile
Role
Transfer

Industry Insider

Audio Summary

In this audio clip, the Industry Insider speaks about how important reliability is to her. She shares that having as much notice as possible about changes to the schedule helps management to make adjustments.

This audio is fifty-four seconds long.

Industry Insider: Instructions

Do the following to prepare and support the discussion:

1. Discuss the job title of the Industry Insider and the type of establishment where the insider works. Give examples of similar establishments in the local community.
2. Listen to the audio.
3. Ask learners:
 - » What advice did the insider give that you can use right away?
 - » What did the insider say that was the same as what you already know?
 - » What did the insider say that was new or different from what you already know?
4. Discuss any unfamiliar vocabulary.

MODULE ONE – INTRODUCTION UNIT

INDUSTRY INSIDER

BEING RELIABLE

Here's the bottom line in this industry, businesses only work well when people show up. When I hire, reliability is the first thing I ask about when I call personal references. I need my staff to be reliable, to know their schedule, to show up for work, and to be on time. That's my fundamental expectation of all of my employees.

Things happen, and when they do it doesn't take much to communicate. If you can't come in when you're scheduled, give me as much notice as possible. If you're sick, let me know. If you need a day off, ask me in advance. If there's a problem, talk to me. I try to be reasonable, and I expect my managers to be reasonable as well. They just need the time to make adjustments.

A lot of Canadians work in food services at some point. It's a great industry to learn new skills and work as part of a team. If you're reliable, you'll be off to a flying start.

Restaurant Executive
Major Chain

LISTEN TO THE AUDIO

listen online at: bit.ly/4H1vsnr-1

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LEARNER WORKBOOK – PAGE 21

Suggestions for Adaptations

- » Consider chunking the audio on first and/or second listening to capture and discuss unfamiliar vocabulary, rephrase content or summarize.

MODULE ONE – INTERVIEWING AND ONBOARDING – INTRODUCTION UNIT

MATERIALS

» [Industry Insider: Being Reliable](#)

GLOSSARY VOCABULARY

Chain

Notice

Reliable

Unit Review

This review details the module content that was introduced in the unit. Learners will have an opportunity to record additional vocabulary that they have learned about the theme of Interviewing and Onboarding and reflect on new knowledge and skills.

The review concludes with a preview of the content in the next unit.

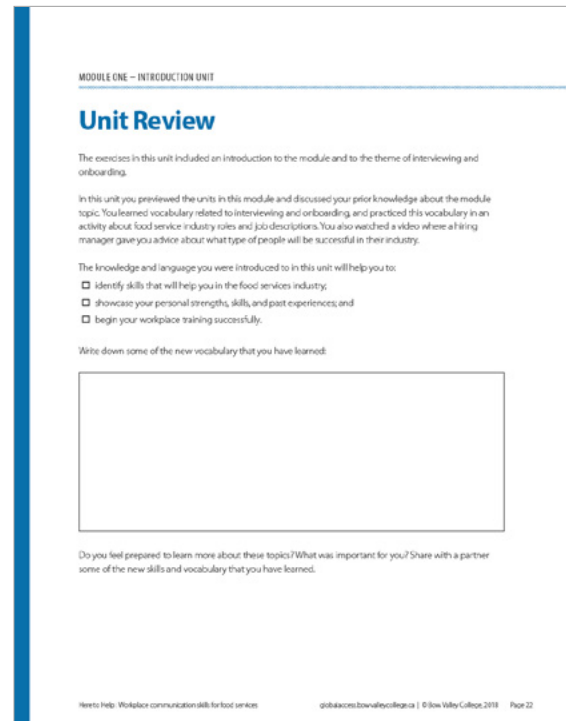
Unit Review: Instructions

Do the following to prepare and support the unit review:

1. Explain to learners the purpose of a unit review.
2. Read the review introduction as a class and review the learning objectives.
3. Ask learners to record new vocabulary in the space provided.
4. Ask learners to think about what they have learned about the food services industry in this unit and to share this information with a partner.
5. Ask learners to look at the photos in their learner workbook and, using the language and knowledge from the unit, write a statement that the person in the photo could be making. Encourage learners to refer back to the video transcript or other pages in their workbooks.
6. Answer any questions about the unit as a whole.
7. Preview the next unit.

MATERIALS

- » [Module One – Introduction Unit Photos – Unit Review Photos](#)



LEARNER WORKBOOK – PAGE 22

Summary, Objectives, and Outcomes: Industry Information

Preparing for a job interview is one of the first steps learners will take in pursuit of a food services industry job. Learners will need to be able to identify their transferable skills so that they can talk about them in a job interview. The language goals in this unit focus on helping learners respond to questions about themselves and expand on their strengths, skills, and experiences.

A job interview in Canada is a cultural experience and learners need to be comfortable talking about themselves. The materials and activities in this unit will expose learners to the range of formality they might encounter in a job interview.

MODULE ONE – UNIT ONE – IN THE INTERVIEW

Summary, Objectives, and Outcomes

To have a successful interview for a food services job, you need to prepare. You need to identify your transferable skills so that you can talk about them in a job interview. The language goals in this unit will help you respond to interview questions and talk about your strengths, skills, and experiences.

A job interview in Canada is a cultural experience, and you need to be comfortable talking about yourself. The materials and activities in this unit will teach you the formal and informal language that you might hear in a job interview. You will learn about different job interview situations.

The reflection unit at the end of this module provides language examples that you can use as a reference sheet. Add to these examples with language you encounter in class and in daily life.

The learning objectives for this unit are:

- Identify transferable skills for a range of job descriptions
- Recognize the importance of sharing personal strengths, skills, and past experiences
- Learn about the interview process

The unit is structured as follows:

| Module One: Unit One – In the Interview | |
|---|--|
| Section | Outcomes and Purpose |
| Summary, Objectives, and Outcomes | <ul style="list-style-type: none"> Preview unit |
| Audio Conversation 1 - Listening Exercise | <ul style="list-style-type: none"> Listen for details Recognize types of language functions |
| Audio Conversation 1 - Performance Activity | <ul style="list-style-type: none"> Ask and respond to follow-up questions Showcase personal strengths, skills, and past experiences Use appropriate language to showcase personal strengths, skills, and past experiences |
| Audio Conversation 2 - Listening Exercise | <ul style="list-style-type: none"> Listen for details Recognize types of language functions |

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LEARNER WORKBOOK – PAGE 25

In the Interview – Audio Conversation 1

Audio Summary

Anna is a newcomer to Canada. She has an upcoming job interview for a food services job. Anna is not feeling confident because she doesn't have food services experience.

In this conversation, her friend gives her interview advice. She helps Anna identify transferable skills to talk about in her job interview. Her friend also explains why it is important to share experiences during an interview.

The audio is two minutes and fifty-five seconds long.

Listening Exercise: Instructions

In this exercise, learners will listen to an audio conversation between two people in the food services industry. Learners will complete the exercise described in their workbook.

MODULE ONE – UNIT ONE – IN THE INTERVIEW

In the Interview – Audio Conversation 1

Anna is a newcomer to Canada. She has an upcoming job interview for a food services job. Anna is not feeling confident because she doesn't have food services experience.

LISTEN TO THE AUDIO CONVERSATION

Listen online at: [listenonline.ca/101/MI_U1_AC1](#)

In this conversation, her friend gives her interview advice. She helps Anna identify transferable skills to talk about in her job interview. Her friend also explains why it is important to share experiences during an interview.

Listening Exercise

In this listening exercise you will:

- Listen for details
- Identify types of language functions

To prepare for this exercise, read the focus questions. Then, as you listen, read along in the conversation transcript and fill in the blanks as best as you can. Underline any words or phrases that you would like to ask a question about.

After you listen, revisit the focus questions and write down your answers. Then, answer the language questions.

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LEARNER WORKBOOK – PAGE 27

Do the following to prepare and support the exercise:

1. Read the focus questions with learners to guide their listening before playing audio conversation 1.
2. Ask learners to fill in the blanks while listening to the conversation. They should also underline any words or phrases that they have questions about.
3. Have learners record their answers to the focus questions after listening.
4. Discuss the focus questions as a class.
5. Instruct learners to independently answer the language questions.

Suggestions for Adaptations

- » Consider chunking the audio on first and/or second listening to capture and discuss unfamiliar vocabulary, rephrase content or summarize.

MODULE ONE – INTERVIEWING AND ONBOARDING – UNIT ONE – IN THE INTERVIEW

MATERIALS

» [In the Interview – Audio Conversation 1](#)

GLOSSARY VOCABULARY

Industry
Personable
Reliable
Showcase

CONVERSATION TRANSCRIPT: MISSING WORDS

- Pretty good.
- we worked long hours there.
- Look at me.
- One of my best skills is
- Here's my ride, I gotta go.

LANGUAGE QUESTIONS: ANSWERS

- c
- e
- a
- d
- b

MODULE ONE – UNIT ONE – IN THE INTERVIEW

FOCUS QUESTIONS

- What are some of Anna's past experiences?

- What are three skills mentioned in the audio that are good for any industry?

- What are two reasons why a Hiring Manager might forget to ask about past experiences?

CONVERSATION TRANSCRIPT

Friend: Hi, how's it going? I haven't seen you for a few days.
Anna: Oh hi, I'm good. How are you?
Friend: _____ (a). So, hey, did you ever get that job you told me about? The one at the restaurant?
Anna: Oh, that? My interview is tomorrow, actually. I really want that job, but I'm not expecting it to go well.
Friend: Oh, why not?
Anna: Well, I don't have any experience working with food, for one. I've only been in Canada for a short time, and all of my work back home was either taking care of our family farm, or working for my uncle in his distribution office.
Friend: So what's wrong with that? Those both sound like good experiences to build on. Was your uncle's distribution office busy?
Anna: Oh yeah, _____ (b). I had to be so organized. One small mistake and it could hold up distribution for days, costing him a lot of money. He was always on my case, but in the end, when I left to come to Canada, he couldn't thank me enough for my work. He even decided to hire two people to replace me. I guess his business is growing.
Friend: See?
Anna: See what?

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LEARNER WORKBOOK – PAGE 28

MODULE ONE – UNIT ONE – IN THE INTERVIEW

Friend: That's the type of experience that can help you for any job.
Anna: But don't restaurants want people who know how to cook and handle food? People who've worked in restaurants before?
Friend: Well, sure, that can help, but mainly they want to know about your experiences. There are some skills that are good for any industry, like being organized, hard-working, and reliable.
Anna: Hmm, I guess so. I just expected that having food experience was the most important.
Friend: Honestly, they can teach you most of that out as long as you're personable, easy to talk to, and willing to learn. _____ (c). I've been working as a cook for four years now, and at first I had no experience handling food. I just kept learning as I worked.
Anna: That's great. This makes me feel a bit more positive about my interview tomorrow. Do you think they'll ask about my previous work?
Friend: They should, but even if they don't, it's really up to you to let them know about your past work. Often it's difficult for hiring managers to get that information out of people they interview. Also, you never know, maybe they've had a busy day before seeing you, or you're the tenth person they've interviewed that day or something, and they just forget to ask.
Anna: Yeah, I never thought about that. But, won't it sound like I'm bragging or talking about myself too much?
Friend: Probably not. The whole point of an interview is to let them know about you, right? Besides, showcasing your experience is kind of expected here in Canada. At least, that's what's always worked for me. _____ (d) talking about myself.
Anna: Right, okay. I think I understand, this is starting to make more sense.
Friend: _____ (e). If I don't see you, good luck tomorrow, you'll do great.
Anna: Thanks. Thanks for your advice too.
Friend: No problem. Later!
Anna: See ya. Score /5

LANGUAGE QUESTIONS

- Which fill in the blank answer does Anna's friend use to indicate that she will talk about herself? _____
- Which fill in the blank answer is a form of leave taking? _____
- Which fill in the blank answer is a greeting? _____
- In which fill in the blank answer does Anna's friend showcase her skills? _____
- In which fill in the blank answer does Anna mention a past experience? _____ Score /5

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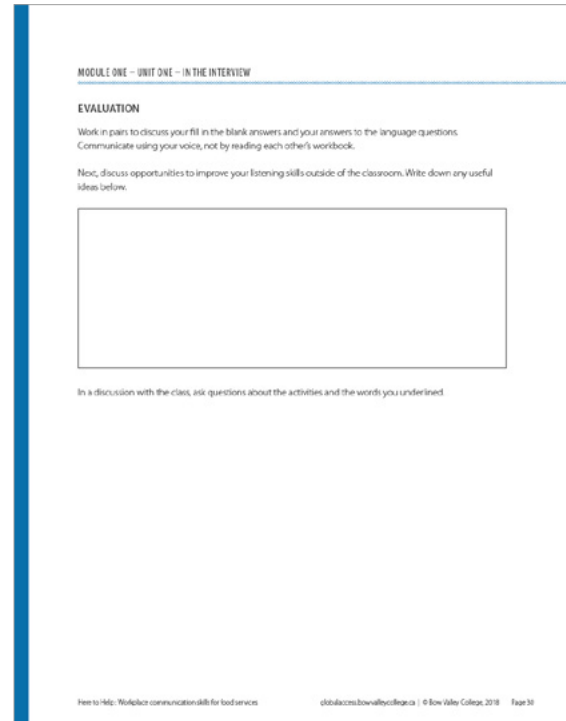
LEARNER WORKBOOK – PAGE 29

Evaluation: Instructions

In this evaluation, learners will work with a partner to check their answers and brainstorm opportunities to improve their listening skills outside of the classroom.

Do the following to prepare and support the evaluation:

1. Ask learners to find a partner. Learners should compare and discuss their fill in the blank answers and their answers to the language questions. They should communicate using their voice, not by reading each other's workbook.
2. Have learners listen again while they check their work after pair work is complete.
3. Answer any questions they have about the fill in blank answers and the language questions and share the answers.
4. Direct learners to record their scores out of five for each activity in the spaces provided.
5. Next, learners should brainstorm ideas of how they can find opportunities to improve their listening skills outside of the classroom. They should record at least one idea in the space provided in their workbooks as they will return to this page during the unit review.



LEARNER WORKBOOK – PAGE 30

Suggestions for Adaptations

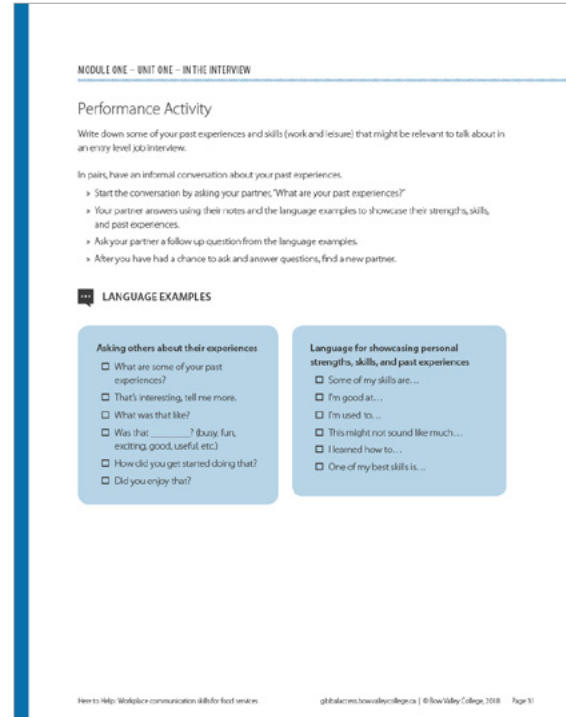
- » Consider having learners read the completed transcript aloud in pairs to practice pronunciation and support comprehension of new vocabulary.

Performance Activity: Instructions

In this activity, learners will identify their transferable skills and have a conversation with a classmate. In this conversation, they will also practice asking and responding to follow up questions as they talk about their transferable skills and share strengths and past experiences. Learners will complete the activity described in their workbook.

Do the following to prepare and support the activity:

1. Review the transferable skills that Anna and her friend discuss in audio conversation 1.
2. Lead a class discussion to come up with other examples of transferable skills that could be useful in any industry.
3. Instruct learners to write down some of their past experiences (work and leisure) that might be relevant to talk about in an entry level job interview.
4. Direct learners' attention to the language examples they will be using in this activity. Read through the language examples as a class.
5. Write a sample conversation, as a class, using one of the photos from the introduction unit and the language examples.
6. Put learners in pairs to have informal conversations about their past experiences.
7. Have one learner start the conversation by asking "What are your past experiences?"
8. Have the other answer, referring to their notes. Each learner must ask their partner at least one follow up question.
9. Tell the class that after each learner has had a chance to ask and answer questions, switch partners. Learners should speak with at least two different partners.



LEARNER WORKBOOK – PAGE 31

Suggestions for Adaptations

- » Consider discussing the differences between experiences, skills and strengths and brainstorming examples of each.
- » Consider brainstorming “I have...” and “I can...” statements on the board prior to writing the example conversation on the board.
- » Consider having learners ask a single question and a single response instead of having a longer conversation.

MATERIALS

- » [In the Interview – Audio Conversation 1](#)
- » [Module One – Introduction Unit – Activity Task Photos](#)

Evaluation: Instructions

In this evaluation, learners will independently score themselves on a rubric.

Do the following to prepare and support the evaluation:

1. Review the conditions of the activity on the rubric. Learners are to check each condition that they met.
2. Read through each outcome and ask learners to reflect on their performance and circle the appropriate statement.
3. Ask learners to total their score for the activity.
4. Ask learners to think about their performance overall. What was easy? What was difficult? Ensure learners are specific in the comments they record on the rubric. Instruct them to mention their successes as well as what needs improvement. They will return to this rubric during the unit review.

MODULE ONE – UNIT ONE – IN THE INTERVIEW

EVALUATION

Use the following rubric to record your performance in this activity.

- » Read the descriptions for each outcome and score yourself accordingly. Circle the description that best matches your performance.
- » Write comments about your performance. What was easy? What was difficult?

| Audio Conversation 1 – Performance Activity | | | |
|--|---|--|---|
| Read the conditions of this activity below. | | | |
| <input type="checkbox"/> Before listening I wrote down past experiences. <input type="checkbox"/> I referred to my experiences in the conversation. <input type="checkbox"/> I used language examples. <input type="checkbox"/> I spoke with at least two different partners. | | | |
| Look at each of the outcomes below. Score your performance of each outcome in this activity. | | | |
| Outcomes | Score = 0 | Score = 1 | Score = 2 |
| Ask and respond to follow up questions | I had difficulty asking and responding to follow up questions. | I asked and responded to follow up questions some of the time. | I asked and responded to follow up questions most or all of the time. |
| Showcase personal strengths, skills, and past experiences | I had difficulty showcasing personal strengths, skills, and past experiences. | I showcased personal strengths, skills, and past experiences some of the time. | I showcased personal strengths, skills, and past experiences most or all of the time. |
| Use appropriate language to showcase personal strengths, skills, and past experiences | I had difficulty using appropriate language to showcase personal strengths, skills, and past experiences. | I used appropriate language to showcase personal strengths, skills, and past experiences some of the time. | I used appropriate language to showcase personal strengths, skills, and past experiences most or all of the time. |
| Comments: | | | Score: |

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In the Interview – Audio Conversation 2

Audio Summary

In this conversation, Anna is speaking with a Hiring Manager in an interview. The Hiring Manager is polite, but also informal. The interview is short because the Hiring Manager is busy. Anna speaks about her experiences and skills. The interview ends positively.

The audio is three minutes and twenty-five seconds long.

Listening Exercise: Instructions

In this exercise, learners will listen to an audio conversation between two people in the food services industry. Learners will complete the exercise described in their workbook.

Do the following to prepare and support the exercise:

1. Read the focus questions with learners to guide their listening before playing audio conversation 2.
2. Ask learners to fill in the blanks while listening to the conversation. They should also underline any words or phrases that they have questions about.
3. Tell learners to record their answers to the focus questions after listening.
4. Discuss the focus questions as a class.
5. Instruct learners to independently answer the language questions.

Suggestions for Adaptations

- » Consider chunking the audio on first and/or second listening to capture and discuss unfamiliar vocabulary, rephrase content or summarize.

The screenshot shows a page from a learner workbook. At the top, it says 'MODULE ONE – UNIT ONE – IN THE INTERVIEW'. Below that is the title 'In the Interview – Audio Conversation 2'. There is a small audio icon and a button that says 'LISTEN TO THE AUDIO CONVERSATION'. Below this is a summary of the conversation: 'In this conversation, Anna is speaking with a Hiring Manager in an interview. The Hiring Manager is polite, but also informal. The interview is short because the Hiring Manager is busy. Anna speaks about her experiences and skills. The interview ends positively.' There is a 'Listening Exercise' section with instructions: 'In this listening exercise you will: > Listen for details > Identify types of language functions'. Below that are 'FOCUS QUESTIONS': 1. 'What experiences does Anna talk about in the interview?' and 2. 'When Anna talks about working on her farm, what is one skill that she mentions?'. There are blank lines for answers. At the bottom, it says 'Here to Help: Workplace communication skills for food services' and 'globalaccess.bowvalleycollege.ca | © Bow Valley College, 2018 Page 33'.

LEARNER WORKBOOK – PAGE 33

MODULE ONE – INTERVIEWING AND ONBOARDING – UNIT ONE – IN THE INTERVIEW

MATERIALS

» [In the Interview – Audio Conversation 2](#)

GLOSSARY VOCABULARY

Application

Duty

Efficient

Log

Lunch rush

Paperwork

Short-staffed

Track

CONVERSATION TRANSCRIPT: MISSING WORDS

- nice to meet you as well
- what type of jobs?
- This might not sound like much
- I'm used to filling in forms while I work
- sorry to cut this short

LANGUAGE QUESTIONS: ANSWERS

- d
- e
- b
- c
- a

MODULE ONE – UNIT ONE – IN THE INTERVIEW

3. Why does the Hiring Manager stop the interview?

CONVERSATION TRANSCRIPT

Hiring Manager: Hi, Welcome. Nice to meet you.
Anna: Thank you _____ (a), sir.
Hiring Manager: Come in, sit down. Sorry to be late, I've been running around all day. We've had two broken dishwasher machines this morning, so I've been trying to take care of that. Everything seems to happen at once, doesn't it?
Anna: I guess so much can happen at once in the restaurant business?
Hiring Manager: It sure can, and we don't stop to worry about it. I don't want to keep you long, and will have to get back out there for the lunch rush soon. Anyway, let's get to the interview.
Anna: Yes, uh, sure.
Hiring Manager: Looking at your resume you sent me, you haven't been in Canada very long. Is that right?
Anna: Yes, just a few months. Since that time I've been studying at the college and working a few odd jobs around my neighbourhood.
Hiring Manager: Hm, uh, _____ (b)?
Anna: Mostly handyman type jobs, fixing things, and painting. They usually last from a few days to a week. Now I'm looking for a more permanent job because my classes will end next month, and I'll have an open schedule.
Hiring Manager: Okay, handyman work is good. The position we're looking to fill often requires lifting heavy boxes though, and things like sewing and cleaning.
Anna: Well, I'm used to physical labor. Back home I worked for years on our family farm. The work was often heavy lifting and digging.
Hiring Manager: Oh, ok. I can imagine that would be difficult work. I didn't see the work listed on your application though. Can you tell me more about what you did there?
Anna: Sure. By the time my younger brother took over most of the duties, I was managing the farm _____ (c), but actually it really takes a lot of organization to track the livestock, like when they're fed, their health, and different habits. The paperwork was more than you would think, but it also helped us stay efficient.
Hiring Manager: Interesting. That actually fits in well with our kitchen. A lot of people when they first start here are surprised how many forms and paperwork we use for tracking.

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LEARNER WORKBOOK – PAGE 34

MODULE ONE – UNIT ONE – IN THE INTERVIEW

Hiring Manager: food safety and temperature. And of course, there are the cleaning logs. Without them, who knows when stuff would get cleaned.
Anna: That makes sense to me. _____ (d). I think I'd be able to pick up that part of the job easily.
Hiring Manager: Maybe we'll be able to find you a kitchen role, and see how you can work with that. Did you say that your schedule is open?
Anna: Yes it is. Well, except for Mondays. I have a prior commitment every second Monday.
Hiring Manager: OK, that's good. We need kitchen help on weekends and weekdays, usually starting from early afternoon into the evenings. Are you available then?
Anna: Sorry, did you mean weekends or evenings?
Hiring Manager: Both actually, but I want to make sure that you're available weekends especially. Many people don't want to work Saturdays or Sundays.
Anna: Yes, I can work both days. I live close, as well, it's just a short drive.
Hiring Manager: Great. That's great. Look, _____ (e), but I really need to get back to the kitchen, we're short-staffed today. Why don't you give me a few days to look at the schedule and see about training, and if it seems to work, I'll get back to you and we can arrange something.
Anna: Oh, no problem. Can I expect to hear from you within a week, then?
Hiring Manager: Yes, that sounds about right.
Anna: Thanks again, it was nice meeting you.
Hiring Manager: You too, thanks for coming in. Bye.
Anna: Have a nice day.

Score /5

LANGUAGE QUESTIONS

- In which fill in the blank answer does Anna showcase one of her strengths? _____
- Which fill in the blank answer is a form of leave taking? _____
- In which fill in the blank answer does the Hiring Manager ask a follow-up question? _____
- In which fill in the blank answer does Anna use softening language before talking about her experience? _____
- Which fill in the blank answer is a greeting? _____

Score /5

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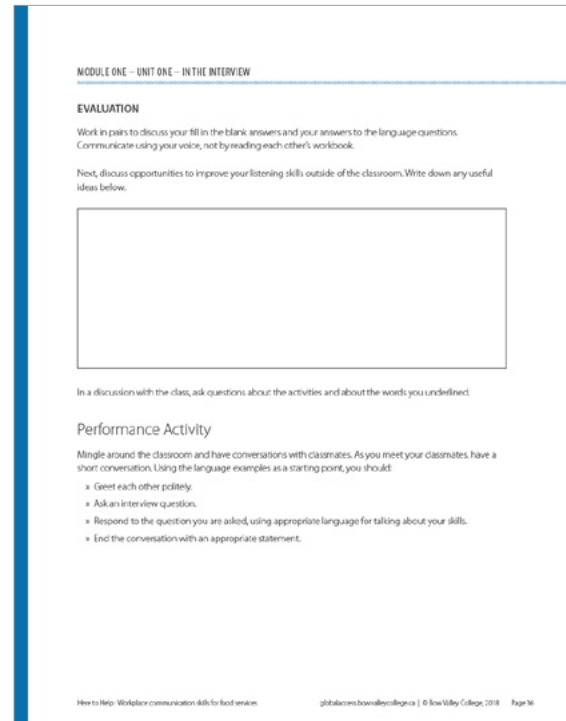
LEARNER WORKBOOK – PAGE 35

Evaluation: Instructions

In this evaluation, learners will work with a partner to check their answers and brainstorm opportunities to improve their listening skills outside of the classroom.

Do the following to prepare and support the evaluation:

1. Ask learners to find a partner. Learners should compare and discuss their fill in the blank answers and their answers to the language questions. They should communicate using their voice, not by reading each other's workbook.
2. Have learners listen again while they check their work after the pair work is complete.
3. Answer any questions they have about the fill in blank answers and the language questions and share the answers.
4. Instruct learners to record their scores out of five for each activity in the spaces provided.
5. Next, learners should brainstorm ideas of how they can find opportunities to improve their listening skills outside of the classroom. They should record at least one idea in the space provided in their workbooks as they will return to this page during the unit review.



LEARNER WORKBOOK – PAGE 36

Suggestions for Adaptations

- » Consider having learners read the completed transcript aloud in pairs to practice pronunciation and support comprehension of new vocabulary.

Performance Activity: Instructions

In this activity, learners will mingle around the classroom and have short conversations with each other to practice greetings and leave taking statements. They will also ask and answer interview questions, using appropriate language to talk about their strengths, skills, and past experiences. Learners will complete the activity described in their workbook.

Do the following to prepare and support the activity:

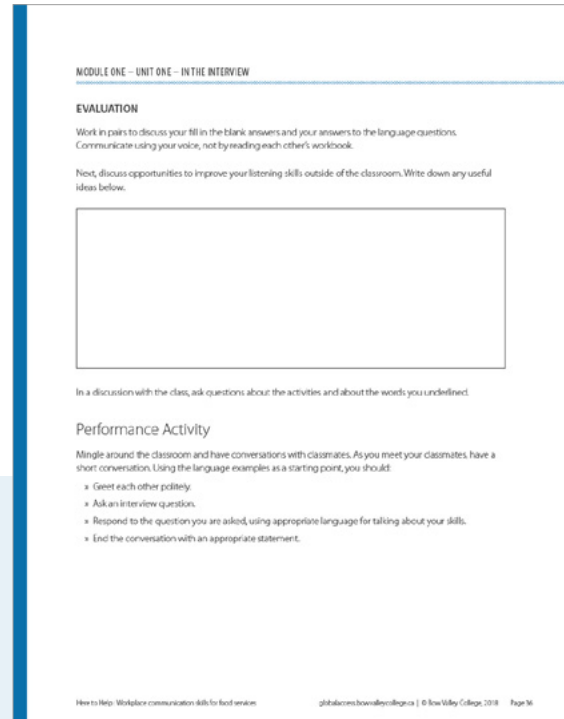
1. Lead the following workplace culture discussion with the class:

Workplace Culture Discussion

In Canadian workplace culture it is expected that people talk about themselves in a job interview. They will need to showcase the skills they have, and talk specifically about attributes that make them a good person to hire. This might be different from their own culture and from their past experiences.

Lead a class discussion about the need to talk about yourself in a job interview to showcase skills

- » Ask learners:
 - » Are you expected to talk about yourself and “showcase” your skills at a job interview in your own culture?
 - » Do you feel comfortable telling someone about what you are good at?
 - » Have you had a job interview in Canada? Did you talk about yourself and your skills? Was it easy to do?
 - » Review the language examples from audio conversation 1.
 - » Point out the softening language used by Anna in audio conversation 2.
 - » Answer any questions.



MODULE ONE – INTERVIEWING AND ONBOARDING – UNIT ONE – IN THE INTERVIEW

2. Review the greetings and leave taking phrases in audio conversation 1, audio conversation 2, and in the language examples.
3. Point out the difference in formality between the examples. In audio 1, the friends are casual. In audio 2, even though the hiring manager is casual, Anna remains more formal.
4. Instruct learners to mingle throughout the classroom. As they meet each other they should greet each other politely.
5. Direct one learner to ask the other an interview question.
6. Direct the other to respond to the question they are asked, using appropriate language for talking about their skills when applicable.
7. Instruct the learners to each end the conversation with an appropriate statement. Learners should alternate between asking and responding to questions and speak with at least five partners.

Suggestions for Adaptations

- » Consider preparing an example conversation and invite learner volunteers to read aloud as the class follows along.
- » Consider modelling the conversation with a learner volunteer.
- » Consider brainstorming who, what, where, when and why interview questions before learners undertake this activity. What questions have they been asked in interviews?

MATERIALS

- » [In the Interview – Audio Conversation 1](#)
- » [In the Interview – Audio Conversation 2](#)

Evaluation: Instructions

In this evaluation, learners will independently score themselves on a rubric.

Do the following to prepare and support the evaluation:

1. Review the conditions of the activity on the rubric. Learners are to check each condition that they met.
2. Read through each outcome and ask learners to reflect on their performance and circle the appropriate statement.
3. Ask learners to total their score for the activity.
4. Ask learners to think about their performance overall. What was easy? What was difficult? Ensure learners are specific in the comments they record on the rubric. Instruct them to mention their successes as well as what needs improvement. They will return to this rubric during the unit review.

MODULE ONE – UNIT ONE – IN THE INTERVIEW

EVALUATION

Use the following rubric to record your performance in this activity:

- > Read the descriptions for each outcome and give yourself a score. Circle the description that best matches your performance.
- > Write comments about your performance. What was easy? What was difficult?

Audio Conversation 2 - Performance Activity

Read the conditions of this activity below:

- I used language examples.
- I spoke with at least five different partners.

Look at each of the outcomes below. Score your performance of each outcome in this activity.

| Outcome | Score = 0 | Score = 1 | Score = 2 |
|---|---|--|---|
| Use greeting and leave-taking language | I had difficulty using greeting and leave-taking language. | I used greeting and leave-taking language some of the time. | I used greeting and leave-taking language most or all of the time. |
| Use appropriate language to showcase personal strengths, skills, and past experiences | I had difficulty using appropriate language to showcase personal strengths, skills, and past experiences. | I used appropriate language to showcase personal strengths, skills, and past experiences some of the time. | I used appropriate language to showcase personal strengths, skills, and past experiences most or all of the time. |

Comments: _____

Score: _____

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Industry Insider

Audio Summary

In this audio clip, the Industry Insider gives five key pieces of interview advice to newcomers to the food services industry: research the establishment; arrive early; prepare to be interviewed in a range of conditions and settings; copy body language and show your personality.

This audio is one minute and fifteen seconds long.

Industry Insider: Instructions

Do the following to prepare and support the discussion:

1. Discuss the job title of the Industry Insider and the type of establishment where the insider works. Give examples of similar establishments in the local community.
2. Listen to the audio.
3. Ask learners:
 - » What advice did the insider give that you can use right away?
 - » What did the insider say that was the same as what you already know?
 - » What did the insider say that was new or different from what you already know?
4. Discuss any unfamiliar vocabulary.

MODULE ONE – UNIT ONE – IN THE INTERVIEW

INDUSTRY INSIDER

ADVICE FOR JOB INTERVIEWS

There is some general advice to give to all newcomers to the industry about interviews. First, do a little research about the place. Look at the establishment's website and read their menu. They ask some relevant questions to show your interest.

Second, be early for the interview. This shows that you are considerate and reliable. Allow extra time so you don't need to rush. Give yourself some time to relax and focus before you start talking.

Third, be prepared for any type of interview setting. You could be interviewed in an office, in the kitchen, or in the seating area. Once I was interviewed at a table surrounded by customers during operating hours.

Fourth, it's important that you are professional at all times, but don't overdo it. Pay attention to how formal your interviewer is. Pay attention to their body language, and copy them. Let them guide the tone of the interview.

Finally, and it might sound cliché, but try to be yourself and show the interviewer your personality. Believe it or not, one of the most important questions I ask myself during an interview is, "Can I imagine working with this person?" To me, this is more important than your experience or even your language ability.

Listen online at: bit.ly/UTL_11_INSIDER

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LEARNER WORKBOOK – PAGE 39

Suggestions for Adaptations

- » Consider chunking the audio on first and/or second listening to capture and discuss unfamiliar vocabulary, rephrase content, or summarize.

MATERIALS

» [Industry Insider: Advice for Job Interviews](#)

GLOSSARY VOCABULARY

Ability

Catering

Establishment

Formal

Overdo

Relevant

Reliable

Setting

Tone

Unit Review

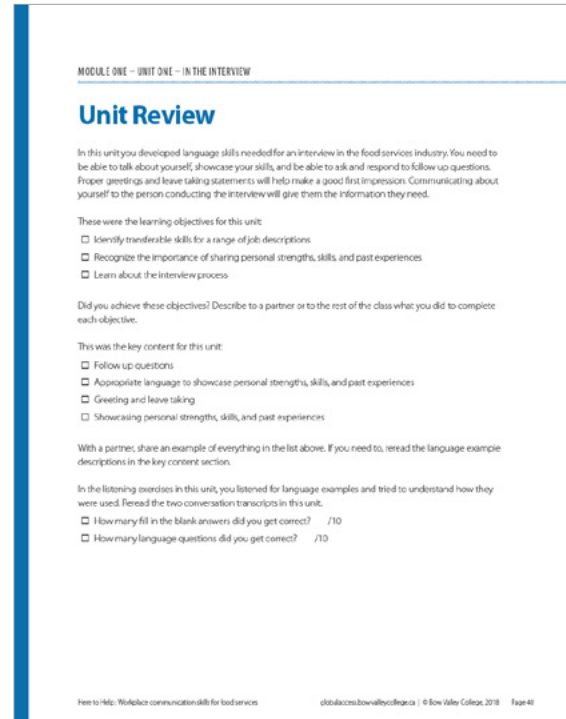
This review details the module content that was introduced in the unit. Learners will have an opportunity to record additional vocabulary that they have learned about the theme of Interviewing and Onboarding and reflect on new knowledge and skills.

The review concludes with a preview of the content in the next unit.

Unit Review: Instructions

Do the following to prepare and support the review:

1. Explain to learners the purpose of a unit review.
2. Read the review introduction as a class and review the learning objectives.
3. Ask learners to reflect on their learning. Did they achieve the learning objectives? Ask them to explain to a partner what they did to achieve the objectives.
4. Review the key content for the unit.
5. Ask learners to share an example of each content item in the list while working with a partner.
6. Direct learners back to the conversation transcripts in the unit. Ask them to reread the transcript and review their scores. Learners should record their listening scores out of ten in the space provided.
7. Repeat with both sets of language questions.
8. Ask learners to review the ideas they recorded in their listening evaluations. From these ideas, learners should select at least one and rephrase the idea as a language learning goal and record it in the space provided in their workbooks.
9. Repeat with the comments recorded in the performance activity rubrics.
10. Answer any questions about the unit as a whole.
11. Preview the next unit.



LEARNER WORKBOOK – PAGE 40

Summary, Objectives, and Outcomes: Industry Information

Starting a new job is an exciting experience. Learners will need to be ready to handle a lot of new information and ask the right questions to clarify any confusion. Learners will need to know where to access information that will help them complete their daily activities. They will also need to know where to find information that they might need less frequently.

Training is handled differently at each establishment, so being able to paraphrase information and make requests will make the onboarding process go smoothly. Learners will be expected to communicate any relevant information that impacts their work and will need to have a sense of how much personal information is culturally accepted for any given situation.

MODULE ONE – UNIT TWO – ONBOARDING

Summary, Objectives, and Outcomes

Starting a new job is an exciting experience. You will need to learn a lot of new information and ask the right questions when you are confused. You will need to know where to access information that will help you complete your daily activities. You will also need to know where to find information that you might need less frequently.

Training is handled differently at each establishment. Paraphrasing information and making requests will help you with the onboarding process. You will be expected to communicate personal information that affects your work. You will also need to understand how much personal information is culturally acceptable in different situations.

The reflection unit at the end of this module provides language examples that you can use as a reference sheet. Add to these examples with language you encounter in class and in daily life.

The learning objectives for this unit are:

- Learn about policies and manuals you will see when starting a new job
- Recognize personal responsibility for sharing information
- Learn about training when starting a new job

The unit is structured as follows:

| Module One: Unit Two - Onboarding | |
|---|---|
| Section | Outcomes and Purpose |
| Summary, Objectives, and Outcomes | Preview unit |
| Audio Conversation 1 - Listening Exercise | <ul style="list-style-type: none"> Listen for details Recognize types of language functions |
| Audio Conversation 1 - Performance Activity | Ask clarifying questions |
| Audio Conversation 2 - Listening Exercise | <ul style="list-style-type: none"> Listen for details Recognize types of language functions |
| Audio Conversation 2 - Performance Activity | <ul style="list-style-type: none"> Use and recognize softening language to make requests Paraphrase and repeat back information Communicate personal information |

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LEARNER WORKBOOK – PAGE 43

Onboarding – Audio Conversation 1

Audio Summary

In this conversation, Anna is speaking with the Hiring Manager on her first day at work. The Hiring Manager gives Anna an employee manual and talks about training procedures. The Hiring Manager tells Anna to be self-responsible and give the right information to the right people.

The audio is two minutes and forty-two seconds long.

Listening Exercise: Instructions

In this exercise, learners will listen to an audio conversation between two people in the food services industry. Learners will complete the exercise described in their workbook.

Do the following to prepare and support the exercise:

1. Read the focus questions with learners to guide their listening before playing audio conversation 1.
2. Ask learners to fill in the blanks while listening to the conversation. They should also underline any words or phrases that they have questions about.
3. Direct learners to record their answers to the focus questions after listening.
4. Discuss the focus questions as a class.
5. Instruct learners to independently answer the language questions.

MODULE ONE – UNIT TWO – ONBOARDING

Onboarding – Audio Conversation 1

In this conversation, Anna is speaking with the Hiring Manager on her first day at work. The Hiring Manager gives Anna an employee manual and talks about training procedures. The Hiring Manager tells Anna to be self-responsible and give the right information to the right people.

[LISTEN TO THE AUDIO CONVERSATION](#)

Listen online at: <http://n3.c3i.ac1>

Listening Exercise

In this listening exercise you will

- » Listen for details
- » Identify types of language functions

To prepare for this exercise, read the focus questions. Then, as you listen, read along in the conversation transcript and fill in the blanks as best as you can. Underline any words or phrases that you would like to ask a question about.

After you listen, revisit the focus questions and write down your answers. Then, answer the language questions.

FOCUS QUESTIONS

1. What three items does the Hiring Manager either give to Anna or show her?

2. What information does the Hiring Manager need to know as soon as possible?

3. What does the Hiring Manager explain is involved in 'shadowing'?

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LEARNER WORKBOOK – PAGE 45

Suggestions for Adaptations

- » Consider chunking the audio on first and/or second listening to capture and discuss unfamiliar vocabulary, rephrase content or summarize.

MODULE ONE – INTERVIEWING AND ONBOARDING – UNIT TWO – ONBOARDING

MATERIALS

» [Onboarding – Audio Conversation 1](#)

GLOSSARY VOCABULARY

| | |
|----------------|------------|
| Accommodate | Notice |
| Administration | Policy |
| Co-worker | Procedure |
| Hire | Section |
| Legal | Shadow |
| Log | Supervisor |
| Manual | |

CONVERSATION TRANSCRIPT: MISSING WORDS

- But, what is shadowing?
- please read this on your own time when you get a chance.
- Is it okay if I do that over the next week?
- if I don't understand anything, I'll ask you.
- I'll make sure to refer any food questions to a chef.

LANGUAGE QUESTIONS: ANSWERS

- a
- c
- e
- b
- d

MODULE ONE – UNIT TWO – ONBOARDING

CONVERSATION TRANSCRIPT

Hiring Manager: Hi, nice to see you again.
Anna: Nice to see you, too. Thanks very much for hiring me. I'm looking forward to working here.

Hiring Manager: Great. Well, as I mentioned on the phone, we can deal with some of the administration stuff tomorrow. Today, I'll spend about an hour with you going over a few of our procedures. Then I'll introduce you to one of our supervisors, and then after that, I'll pair you with one of your co-workers to shadow them. Sound good?
Anna: Yes, _____ is it?

Hiring Manager: Shadowing is basically just learning from one of your co-workers. You'll stay with one person throughout the day and start doing some basic tasks with them. They'll explain some of their tasks to you, and you can ask them questions as you go.
Anna: Okay, I get it now.

Hiring Manager: Good. Anyway, here, this is your employee manual. This outlines some of our policies and other important information. Most of it is very basic, common sense information, but I'll ask you to _____ it. This way I know that you've seen and understand it. This is important.
Anna: Okay, _____ is it?
Hiring Manager: Yes, sure. Let me know if you have any questions, as well.
Anna: Okay, _____ is it?

Hiring Manager: The most important section in there is about absences. We're pretty lenient about calling in sick. We don't want you here if you're sick, but we just need to know as soon as possible.
Anna: That's understandable. What about other appointments or time-off?
Hiring Manager: I can usually accommodate that as well, but we need to know as early as possible. Just give me as much advance notice as you can, and it'll likely be okay. It's all in the manual there.
Anna: Okay, I'll read the absences section carefully.

Hiring Manager: Now, this here is our ingredients binder. We always keep it in this cupboard. For now, though, if a customer happens to ask you about any ingredients, I'd prefer if you go to one of the chefs to deal with the question, okay? The information we give our customers is important and can even have a legal impact on us if we're incorrect.
Anna: Okay, I understand, _____ is it?
Hiring Manager: Thanks for understanding. Now these are our temperature logs. You'll need to become familiar with these.
Anna: Okay, will I be using these right away?
Hiring Manager: You will. I'll ask the chef to get you to take some food temperatures for them. Every time you take a temperature you'll need to record it on a sheet like this. It looks complicated, but it's actually very straightforward. Here, let's look at a filled-in one. This column is where you add the temperature.

Score /5

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LEARNER WORKBOOK – PAGE 46

MODULE ONE – UNIT TWO – ONBOARDING

LANGUAGE QUESTIONS

- Which fill in the blank answer is a clarifying question Anna uses to ask about a word that is new to her?

- Which fill in the blank answer is a clarifying question Anna uses to clarify what is expected of her?

- In which fill in the blank answer does Anna paraphrase and repeat back information about policies?

- In which fill in the blank answer does the Hiring Manager use softening language to make a request?

- In which fill in the blank answer does Anna paraphrase and repeat back information about customer questions?

Score /5

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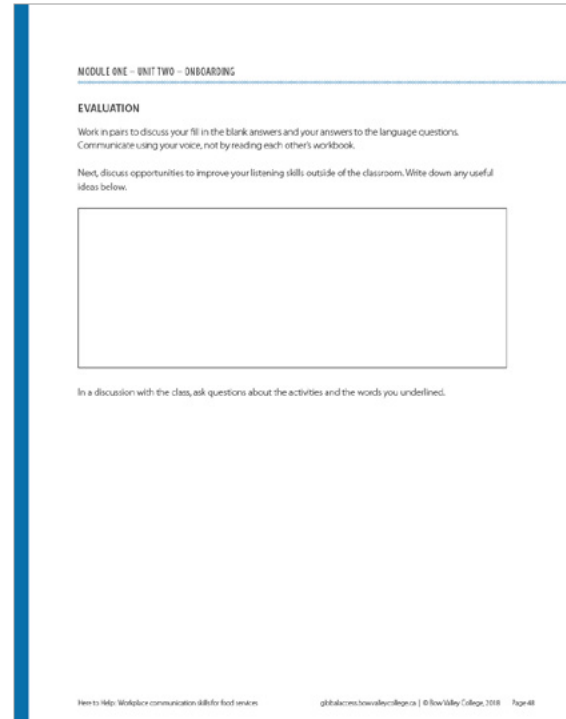
LEARNER WORKBOOK – PAGE 47

Evaluation: Instructions

In this evaluation, learners will work with a partner to check their answers and brainstorm opportunities to improve their listening skills outside of the classroom.

Do the following to prepare and support the evaluation:

1. Ask learners to find a partner. Learners should compare and discuss their fill in the blank answers and their answers to the language questions. They should communicate using their voice, not by reading each other's workbook.
2. Have learners listen again while they check their work after the pair work is complete.
3. Answer any questions they have about the fill in blank answers and the language questions and share the answers.
4. Instruct learners to record their scores out of five for each activity in the spaces provided.
5. Next, learners should brainstorm ideas of how they can find opportunities to improve their listening skills outside of the classroom. They should record at least one idea in the space provided in their workbooks as they will return to this page during the unit review.



LEARNER WORKBOOK – PAGE 48

Suggestions for Adaptations

- » Consider having learners read the completed transcript aloud in pairs to practice pronunciation and support comprehension of new vocabulary.

Performance Activity: Instructions

In this activity, learners will match the names of various types of workplace documents and information with their descriptions. They will use clarifying questions to check their answers and then create a description for one additional document that they might find in a food services workplace. Learners will complete the activity described in their workbook.

Do the following to prepare and support the activity:

1. Review the types of documents mentioned in audio conversation 1.
2. Lead a class discussion about other types of documents, information, policies, and manuals that they might encounter when they start a new job.
3. Instruct learners to complete the matching activity. They should use their best guess based on the name to match the document with the description.
4. Put learners in pairs to check each other's answers.
5. Instruct one learner to ask the other for a document on the list.
6. Have the other learner use the language examples as a starting point to respond with a clarifying question.
7. Instruct the first learner to read the answer that they think is correct. Discuss any discrepancies. Read the example in the learner workbook if needed.

MODULE ONE – UNIT TWO – ONBOARDING

Performance Activity

Complete the matching activity. Use your best guess to match the name of the document with a description.

In pairs, check each other's answers.

- » Ask your partner for a document on the list.
- » Your partner should respond with a clarifying question using the language examples.
- » Answer with information from the document description.
- » Discuss if you disagree.
- » Example:
 - Learner A: Can you get me the health and safety regulations?
 - Learner B: What do you mean by the health and safety regulations?
 - Learner A: I mean the information about how to handle and serve food and how to avoid accidents in the workplace.

LANGUAGE EXAMPLES

Clarifying questions

- What is _____?
- What do you mean by _____?
- Can you explain _____?
- I'm not sure about _____?
- How do I know...?

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LEARNER WORKBOOK – PAGE 49

MODULE ONE – UNIT TWO – ONBOARDING

ACTIVITY TASK

Document Names:

1. Performance Appraisal Form _____
2. Health and Safety Regulations _____
3. Build Card _____
4. Temperature Logs _____
5. Vacation Request Form _____
6. Food Ingredients _____
7. Incident Report _____
8. Timesheet _____
9. Employee Manual _____
10. Training Manual _____

Descriptions:

- a. Information about how to handle and serve food and avoid accidents in the workplace. The procedures in this document may be required by law.
- b. A list of all the procedures for making all of the dishes that the restaurant serves. It includes recipes and ingredients.
- c. A book or binder that outlines employer expectations. It can include descriptions of how to communicate, payment schedules, what to wear, and a code of conduct, among other information.
- d. A form that you would fill out if there is an accident or an argument.
- e. A book or binder with some of the training procedures for new employees. It can be a useful reference guide to learning new workplace tasks.
- f. A form you fill out to ask for a day off. This will help your manager organize requests and record your request in writing for future reference.
- g. A form or worksheet that records your progression. This form would be used during a performance review meeting. Employers use these forms as a way to ensure employee needs are met.
- h. A log to fill in each day as you arrive and leave work. Companies need documented record of employee hours for tax purposes.
- i. A collection of recipes that explain how to make specific dishes.
- j. Forms that are used for recording information about food.

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LEARNER WORKBOOK – PAGE 50

Suggestions for Adaptations

- » Consider talking about each document in the list prior to starting the activity. Ask learners to brainstorm the type of information they would expect to be included and share vocabulary that they think would be included.
- » Consider asking learners to think of an additional workplace document that is not included on the list. They should write a description of the information contained in the document and present their idea to the class.
- » Consider searching for examples of the different documents online to see how they are organized and the language that is used.

GLOSSARY VOCABULARY

Code of conduct

Handle

Incident

Log

Manual

Outline

Performance review

Procedure

Regulation

Report

MATERIALS

- » [Onboarding – Audio Conversation 1](#)

Evaluation: Instructions

In this evaluation, learners will independently score themselves on a rubric.

Do the following to prepare and support the evaluation:

1. Review the conditions of the activity on the rubric. Learners are to check each condition that they met.
2. Read through each outcome and ask learners to reflect on their performance and circle the appropriate statement.
3. Ask learners to total their score for the activity.
4. Ask learners to think about their performance overall. What was easy? What was difficult? Ensure learners are specific in the comments they record on the rubric. Instruct them to mention their successes as well as what needs improvement. They will return to this rubric during the unit review.

MODULE ONE – UNIT TWO – ONBOARDING

EVALUATION

Use the following rubric to record your performance in this activity.

- > Read the descriptions for each outcome and give yourself a score. Circle the description that best matches your performance.
- > Write comments about your performance. What was easy? What was difficult?

Audio Conversation 1 – Performance Activity

Read the conditions of this activity below.

- I completed the matching exercise.
- I checked my answers to the matching exercise with a partner.
- I used language examples.

Look at the outcome below. Score your performance of the outcome in this activity.

| Outcome | Score = 0 | Score = 1 | Score = 2 |
|--------------------------|---|--|---|
| Ask clarifying questions | I had difficulty asking clarifying questions. | I asked clarifying questions some of the time. | I asked clarifying questions most or all of the time. |

Comments:

Score:

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Onboarding - Audio Conversation 2

Audio Summary

In this conversation, Anna is speaking with one of her co-workers. The co-worker explains a task and shows Anna a binder with useful information. Anna is eager to learn more. Her co-worker reminds Anna to focus on her current task. Anna tells her co-worker about a scheduling concern.

This audio is two minutes and forty-eight seconds long.

Listening Exercise: Instructions

In this exercise, learners will listen to an audio conversation between two people in the food services industry. Learners will complete the exercise described in their workbook.

Do the following to prepare and support the exercise:

1. Read the focus questions with learners to guide their listening before playing audio conversation 2.
2. Ask learners to fill in the blanks while listening to the conversation. They should also underline any words or phrases that they have questions about.
3. Have learners record their answers to the focus questions after listening.
4. Discuss the focus questions as a class.
5. Instruct learners to independently answer the language questions.

Suggestions for Adaptations

- » Consider chunking the audio on first and/or second listening to capture and discuss unfamiliar vocabulary, rephrase content or summarize.

MODULE ONE – UNIT TWO – ONBOARDING

Onboarding – Audio Conversation 2

In this conversation, Anna is speaking with one of her co-workers. The co-worker explains a task and shows Anna a binder with useful information. Anna is eager to learn more. Her co-worker reminds Anna to focus on her current task. Anna tells her co-worker about a scheduling concern.

LISTEN TO THE AUDIO CONVERSATION

Listen online at [hh4/M1_U2_A2](#)

Listening Exercise

In this listening exercise you will

- » Listen for details
- » Identify types of language functions

To prepare for this exercise, read the focus questions. Then, as you listen, read along in the conversation transcript and fill in the blanks as best as you can. Underline any words or phrases that you would like to ask a question about.

After you listen, revisit the focus questions and write down your answers. Then, answer the language questions.

FOCUS QUESTIONS

1. The salad chart has two pieces of information. What are they?

2. For Anna, all of this information is new. What does her co-worker say to make her feel comfortable?

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LEARNER WORKBOOK – PAGE 52

MODULE ONE – INTERVIEWING AND ONBOARDING – UNIT TWO – ONBOARDING

MATERIALS

» [Onboarding – Audio Conversation 2](#)

GLOSSARY VOCABULARY

Prepare
Shadow

CONVERSATION TRANSCRIPT: MISSING WORDS

- so it's ongoing?
- prepare the lettuce first.
- how do I know which salads go with which entrées?
- Is that okay?
- My son is off school and has a medical appointment.

LANGUAGE QUESTIONS: ANSWERS

- b
- c
- d
- e
- a

MODULE ONE – UNIT TWO – ONBOARDING

3. What schedule information does Anna's co-worker want to know?

CONVERSATION TRANSCRIPT

Co-Worker: I went there last week. It's a good spot. I'm sure you'll like it. Anyway, enough chat, let's get started before we get too behind.

Anna: Sure. The manager asked me to shadow you for most of the day today. Thanks for helping me to get to know what's what during my first week here.

Co-Worker: No problem. You'll spend most of the day with me. I'll explain some things and give you a few jobs to do. Feel free to jump in anytime with questions.

Anna: Okay, sounds good. I'll ask if I need to. Uh, how long should I shadow you for?

Co-Worker: We'll get started with some of the easier tasks that you can pick up quickly. After that we'll just see how it goes.

Anna: Oh, okay. _____ (a)?

Co-Worker: Yes. The first thing I need to do today are the salads. We can usually get these ready beforehand because we'll need lots of them no matter what people order.

Anna: Okay.

Co-Worker: Before I get the plates ready, I prepare the lettuce. All these salads will take up a lot of counter space, so I want to take up that space for as little time as possible.

Anna: Right that makes sense. _____ (b).

Co-Worker: To know how much lettuce to use, you can look at the salad chart in this binder. It also lists the ingredients for each salad we make. You'll probably just start to remember after a few times. After that, get the salad spinner...

Anna: Oh, _____ (c)?

Co-Worker: Oh, yeah, umm... well, it's great if at all you brought that up, and it's actually pretty simple, but you'll learn that when you start to work with the menu more. For now, someone will tell you exactly how many of each salad we need each day.

Anna: Huh, yeah, okay.

Co-Worker: Let's just go slow. It's your first week, you don't have to understand everything right away. We'll just focus on one thing at a time.

Anna: Right, that makes sense. For now, salads.

Co-Worker: Yes, especially on weekends. We make a lot of salads on Friday and Saturday. Oh, that reminds me, the boss wanted me to make sure you can work the next three weekends, can you?

Anna: Yes, I can work them, I kept those days clear.

Co-Worker: Good, I'll let him know.

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LEARNER WORKBOOK – PAGE 53

MODULE ONE – UNIT TWO – ONBOARDING

Anna: Oh, but next month there are two Fridays that I wanted to take off. _____ (d)? I thought maybe I should mention it, since you're asking.

Co-Worker: Okay, that's good to know. I'll let him know later. I think he told me that you'll be available weekends though, is everything okay?

Anna: Oh, yes, usually I am. It's just these two dates. _____

Co-Worker: _____ (e). I doubt this will happen often.

Anna: Okay, great. I'll let him know anyway. So where were we?

Co-Worker: The salad spinner.

Co-Worker: Right, the salad spinner. It's over there under the counter, can you grab that? Take the lettuce to the sink and wash it first before you put it into the...

Score /5

LANGUAGE QUESTIONS

- In which fill in the blank answer does Anna repeat back information? _____
- Which fill in the blank answer is a clarifying question that the co-worker doesn't answer? _____
- In which fill in the blank answer does Anna communicate personal information with only relevant details? _____
- Which fill in the blank answer is a request made with softening language? _____
- Which fill in the blank answer is a clarifying question? _____

Score /5

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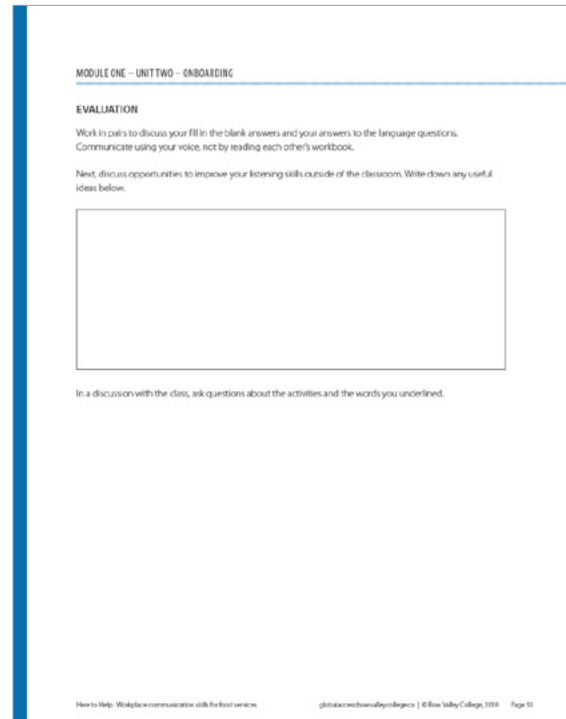
LEARNER WORKBOOK – PAGE 54

Evaluation: Instructions

In this evaluation, learners will work with a partner to check their answers and brainstorm opportunities to improve their listening skills outside of the classroom.

Do the following to prepare and support the evaluation:

1. Ask learners to find a partner. Learners should compare and discuss their fill in the blank answers and their answers to the language questions. They should communicate using their voice, not by reading each other's workbook.
2. Have learners listen again while they check their work after the pair work is complete.
3. Answer any questions they have about the fill in blank answers and the language questions and share the answers.
4. Have learners record their scores out of five for each activity in the spaces provided.
5. Next, learners should brainstorm ideas of how they can find opportunities to improve their listening skills outside of the classroom. They should record at least one idea in the space provided in their workbooks as they will return to this page during the unit review.



LEARNER WORKBOOK – PAGE 55

Suggestions for Adaptations

- » Consider having learners read the completed transcript aloud in pairs to practice pronunciation and support comprehension of new vocabulary.

Performance Activity: Instructions

In this activity, learners will have guided conversations to use softened language for making a request. They will practice repeating back information and get a sense of how much personal information to include in a request. Learners will complete the activity described in their workbook.

Do the following to prepare and support the activity:

1. Lead the following workplace culture discussion with the class:

Workplace Culture Discussion

Sharing personal information is important, especially when it comes to scheduling and asking for unexpected time off. Managers and supervisors often like to be flexible and accommodating, if they know enough information. Some learners might feel like they are overstepping a line when they share personal information with their manager. They will need to develop a sense of how much information to share, without sharing too much.

Lead a class discussion about the importance of sharing personal information with an employer, yet sharing only relevant information.

- » Ask learners:
 - » *Have you ever needed to talk about personal issues with your boss?*
 - » *What information do you share with a supervisor or a manager? When do you need to share more?*
 - » *How comfortable do you feel talking about yourself and your home life with co-workers and supervisors? Has anyone at work ever shared too much information with you?*
- » *Use Anna's statement near the end of audio conversation 2 as an example of sharing enough but not too much.*
- » *Answer any questions.*

The screenshot shows a page from a learner workbook. At the top, it says 'MODULE ONE – UNIT TWO – ONBOARDING'. Below that is the title 'Performance Activity'. The instructions read: 'Have a conversation with a classmate. Your instructor will give each of you either an employee card or a supervisor card.' There are two bullet points: 'On the employee card is a request.' and 'On the supervisor card is a restriction.' The next section says 'Have a conversation about the request on the employee card.' and lists three steps: 1. The learner with the employee card begins by making the request. Use the language examples as a starting point. 2. The learner with the supervisor card should respond by repeating back the request to confirm what the employee is asking. 3. The supervisor can respond to the request accordingly after the employee confirms or corrects. The conversation will either be a short 'yes' or 'no' exchange, or be a longer conversation where a solution needs to be negotiated. Below this, it says 'After you finish a conversation, trade cards and find a new partner.' The 'LANGUAGE EXAMPLES' section has two boxes. The first, 'Making requests', lists: 'Could you please ...', 'Can I ask a small favor?', 'I need to ... so would it be possible to ...?', '...is that ok?', and 'I'll ask you to ... (usually a polite form of giving a command)'. The second, 'Paraphrasing and repeating back information', lists: 'Just to be clear, you want to ...?', 'So, you're asking me ...?', 'Ok, I understand ...', 'I think I know what you mean, you want ...?', and 'Ok, _____, right?' At the bottom, there is a small footer: 'Here to Help: Workplace communication skills for food services' and 'globalaccess.bowvalleycollege.ca | © Bow Valley College, 2018 Page 56'.

LEARNER WORKBOOK – PAGE 56

MODULE ONE – INTERVIEWING AND ONBOARDING – UNIT TWO – ONBOARDING

2. Review the language examples for making requests.
3. Put learners in pairs and give one of them an “employee” card and the other a “supervisor” card.
 - » On the employees card is a request
 - » On the supervisor card is a restriction
4. Instruct learners to have a conversation about the request on the employee card.
 - » The learner with the employee card needs to decide what information to include in their request. They should greet the supervisor and make the request using the language examples as a starting point.
 - » The learner with the supervisor card should respond by repeating back the request to confirm what the employee is asking.
 - » After the employee confirms (or corrects), the supervisor can respond to the request accordingly. The conversation will either be a short “yes” or “no” exchange, or be a longer conversation where a solution needs to be negotiated. Learners can make up any details as needed.
5. Model the activity.
6. Direct learners to trade cards and find a new partner after completing a conversation. Learners should speak with at least two partners.

MATERIALS

- » [Module One – Unit Two – Activity Cards](#)

GLOSSARY VOCABULARY

Supervisor

Evaluation: Instructions

In this evaluation, learners will independently score themselves on a rubric.

Do the following to prepare and support the evaluation:

1. Review the conditions of the activity on the rubric. Learners are to check each condition that they met.
2. Read through each outcome and ask learners to reflect on their performance and circle the appropriate statement.
3. Ask learners to total their score for the activity.
4. Ask learners to think about their performance overall. What was easy? What was difficult? Ensure learners are specific in the comments they record on the rubric. Instruct them to mention their successes as well as what needs improvement. They will return to this rubric during the unit review.

MODULE ONE – UNIT TWO – ONBOARDING

EVALUATION

Use the following rubric to record your performance in this activity.

- » Read the descriptions for each outcome and give yourself a score. Circle the description that best matches your performance.
- » Write comments about your performance. What was easy? What was difficult?

Audio Conversation 2 - Performance Activity

Read the conditions of this activity below:

- Before having a conversation I reviewed the information on the card.
- I used language examples.
- I spoke with at least two different partners.

Look at each of the outcomes below. Score your performance of each outcome in this activity.

| Outcome | Score = 0 | Score = 1 | Score = 2 |
|---|---|---|--|
| Use and recognize softening language to make requests | I had difficulty using and recognizing softening language to make requests. | I used and recognized softening language to make requests some of the time. | I used and recognized softening language to make requests most or all of the time. |
| Paraphrase and repeat back information | I had difficulty paraphrasing and repeating back information. | I paraphrased and repeated back information some of the time. | I paraphrased and repeated back information most or all of the time. |
| Communicate personal information | I had difficulty communicating personal information. | I communicated personal information some of the time. | I communicated personal information most or all of the time. |

Comments:

Score:

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Industry Insider

Audio Summary

In this audio clip, the Industry Insider shares that onboarding looks different at every establishment. He talks about three different onboarding experiences before describing the process at his current establishment. He also shares one constant element: the expectation that new employees ask questions.

This audio is one minute and three seconds long.

Industry Insider: Instructions

Do the following to prepare and support the discussion:

1. Discuss the job title of the Industry Insider and the type of establishment where the insider works. Give examples of similar establishments in the local community.
2. Listen to the audio.
3. Ask learners:
 - » What advice did the insider give that you can use right away?
 - » What did the insider say that was the same as what you already know?
 - » What did the insider say that was new or different from what you already know?
4. Discuss any unfamiliar vocabulary.

MODULE ONE – UNIT TWO – ONBOARDING

INDUSTRY INSIDER

ONBOARDING LOOKS DIFFERENT EVERYWHERE

I've worked in a handful of restaurants and here's what I've learned: onboarding looks different everywhere.

At my first job I had an intensive one-to-one orientation session with the manager of the restaurant. At my next gig I had a two-week orientation that was split between a boardroom and the front of the house, but no customer contact until my third week there. When I started here, at this national chain, it was different again.

Here, new employees have to complete nine courses online. Then, we get together every few weeks to learn about health and safety, or the menu, the suppliers, or the history of the company. In between these sessions we work with a lead. My lead expects me to bring the information I learn online into the workplace. She also expects me to ask questions.

I'm always expected to ask questions - that's the one constant of every place that I've been trained. No matter what, your onboarding process looks like, if you don't know something, ask.

Listen online at: [bit.ly/MI_U2_RS008R](#)

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LEARNER WORKBOOK – PAGE 58

Suggestions for Adaptations

- » Consider chunking the audio on first and/or second listening to capture and discuss unfamiliar vocabulary, rephrase content, or summarize.

MATERIALS

» [Industry Insider: Onboarding Looks Different Everywhere](#)

GLOSSARY VOCABULARY

Chain

Front of the house

Gig

Lead

Onboarding

Orientation

Unit Review

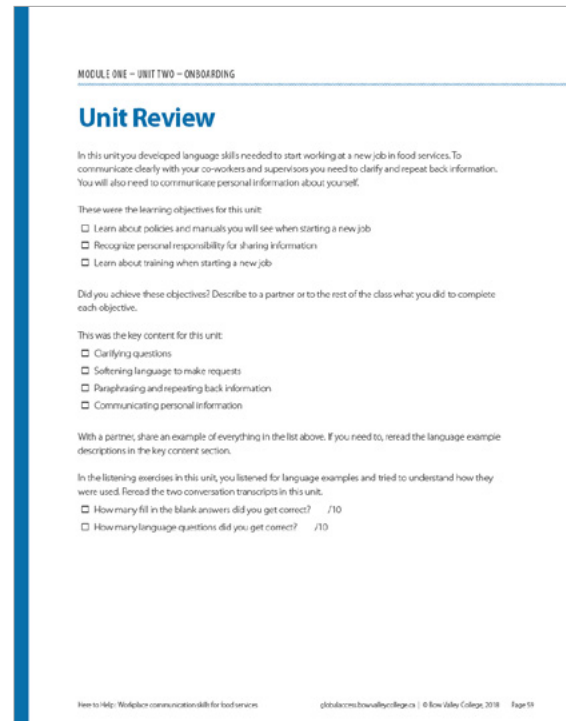
This review details the module content that was introduced in the unit. Learners will have an opportunity to record additional vocabulary that they have learned about the theme of Interviewing and Onboarding and reflect on new knowledge and skills.

The review concludes with a preview of the content in the next unit.

Unit Review: Instructions

Do the following to prepare and support the review:

1. Explain to learners the purpose of a unit review.
2. Read the review introduction as a class and review the learning objectives.
3. Ask learners to reflect on their learning. Did they achieve the learning objectives? Ask them to explain to a partner what they did to achieve the objectives.
4. Review the key content for the unit.
5. Ask learners to share an example of each content item in the list while working with a partner.
6. Direct learners back to the conversation transcripts in the unit. Ask them to reread the transcript and review their scores. Learners should record their listening scores out of ten in the space provided.
7. Repeat with both sets of language questions.
8. Ask learners to review the ideas they recorded in their listening evaluations. From these ideas, learners should select at least one and rephrase the idea as a language learning goal and record it in the space provided in their workbooks.
9. Repeat with the comments recorded in the performance activity rubrics.
10. Answer any questions about the unit as a whole.
11. Preview the next unit.



LEARNER WORKBOOK – PAGE 59

Module Reflection

Industry Insider Review: Instructions

This exercise will help learners to review the information presented in the module by the industry insiders. It will give them an opportunity to summarize information, so that it is easily accessible for later review.

Do the following to prepare and support the exercise:

1. Read through the review introduction with the class.
2. Replay or reread each Industry Insider, if needed.
3. Invite learners to share their ideas aloud before recording summaries in their notebooks.
4. Have learners complete their industry insider reviews.

The screenshot shows a page from a learner workbook. At the top, it says 'MODULE ONE - REFLECTION UNIT'. Below that is the title 'Module Reflection'. A short paragraph introduces the module's focus on workplace information for food services. The main section is 'Industry Insider Review', which asks learners to write summaries for three units. Each unit has a title, a small circular photo of an industry insider, and several lines of text for writing. The units are: 'Introduction Unit - Interviewing and Onboarding: Being reliable', 'Unit 1 - In the Interview: Advice for job interviews', and 'Unit 2 - Onboarding: Onboarding looks different everywhere'. At the bottom, there is a footer with the text 'Here to Help: Workplace communication skills for food services' and 'globalaccess.bowvalleycollege.ca | © Bow Valley College, 2018 Page 62'.

LEARNER WORKBOOK – PAGE 62

Suggestions for Adaptations

- » Consider reviewing paraphrasing and summarizing skills prior to this exercise.
- » Consider identifying the key points made by each insider as a class, evaluating the suggestions made by learners.
- » Consider drafting summaries together as a class and having learners copy reviews into their workbooks.

Reflection Questions: Instructions

In this exercise, learners should use the reflection questions to prompt connections between Anna's experiences and their own. They will also need to identify what was the most useful content in the module.

Do the following to prepare and support the exercise:

1. Read through the reflection questions with the class.
2. Refer to audio summaries and transcripts, if needed.
3. Tell learners that when they select the most helpful learning in the module, they should provide a reason explaining how this information will help them specifically in the future.
4. Have learners answer the questions in their workbooks.

MODULE ONE – REFLECTION UNIT

Reflection Questions

Reflect on the following questions. Write your answers down.

1. In this module, Anna talks to her friend about her job interview. What do you think is the most important thing she learns about preparing for an interview?

2. In her job interview, Anna successfully communicates about her skills and experience. Have you ever had a job interview in Canada? What is one thing you learned from that experience?

3. The last time you started a new job, what was the first day like? Who did you talk to the most on your first day at work?

4. Anna begins her training at her new job in this module. Was her experience the same as your expectations or different?

5. In this module what did you find most useful? Explain.

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LEARNER WORKBOOK – PAGE 63

Suggestions for Adaptations

- » Consider having learners share answers with a partner before recording their own in their workbooks.
- » Consider making connections between Anna's experiences and your own life as an example for learners. Give both workplace and personal examples to learners.

Evaluation Review: Instructions

In this exercise, learners will look back at their self-evaluations throughout the module to review the goals and comments that they recorded. They will comment on their goals and revise them as necessary.

Do the following to prepare and support the review:

1. Direct learners to the reviews for each unit in their workbooks.
2. Direct learners to read the goals that they recorded and ask themselves if they have achieved these goals.
3. Direct learners to reflect on how they achieved their goals or why they haven't achieved them yet.
4. Direct learners to comment on their goals and revise them as needed.
5. Direct learners to identify key vocabulary and language examples that they need to rehearse in preparation for their guided conversation with you.

The screenshot shows a page from a learner workbook. At the top, it says 'MODULE ONE – REFLECTION UNIT'. Below that is the title 'Evaluation Review'. The instructions read: 'Review the language goals that you created in each of the unit reviews. Reflect on your goal progress. Use the space below to rewrite, revise, and comment on the goals you have set.' There is a large empty rectangular box labeled 'Language Goals'. Below this box, it says: 'Your instructor will have a one-to-one evaluation with you. They will guide you through a conversation, and then give you feedback.' Another instruction follows: 'Review the comments that you have made throughout this module in the evaluations and in the unit reviews. In the space below, write any language examples and key vocabulary that you want to practice for your conversation with your instructor.' There is another large empty rectangular box labeled 'Notes for One-to-One Evaluation'. At the bottom of the page, there is a footer with the text: 'Here to Help: Workplace communication skills for food services | globalaccess.bowvalleycollege.ca | © Bow Valley College, 2018 | Page 64'.

LEARNER WORKBOOK – PAGE 64

Suggestions for Adaptations

- » Consider modelling the reflection by conducting a think aloud for learners as you turn to the relevant pages of the workbook.
- » Consider modelling how to comment on an achieved goal with, "I have" or "I can" statements.
- » Consider modelling how to revise a goal to make it more specific or achievable.

Guided Conversation: Instructions

In this guided conversation, learners will have the opportunity to demonstrate the skills they have been learning, and receive feedback from you about their strengths and opportunities for development.

Do the following to prepare and support the guided conversation:

1. Direct learners' attention to the outcomes for the module.
2. Read through the conversation setting that appears in the learner workbook.
3. Ask learners, in small groups, to discuss potential questions that they could be asked in this situation and the language examples and vocabulary they would need to answer these questions.
4. Ask learners, in pairs, to practice the conversation, taking turns to be the instructor and the learner.
5. Sit with each learner individually and work through the following conversation outline:

The screenshot shows a page from a learner workbook titled 'MODULE ONE – REFLECTION UNIT'. It contains a 'Conversation setting' section where the learner is role-playing as a manager at a restaurant. Below this is a 'Language Examples' section with four categories of phrases: 'Asking others about their experiences', 'Language for showcasing personal strengths, skills, and past experience', 'Interview questions that you might hear at a job interview', and 'Greetings'. Each category lists several example sentences.

LEARNER WORKBOOK – PAGE 65

Conversation Outline

Greet the learner and ask them to sit down.

- » *The learner should use a formal greeting.*

Ask a few simple, information questions to let the learner relax. Ask follow up questions when appropriate.

Examples:

- » *What's your name?*
- » *How long have you lived in Canada?*
- » *How did you get here today?*
- » *How long is the bus ride? Or, How long have you been driving?*

MODULE ONE – INTERVIEWING AND ONBOARDING – REFLECTION UNIT

Tell the learner that you are looking for some kitchen help for some shifts during the week, or maybe on the weekend.

- » *Pause to allow them to ask a clarification question. If not, ask them if they are interested in this type of work, and if they are available during these times. Pause again and wait for clarification questions.*

Ask the learner to tell you a little bit about their work experiences and skills.

- » *Listen for their ability to talk about themselves and use language to describe their skills. Ask follow up questions as necessary.*

Tell learners more about the job – that they will be expected to help out in the kitchen as necessary, putting away deliveries, cleaning equipment, and eventually they will start learning some of the prep cook work and simple customer service. Ask learners if they understand.

- » *Listen for learners to repeat back and paraphrase the information.*

Let the learner know that you will consider their resume, and that you will call them before 2pm on Monday of next week. Ask if they got that information?

- » *Listen for learners to repeat back the information.*

Use a polite greeting to end the conversation.

- » *The learner should also end the conversation with a polite leave taking statement*

6. Use the instructor evaluation rubric to score the guided conversation. Provide comments as needed.

MATERIALS

- » [Module One – Instructor Evaluation Rubric](#)

Language Examples: Instructions

In this exercise, learners will add to the language examples from the module. Learners will record additional examples in their workbooks.

Do the following to prepare and support the exercise:

1. Read through each set of language examples.
2. Invite learners to share other examples they have collected in the classroom, community or the workplace.
3. Discuss any unfamiliar vocabulary.
4. Suggest that learners keep these pages with them throughout their day and at their workplace to help build their fluency.

The screenshot shows a page from a learner workbook. At the top, it says 'MODULE ONE – REFLECTION UNIT'. Below that is a 'Conversation setting' box: 'Your instructor is a manager of a restaurant in your neighborhood. You have just dropped in to see if they are hiring for a part-time job. The manager looks over your resume and asks you to sit down for an informal job interview.' A note below says: 'In your conversation, you need to use the specific language skills from this module. Review the outcomes at the start of each unit. Use them in the conversation with your instructor.' The main section is 'Language Examples', with a sub-note: 'You were introduced to the following language examples in this module. Can you add any additional language examples from class discussion or from your daily life?' There are four boxes of examples: 1. 'Asking others about their experiences' with questions like 'What are some of your past experiences?' and 'That's interesting, tell me more.' 2. 'Language for showcasing personal strengths, skills, and past experience' with phrases like 'Some of my skills are...', 'I'm good at...', 'I'm used to...', 'This might not sound like much...', 'I learned how to...', and 'One of my best skills is...'. 3. 'Interview questions that you might hear at a job interview' with questions like 'How long have you been in Canada?', 'Where have you worked before?', 'What are some of your skills?', 'Can you briefly tell me about yourself?', and 'When can you start working?'. 4. 'Greetings' with phrases like 'Hi, nice to meet you.', 'Hello, how are you today?', 'Hi, thanks for meeting with me today.', 'Hello, my name is ...', and 'Hello, I'm ..., nice to meet you.' At the bottom, it says 'Here to Help: Workplace communication skills for food services' and 'globalaccess.bowvalleycollege.ca | © Bow Valley College, 2018 Page 65'.

MODULE TWO

Resource Instructional Support

Summary, Objectives, and Outcomes: Industry Information

The activities and resources in this module assist newcomers to Alberta to develop their understanding of the structure and urgency of food services establishments and the communication skills necessary for industry workplace settings.

Newcomers to industry, who are developing their English language proficiency, may face a learning curve with regards to the rapid and succinct communication of food services settings. Additionally, learners may benefit from an understanding of how relationships and trust are built in these quick-fire workplaces.

Every food services setting has its own unique language, but there are expectations for communication that learners could encounter in any Canadian workplace. Key to the smooth functioning of an operation is the assumption that instructions are understood when they are given and, if they are not, that clarification is immediately sought to ensure that the team stays on track.

Self-responsibility is a key message of this module. Learners will develop their awareness of opportunities to build language skills in the workplace, as well as their understanding of workplace hierarchies and roles and responsibilities. They will also learn to distinguish between problems that require immediate attention and those that can wait and should be noted for discussion later.

Learners will also develop their understanding of both front of house and back of house food services settings. Learners will have opportunities to rehearse communication skills and language that is customer facing and workplace appropriate.

MODULE TWO – INTRODUCTION UNIT

Summary, Objectives, and Outcomes

This module will help you understand the operation of food services workplaces in Alberta and develop the necessary communication skills for these types of environments. The activities and resources will also prepare you for your training when you start work.

In this module you will develop the knowledge and language to help you:

- understand the roles and responsibilities of co-workers;
- communicate with urgency; and
- build relationships and trust with your co-workers.

The Knowing your Environment module is structured as follows:

| Unit | Theme | Objectives |
|-------------------|----------------------------------|---|
| Introduction Unit | Knowing your Environment | <ul style="list-style-type: none"> Introduction to the theme, concepts, and vocabulary |
| Unit 1 | Workplace Structure | <ul style="list-style-type: none"> Develop awareness of the roles and responsibilities in food services workplaces Distinguish between concerns that require immediate responses and concerns that can wait Recognize the obligation to address or report workplace problems |
| Unit 2 | Communicating with Urgency | <ul style="list-style-type: none"> Develop strategies to communicate in urgent settings Learn about decision-making in urgent settings Recognize the importance of interrupting appropriately Recognize the need to complete ongoing daily tasks during down times |
| Unit 3 | Building Relationships and Trust | <ul style="list-style-type: none"> Recognize the team atmosphere involved in a food services workplace Recognize the importance of active listening for building trust Become aware of the opportunities to observe and build language skills in a fast-paced environment |
| Reflection Unit | Knowing your Environment | <ul style="list-style-type: none"> Reflect on the skills and language in the module |

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LEARNER WORKBOOK – PAGE 69

MODULE TWO – KNOWING YOUR ENVIRONMENT – INTRODUCTION UNIT

Learners will practice the communication skills necessary for urgent work environments. They may find communication norms in the food service industry to be in contrast with their own cultural background, or previous work experience in or outside of Canada. Developing an understanding of how to interrupt appropriately and make small talk will have positive impacts for learners either looking for entry level food service positions, or those already working in industry.

Completion of the activities in this module will enable learners to act and respond in a timely, accurate, and effective manner in the workplace.

Industry Knowledge Exercise: Instructions

This exercise should be completed prior to watching the introduction video and before the video exercise.

In this exercise, learners will be introduced to the module theme through a class discussion. The discussion questions in the learner workbook will help learners activate their existing knowledge to get started on the module topic. This is an oral activity and there is no expectation that learners produce notes to support this discussion. If needed, learners can take notes in the margins of their workbook.

Do the following to prepare and support the exercise:

1. Read the discussion questions together as a class.
2. Put learners in pairs or in groups of three and have them talk about the questions with each other. Assign one question to each group as applicable.
3. Read and discuss the answers to the questions as a class.

MODULE TWO – INTRODUCTION UNIT

This unit introduces the themes, concepts, and vocabulary of getting to know food services environments. It is structured as follows:

| Module Two: Introduction Unit | |
|-----------------------------------|--|
| Section | Outcomes and Purpose |
| Summary, Objectives, and Outcomes | » Preview unit |
| Industry Knowledge Exercise | » Introduce module theme and activate prior learning |
| Video Exercise | » Introduce module concepts and vocabulary |
| Industry Insider | » Topic: Observe others and find someone willing to help |
| Unit Review | » Review module structure and themes |

Industry Knowledge Exercise

This activity will prepare you for discussions about the Knowing your Environment theme. Read the discussion questions and discuss them with a partner or in a small group. Your instructor will ask you to share your thoughts. Talk about your knowledge and experience with the class. Others will benefit from hearing your thoughts.



EXERCISE DISCUSSION QUESTIONS

1. Have you ever worked in or visited a professional kitchen?
2. If yes, describe the environment.
3. Do you think it's easy to communicate in a professional kitchen? Why or why not?
4. How do you think people talk to each other in a professional kitchen?
5. True or false: trust is important in a professional kitchen. Explain.

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LEARNER WORKBOOK – PAGE 70

Knowing your Environment: Introduction Video

Video Summary

In this video, a chef shares a behind-the-scene view of her commercial kitchen. She details her expectations of her staff. She states that there is not a lot of downtime in industry and little time to communicate when things are busy. She describes the communication skills and trust that underpin the successful running of her kitchen, and comments on the positive atmosphere. Key to this success is asking direct questions at the appropriate time.



The video is three minutes and eighteen seconds long and is divided into three parts:

- » Part 1: Everything is Urgent (ends at 1:13)
- » Part 2: The Right Questions at the Right Time (begins at 1:16)
- » Part 3: The Stress of Service (begins at 2:36)

Video Exercise: Instructions

This exercise will introduce learners to some of the key vocabulary and thematic content of the Knowing your Environment module. They will learn vocabulary for the workplace settings and situations for the food services industry. Learners will complete the video exercise in their workbook.

Do the following to prepare and support the exercise:

1. Read the focus questions with learners to guide their listening before watching the introduction video.
2. Elicit answers to the focus questions after watching the video. Have learners underline any additional vocabulary and phrases in the transcript that they need help with.
3. Read the comprehension questions with the class and then watch the video a second time.
4. Lead a class discussion about the comprehension questions.

MODULE TWO – INTRODUCTION UNIT

Knowing your Environment – Introduction Video

In this video, an industry expert describes her kitchen environment. She explains that things happen quickly and shares how she communicates with employees. She talks about the importance of teamwork in her kitchen.

[WATCH THE INTRODUCTION VIDEO](#)
View online at: bit.ly/M2-Intro-Video

Video Exercise

Before you watch the video, read the focus questions to guide your listening. Record any answers or notes in the space provided. Your instructor will ask you to share your answers.

Next, watch the video again and answer the comprehension questions. Record any answers or notes in the space provided. Your instructor will ask you to share your answers.

FOCUS QUESTIONS

1. What is the role/job title of the person in this video? How do you know?

2. What are the main ideas of this video?

3. Does any of the advice or information in the video surprise you? Why or why not?

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LEARNER WORKBOOK – PAGE 71

Suggestions for Adaptations

- » Consider leading a discussion about learners' first impressions of the industry employee in the video.
- » Consider chunking the video on the first and/or second viewing.
- » Consider having learners summarize individual parts of the video before drawing their attention to the focus and comprehension questions.

MATERIALS

- » [Knowing your Environment Video](#)

GLOSSARY VOCABULARY

| | |
|------------|-------|
| Admin | Lead |
| Downtime | Line |
| Fast-paced | Shift |

Activity Task: Instructions

This activity will provide an opportunity for learners to share and acquire industry knowledge and vocabulary and identify differences in communication between the front and the back of the house.

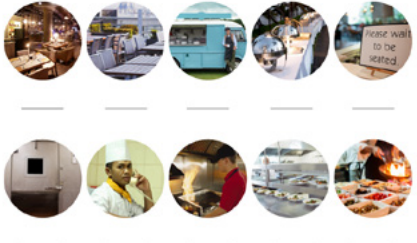
Do the following to prepare and support the exercise:

1. Display and look at the activity task photos with the class. Discuss each one by asking questions like:
 - » What would you call this space?
 - » Is it front of the house or back of the house?
 - » Is this a noisy or quiet environment?
 - » What type of work is done in this space?
 - » What roles would people have who work in this space?
 - » What kinds of things would employees say or hear in this space?
2. Put learners in pairs or groups and instruct them to match photos with one of the statements that might be spoken in that setting.
3. Review suggestions as a class and answer any questions.

MODULE TWO – INTRODUCTION UNIT

ACTIVITY TASK

Review the photos of food services industry spaces. Match each photo with one of the statements that might be spoken in that setting. Discuss your answers with a partner and then with the class. Be prepared to explain your answers.



Statements:

1. "I need two onion rings, three jumbo dogs and an extra hot sauce!" Two rings, three dogs, extra sauce. Get it!"
2. "Grab me the roasted peppers and the sour cream!"
3. "Good evening ladies. Please follow me to your table. Your server tonight will be Mark."
4. "Hi there! Come on in and grab a seat anywhere you like. Your server will be right over!"
5. "No sir, there are no peanuts in this curry sauce!"
6. "Two spring salads, one chef salad no fish!"
7. "Welcome Mr. Smith. I have a reservation for four. When will the rest of your party be joining us?"
8. "Four steaks medium rare and one salmon!"
9. "Table 6 is up! Let's go, let's go!"
10. "Cool. Thanks for letting me know I'll adjust the order at the market in the morning!"

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LEARNER WORKBOOK – PAGE 74

Suggestions for Adaptations

- » Consider watching video footage from different food service industry settings to demonstrate the differences in communication between the front and the back of the house before starting this activity.

MATERIALS

- » [Module Two – Introduction Unit – Activity Task Photos](#)

Industry Insider

Audio Summary

In this audio clip, the Industry Insider speaks about how important it is to observe. He suggests that taking some time to get used to the new environment is a good way to start. He also talks about finding a co-worker who is willing to help.

This audio is fifty-three seconds long.

Industry Insider: Instructions

Do the following to prepare and support the discussion:

1. Discuss the job title of the Industry Insider and the type of establishment where the insider works. Give examples of similar establishments in the local community.
2. Listen to the audio.
3. Ask learners:
 - » What advice did the insider give that you can use right away?
 - » What did the insider say that was the same as what you already know?
 - » What did the insider say that was new or different from what you already know?
4. Discuss any unfamiliar vocabulary.

MODULE TWO – INTRODUCTION UNIT

INDUSTRY INSIDER

OBSERVE OTHERS AND FIND SOMEONE WILLING TO HELP

When you start a new job, there's a lot to learn. Don't put too much pressure on yourself to learn everything right away. It takes time to understand how things get done in a new workplace.

My advice is to observe what is happening around you as much as you can. See who works together in the front and back of the house. Watch how they share responsibilities. Watch who people go to for information and for confirmation.

When I first started, I worked on a line with three other cooks that had been there for a while. It took some time for me to fit in and to find my rhythm. I was lucky that they were willing to answer my questions. One guy especially was always looking out for me and pointing me in the right direction. Now I always go out of my way to help new hires. I was there once. I know what they're going through.

If you can, find a co-worker who seems willing to help and answer questions until you know how things work. Good luck!

Linn Cook
Hotel Restaurant

Listen online at: bit.ly/2J1R10D

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LEARNER WORKBOOK – PAGE 75

Suggestions for Adaptations

- » Consider chunking the audio on first and/or second listening to capture and discuss unfamiliar vocabulary, rephrase content, or summarize.

MATERIALS

- » [Industry Insider: Observe Others and Find Someone Willing to Help](#)

GLOSSARY VOCABULARY

- | | |
|--------------------|----------------|
| Back of the house | Observe |
| Front of the house | Responsibility |
| Line cook | |

Unit Review

This review details the module content that was introduced in the unit. Learners will have an opportunity to record additional vocabulary that they have learned about the theme of Knowing your Environment and reflect on new knowledge and skills.

The review concludes with a preview of the content in the next unit.

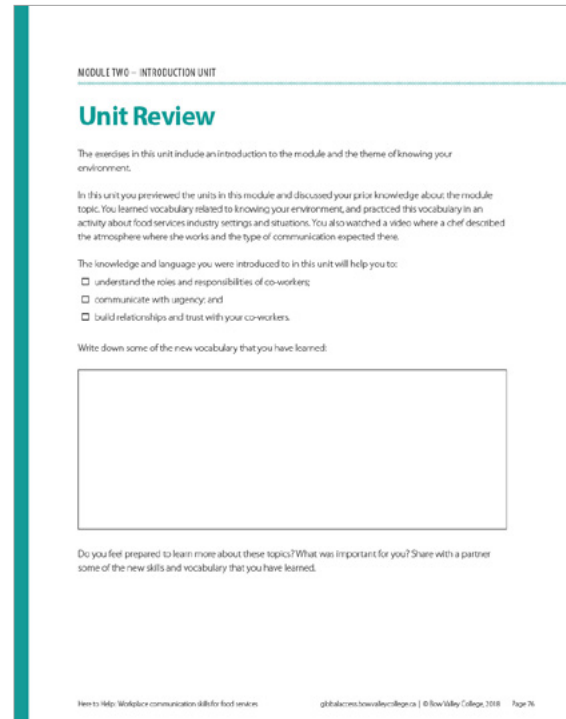
Unit Review: Instructions

Do the following to prepare and support the unit review:

1. Explain to learners the purpose of a unit review.
2. Read the review introduction as a class and review the learning objectives.
3. Ask learners to record new vocabulary in the space provided.
4. Ask learners to think about what they have learned about the food services industry in this unit and to share this information with a partner.
5. Ask learners to look at the photos in their learner workbook and, using the language and knowledge from the unit, write a statement that the person in the photo could be making. Encourage learners to refer back to the video transcript or other pages in their workbooks.
6. Answer any questions about the unit as a whole.
7. Preview the next unit.

MATERIALS

- » [Module Two – Introduction Unit – Unit Review Photos](#)



LEARNER WORKBOOK – PAGE 76

Summary, Objectives, and Outcomes: Industry Information

Food services establishments come in all styles and sizes. Throughout their employment, learners will experience different types of workplace hierarchies depending on where they work. They will also encounter various job titles, implying different roles and responsibilities for each person they work with.

When a question or concern arises, learners will need to be able to assess the problem for urgency and determine if it is a problem that they can try to find an answer for by themselves. To help them address concerns, learners can use set phrases and rephrase information. Formality and politeness will be a concern, especially when talking with customers.

MODULE TWO – UNIT ONE – WORKPLACE STRUCTURE

Summary, Objectives, and Outcomes

Food services establishments come in all styles and sizes. Depending on where you work, people will have different job titles, roles, and responsibilities. You will need to learn how your workplace is structured.

When you have a question or concern, you need to decide if it is urgent and if you can solve it yourself. To help you address concerns, you can use set phrases and rephrase information. You will need to think about formality and politeness, especially when talking with customers.

The reflection unit at the end of this module provides language examples that you can use as a reference sheet. Add to these examples with language you encounter in class and in daily life.

The learning objectives for this unit are:

- Develop awareness of the roles and responsibilities in food service workplaces
- Distinguish between concerns that require immediate responses and concerns that can wait
- Recognize the obligation to address or report workplace problems

The unit and outcomes are structured as follows:

| Module Two: Unit One - Workplace Structure | |
|---|---|
| Section | Outcomes and Purpose |
| Summary, Objectives, and Outcomes | Review unit |
| Audio Conversation 1 - Listening Exercise | Listen for details Recognize types of language functions |
| Audio Conversation 1 - Performance Activity | Rephrase information |
| Audio Conversation 2 - Listening Exercise | Listen for details Recognize types of language functions |
| Audio Conversation 2 - Performance Activity | Rephrase information Use and expand on set phrases Use politeness |
| Industry Insider | Topic: Daily tasks and multi-tasking |
| Unit Review | Review content and outcomes |

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LEARNER WORKBOOK – PAGE 79

Workplace Structure – Audio Conversation 1

Audio Summary

In this conversation, Anna is speaking with one of her co-workers. Her co-worker shares examples of workplace problems and tells Anna who to talk to about each type of problem. Anna learns that people expect her to tell someone when there is a problem. Her co-worker also shares set phrases that she can use with customers.

The audio is three minutes and thirty-two seconds long.

Listening Exercise: Instructions

In this exercise, learners will listen to an audio conversation between two people in the food services industry. Learners will complete the exercise described in their workbook.

Do the following to prepare and support the exercise:

1. Read the focus questions with learners to guide their listening before playing audio conversation 1.
2. Ask learners to fill in the blanks while listening to the conversation. They should also underline any words or phrases that they have questions about.
3. Direct learners to record their answers to the focus questions after listening.
4. Discuss the focus questions as a class.
5. Instruct learners to independently answer the language questions.

Suggestions for Adaptations

- » Consider chunking the audio on first and/or second listening to capture and discuss unfamiliar vocabulary, rephrase content, or summarize.

MODULE TWO – UNIT ONE – WORKPLACE STRUCTURE

Workplace Structure – Audio Conversation 1

In this conversation, Anna is speaking with one of her co-workers. Her co-worker shares examples of workplace problems and tells Anna who to talk to about each type of problem. Anna learns that people expect her to tell someone when there is a problem. Her co-worker also shares set phrases that she can use with customers.

LISTEN TO THE AUDIO CONVERSATION
listen online at: b2b/M2_U1_AC1

Listening Exercise

In this listening exercise you will:

- Listen for details
- Identify types of language functions

To prepare for this exercise, read the focus questions. Then, as you listen, read along in the conversation transcript and fill in the blanks as best as you can. Underline any words or phrases that you would like to ask a question about.

After you listen, revisit the focus questions and write down your answers. Then, answer the language questions.

FOCUS QUESTIONS

1. What does Anna's co-worker do if he wants to remember information that he needs to tell someone later?

2. Who are the three people that Anna could tell if there is a problem that needs a solution right away?

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LEARNER WORKBOOK – PAGE 81

MODULE TWO – KNOWING YOUR ENVIRONMENT – UNIT ONE – WORKPLACE STRUCTURE

MATERIALS

» [Workplace Structure – Audio Conversation 1](#)

GLOSSARY VOCABULARY

Allergy
Co-worker
Gluten
Legal
Prep
Supervisor

CONVERSATION TRANSCRIPT: MISSING WORDS

- Because those machines need to get fixed right away?
- What would I ever need to tell a chef during dinner rush?
- but always stay polite, too.
- Most of our food is gluten free.
- Most of our food is low in fat.

LANGUAGE QUESTIONS: ANSWERS

- a
- b
- d
- e
- c

MODULE TWO – UNIT ONE – WORKPLACE STRUCTURE

3. What example does Anna's co-worker give for why she might need to interrupt the Head Chef during a busy time?

CONVERSATION TRANSCRIPT

Co-Worker: So, this is how you prep the lettuce for the salads. Have you ever used one of these before?
Anna: No, never. I didn't even know a lettuce spinner existed.
Co-Worker: Yeah, me neither when I first started. Anyway, it's easy enough, and as you can see from the plates, all the salads start out with the same amount of lettuce.
Anna: Right, that makes it easy. What if something goes wrong, like if that spinner breaks or something, who should I talk to?
Co-Worker: Ah, good question. You can let me know, I guess, if I'm right here.
Anna: Oh...okay.
Co-Worker: Yeah, we actually don't have a back-up spinner right now, so you would need to prep all the lettuce by hand then tell me or the supervisor on duty about it later.
Anna: Okay.
Co-Worker: But, if something like the dough mixing machine or dishwasher breaks down, you'll need to let your supervisor know quickly.
Anna: _____ (a)?
Co-Worker: Duddy. Anytime there's a problem that needs a solution right away, and you can't solve it yourself, let somebody know – me, a chef, or the supervisor.
Anna: Is that okay? I mean, everyone seems so busy.
Co-Worker: They are, but that's just how this place is. People are busy, but they still expect to get information. If it's something that can wait, remember it and tell someone later. I keep a small notebook on me to write down stuff I don't want to forget.
Anna: Okay, but how do I know who to tell?
Co-Worker: Oh, well, you can't really go wrong – if you tell the wrong person, they'll let you know who you should be telling. Generally, simple things can come to me or another co-worker. Anything food related can go to one of the chefs. Then all other questions can go to a supervisor or manager.
Anna: Okay, sounds simple...I guess.
Co-Worker: Don't worry, you'll get the hang of it. Just use your best judgement. Don't go telling a chef something in the middle of the dinner rush if they don't need to know about it right then and there.
Anna: _____ (b)?

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LEARNER WORKBOOK – PAGE 82

MODULE TWO – UNIT ONE – WORKPLACE STRUCTURE

Co-Worker: Maybe one of the sauce or salad dressings runs out, for example. If you let them know they'll likely ask a bunch of questions to get as much information as they can, then they'll probably get you to grab the ingredients for them. This just makes it quicker for them to make the sauce.
Anna: Okay, this is good to know. And I assume that any questions about my schedule or stuff like that should wait until we're not busy.
Co-Worker: Yeah, that's right. Talk to a manager or supervisor for that sort of thing.
Anna: And the same goes for any questions from customers? Should I get a supervisor?
Co-Worker: Well...sort of. If you don't feel comfortable answering a customer, get someone right away. But, you should be able to answer some questions.
Anna: Like which ones?
Co-Worker: Basic information, about when we open or close or whatever. Also, people will always ask about ingredients – memorize a few phrases, _____ (c). I always get questions about gluten these days.
Anna: Gluten?
Co-Worker: Yeah, here's a set phrase you can use: "Most of our food is gluten free."
Anna: Okay, _____ (d). "What if they ask for more specific information?"
Co-Worker: You can also use phrases like "_____ (e) or salt, or whatever. We generally don't add any extra ingredients to our food. If it's about allergies, though, it's probably best to get the supervisor. A question like that could have legal consequences."
Anna: Okay, this is starting to become a lot. I hope I don't mess up and create problems for everyone.
Co-Worker: Well, it'll likely happen at some point, but everyone was new once. We're all patient, even during the busy times.

Score /5

LANGUAGE QUESTIONS

- Which fill in the blank answer is a clarifying question that Anna uses to rephrase information? _____
- Which fill in the blank answer is another clarifying question? _____
- Which fill in the blank answer is a set phrase that Anna repeats back to her co-worker? _____
- Which fill in the blank answer is a set phrase that Anna can use? _____
- In which fill in the blank answer does her co-worker remind Anna to be polite to customers? _____

Score /5

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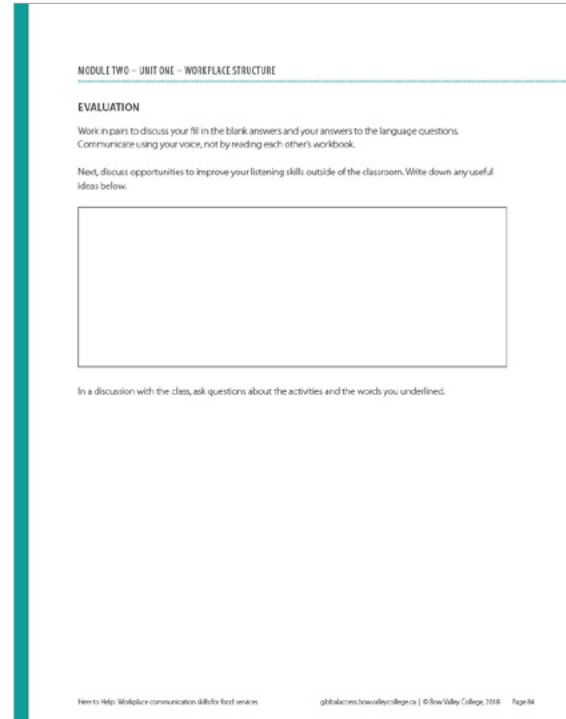
LEARNER WORKBOOK – PAGE 83

Evaluation: Instructions

In this evaluation, learners will work with a partner to check their answers and brainstorm opportunities to improve their listening skills outside of the classroom.

Do the following to prepare and support the evaluation:

1. Ask learners to find a partner. Learners should compare and discuss their fill in the blank answers and their answers to the language questions. They should communicate using their voice, not by reading each other's workbook.
2. Have learners listen again while they check their work after the pair work is complete.
3. Answer any questions they have about the fill in blank answers and the language questions and share the answers.
4. Instruct learners to record their scores out of five for each activity in the spaces provided.
5. Next, learners should brainstorm ideas of how they can find opportunities to improve their listening skills outside of the classroom. They should record at least one idea in the space provided in their workbooks as they will return to this page during the unit review.



LEARNER WORKBOOK – PAGE 84

Suggestions for Adaptations

- » Consider having learners read the completed transcript aloud in pairs to practice pronunciation and support comprehension of new vocabulary.

Performance Activity: Instructions

In this activity, learners will identify problems that either need a response right now or that can wait. They will need to rephrase the problems in their own words, or explain why the problem needs an urgent response. Learners will complete the activity described in their workbook.

Do the following to prepare and support the activity:

1. Lead a class discussion about the difference between concerns that need an immediate response and concerns that can wait. Use examples from audio conversation 1.
2. Instruct learners to complete the activity by reading the problems listed and identifying each as either “right now” or “it can wait”.
3. Inform learners that for the “it can wait” problems, they should rephrase the problem as if they were writing a note to remind themselves to tell someone about it later. Model one for the class as an example.
4. Have learners write an explanation for why it is an urgent problem for the “right now” problems. Model one for the class as an example.
5. Instruct learners to work in pairs to check each other’s answers. They should communicate using their voices, not by reading each other’s workbook.
6. Discuss the answers as a class.

MODULE TWO – UNIT ONE – WORKPLACE STRUCTURE

Performance Activity

Read the list of problems below. Decide if the problem needs to be fixed “right now”, or if “it can wait”. Circle the correct answer.

For the “it can wait” problems, rephrase the problem. Write a note so that you can tell someone about the problem later. For the “right now” problems, explain why it is an urgent problem.

Work in pairs to check each other’s answers. Communicate using your voice, not by reading each other’s workbook.

ACTIVITY TASK

1. The dishwasher is broken.
It can wait / Right now _____
2. A customer is complaining that they received the wrong order.
It can wait / Right now _____
3. The microwave doesn’t seem to be working.
It can wait / Right now _____
4. The temperature gauge on the coffee maker is not working.
It can wait / Right now _____
5. You feel sick and need to go home.
It can wait / Right now _____
6. You would like to take a few days off next month.
It can wait / Right now _____
7. Due to an emergency, you will be one hour late for work tomorrow.
It can wait / Right now _____

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LEARNER WORKBOOK – PAGE 85

Suggestions for Adaptations

- » Consider using the first problem to guide the class through the decision making process aloud. Decide if this is an “it can wait” or “right now” problem.
- » Consider splitting the activity into two distinct parts. First, have learners classify the problems individually and then check answers together as a class. Second, direct learner attention to the transcript for audio conversation 1. Identify where Anna rephrases information and review what it means to rephrase. Select an “it can wait” problem from the activity and discuss different ways to rephrase the problem into a reminder.

GLOSSARY VOCABULARY

Complain Gauge Self-serve

Evaluation: Instructions

In this evaluation, learners will independently score themselves on a rubric.

Do the following to prepare and support the evaluation:

1. Review the conditions of the activity on the rubric. Learners are to check each condition that they met.
2. Read through each outcome and ask learners to reflect on their performance and circle the appropriate statement.
3. Ask learners to total their score for the activity.
4. Ask learners to think about their performance overall. What was easy? What was difficult? Ensure learners are specific in the comments they record on the rubric. Instruct them to mention their successes as well as what needs improvement. They will return to this rubric during the unit review.

MODULE TWO – UNIT ONE – WORKPLACE STRUCTURE

EVALUATION

Use the following rubric to record your performance in this activity.

- » Read the descriptions for each outcome and give yourself a score. Circle the description that best matches your performance.
- » Write comments about your performance. What was easy? What was difficult?

Audio Conversation 1 - Performance Activity

Read the conditions of this activity below:

- I identified different types of problems.
- I wrote rephrasing and explanation notes.
- I checked my answers orally with a partner.

Look at the outcome below. Score your performance of the outcome in this activity:

| Outcome | Score = 0 | Score = 1 | Score = 2 |
|----------------------|--|---|--|
| Rephrase information | I had difficulty rephrasing information. | I rephrased information some of the time. | I rephrased information most or all of the time. |

Comments:

Score:

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Workplace Structure – Audio Conversation 2

Audio Summary

In this conversation, Anna is speaking with a customer. Anna is answering the customer's questions politely and courteously. Anna uses the set phrases that she learned from her co-worker, and eventually decides to get help.

This audio is one minute and thirty-nine seconds long.

Listening Exercise: Instructions

In this exercise, learners will listen to an audio conversation between two people in the food services industry. Learners will complete the exercise described in their workbook.

Do the following to prepare and support the exercise:

1. Read the focus questions with learners to guide their listening before playing audio conversation 2.
2. Ask learners to fill in the blanks while listening to the conversation. They should also underline any words or phrases that they have questions about.
3. Direct learners to record their answers to the focus questions after listening.
4. Discuss the focus questions as a class.
5. Instruct learners to independently answer the language questions.

Suggestions for Adaptations

- » Consider chunking the audio on first and/or second listening to capture and discuss unfamiliar vocabulary, rephrase content, or summarize.

MODULE TWO – UNIT ONE – WORKPLACE STRUCTURE

Workplace Structure – Audio Conversation 2

In this conversation, Anna is speaking with a customer. Anna is answering the customer's questions politely and courteously. Anna uses the set phrases that she learned from her co-worker, and eventually decides to get help.

[LISTEN TO THE AUDIO CONVERSATION](#)

Listen online at: [http://bit.ly/191_A2](#)

Listening Exercise

In this listening exercise you will

- » Listen for details
- » Identify types of language functions

To prepare for this exercise, read the focus questions. Then, as you listen, read along in the conversation transcript and fill in the blanks as best as you can. Underline any words or phrases that you would like to ask a question about.

After you listen, revisit the focus questions and write down your answers. Then, answer the language questions.

FOCUS QUESTIONS

1. In what two ways does Anna try to solve the customer's problem by herself?

2. Who does Anna offer to get to talk to the customer about ingredients?

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LEARNER WORKBOOK – PAGE 88

MATERIALS

» [Workplace Structure – Audio Conversation 2](#)

GLOSSARY VOCABULARY

- Allergy
- Gluten
- Policy
- Strict
- Supervisor

CONVERSATION TRANSCRIPT: MISSING WORDS

- a. One moment please
- b. Sorry about that
- c. most of our food is gluten free.
- d. We don't add any extra table salt.
- e. Can I ask you something?

LANGUAGE QUESTIONS: ANSWERS

- 1. c
- 2. d
- 3. e
- 4. a
- 5. b

MODULE TWO – UNIT ONE – WORKPLACE STRUCTURE

3. After Anna realizes that she cannot solve the customer's problem by herself, what does she do?

CONVERSATION TRANSCRIPT

Customer: Excuse me?
 Anna: Yes, can I help you?
 Customer: What's in your soup of the day?
 Anna: Oh, today it's Spicy Thai Chicken.
 Customer: No, I know what it is. I want to know what's in it.
 Anna: I'm sorry, I misheard you. English isn't my first language. _____ (a). I'll check the ingredients. The ingredients are: chicken, curry paste, garlic, onions, mushrooms, celery, and other spices.
 Customer: Do you have a list of ingredients, like the spices? Can I just see that sheet?
 Anna: Oh, sorry, I actually can't pass this out.
 Customer: Why not?
 Anna: It's our policy here. I just can't _____ (b).
 Customer: Well, I'm on a strict diet.
 Anna: If you're interested, _____ (c). Our gluten free pizza is our most popular item.
 Customer: But... you can't tell me the exact spices in the soup?
 Anna: No, sorry. I can go to get one of our chefs if you'd like to speak with them?
 Customer: No, that's okay. I also had a question about your chicken sandwich; how much salt do you put in there? Like, do you add a lot?
 Anna: Most of our food is low in salt and sodium. _____ (d). Do you have some food allergies?
 Customer: No, I don't have allergies. Before I order anything I would need to know more information.
 Anna: Okay, could you please wait for a moment? I'll go and ask someone, they'll know more.
 Customer: Thank you, sorry to trouble you.
 Anna: Oh no, it's no trouble at all. Just wait for a minute please while I go get them.
 Supervisor: _____ (e?)

Score /5

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Evaluation: Instructions

In this evaluation, learners will work with a partner to check their answers and brainstorm opportunities to improve their listening skills outside of the classroom.

Do the following to prepare and support the evaluation:

1. Ask learners to find a partner. Learners should compare and discuss their fill in the blank answers and their answers to the language questions. They should communicate using their voice, not by reading each other's workbook.
2. Have learners listen again while they check their work after the pair work is complete.
3. Answer any questions they have about the fill in blank answers and the language questions and share the answers.
4. Instruct learners to record their scores out of five for each activity in the spaces provided.
5. Next, learners should brainstorm ideas of how they can find opportunities to improve their listening skills outside of the classroom. They should record at least one idea in the space provided in their workbooks as they will return to this page during the unit review.

MODULE TWO – UNIT ONE – WORKPLACE STRUCTURE

LANGUAGE QUESTIONS

1. In which fill in the blank answer does Anna use a set phrase that she learned in the previous audio conversation? _____
2. In which fill in the blank answer does Anna expand on a set phrase that she learned in the previous audio conversation? _____
3. In which fill in the blank answer does Anna interrupt her supervisor appropriately? _____
4. In which fill in the blank answer does Anna politely ask the customer to wait? _____
5. In which fill in the blank answer does Anna show politeness even after being pushed for information? _____

Score /5

EVALUATION

Work in pairs to discuss your fill in the blank answers and your answers to the language questions. Communicate using your voice, not by reading each other's workbook.

Next, discuss opportunities to improve your listening skills outside of the classroom. Write down any useful ideas below.

In a discussion with the class, ask questions about the activities and the words you underlined.

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LEARNER WORKBOOK – PAGE 90

Suggestions for Adaptations

- » Consider having learners read the completed transcript aloud in pairs to practice pronunciation and support comprehension of new vocabulary.

Performance Activity: Instructions

In this activity, learners will use and rephrase set phrases that can help them in a food services industry job. They will also practice using polite language when they speak with customers. Learners will complete the activity described in their workbook.

Do the following to prepare and support the activity:

1. Review the set phrases introduced in audio conversation 1, used in audio conversation 2, and in the language examples.
2. Point out to the class how Anna rephrased the statements in her own words.
3. Instruct learners to complete the activity by using one of the set phrases to write a response to each of the customer questions. Learners rephrase the responses as needed. Model one for the class as an example.
4. Tell learners to work in pairs to check each other's answers by playing the roles of customer and employee. They should read or recite questions and responses to each other. They should also use the language examples as a starting point, include polite language when responding to customers.
5. Invite learners to share their role plays with the class.

MODULE TWO – UNIT ONE – WORKPLACE STRUCTURE

Performance Activity

Complete the activity by using one of the set phrases to write a response to each of the customer questions. Rephrase the responses as needed.

Work in pairs to check each other's answers.

- > Check answers by playing the roles of customer and employee.
- > Read questions and responses to each other.
- > Using the language examples as a starting point, include polite language when responding to customers.

LANGUAGE EXAMPLES

Polite language

- Sorry about that.
- One moment please.
- Could you wait for a moment?
- That's a good question...
- Thanks for waiting/asking.

Set phrases to use with customers

- I can exchange it for a new/clean/fresh one for you.
- Our lunch special changes daily and it's usually the best value meal each day.
- All of the information that we have is listed on our menu.
- I can't give out that information.
- I'll find someone who can answer your question.

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LEARNER WORKBOOK – PAGE 91

MODULE TWO – UNIT ONE – WORKPLACE STRUCTURE

ACTIVITY TASK

1. Excuse me, My spoon is dirty, it doesn't even look clean.

2. My coffee tastes odd.

3. Can you recommend something on the menu?

4. I've never eaten here before, what's good?

5. Do you serve any vegetarian or vegan dishes?

6. What's something cheap and good?

7. I have a question, where do you order your pizza sauce from?

8. Can you tell me what the waitress' name is?

9. Who's the owner here?

10. Are you hiring right now?

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LEARNER WORKBOOK – PAGE 92

Evaluation: Instructions

In this evaluation, learners will independently score themselves on a rubric.

Do the following to prepare and support the evaluation:

1. Review the conditions of the activity on the rubric. Learners are to check each condition that they met.
2. Read through each outcome and ask learners to reflect on their performance and circle the appropriate statement.
3. Ask learners to total their score for the activity.
4. Ask learners to think about their performance overall. What was easy? What was difficult? Ensure learners are specific in the comments they record on the rubric. Instruct them to mention their successes as well as what needs improvement. They will return to this rubric during the unit review.

MODULE TWO – UNIT ONE – WORKPLACE STRUCTURE

EVALUATION

Use the following rubric to record your performance in this activity.

- > Read the descriptions for each outcome and give yourself a score. Circle the description that best matches your performance.
- > Write comments about your performance. What was easy? What was difficult?

Audio Conversation 2 - Performance Activity

Read the conditions of this activity below:

- I used a set phrase to write down my responses.
- I checked my answers only with a partner.
- I used language examples.

Look at each of the outcomes below. Score your performance of each outcome in this activity.

| Outcome | Score = 0 | Score = 1 | Score = 2 |
|-------------------------------|--|--|---|
| Use and expand on set phrases | I had difficulty using and expanding on set phrases. | I used and expanded on set phrases some of the time. | I used and expanded on set phrases most or all of the time. |
| Rephrase information | I had difficulty rephrasing information. | I rephrased information some of the time. | I rephrased information most or all of the time. |
| Use politeness | I had difficulty using politeness. | I used politeness some of the time. | I used politeness most or all of the time. |

Comments:

Score:

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Industry Insider

Audio Summary

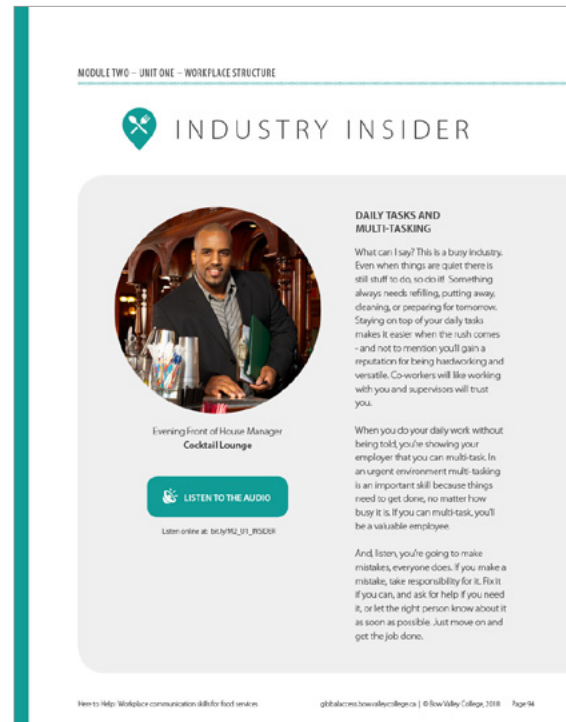
In this audio clip, the Industry Insider explains that even during downtime there's work to be done. He shares the value employers see in staff who can multi-task and take initiative. He also speaks about owning mistakes and moving on with tasks.

This audio is one minute and five seconds long.

Industry Insider: Instructions

Do the following to prepare and support the discussion:

1. Discuss the job title of the Industry Insider and the type of establishment where the insider works. Give examples of similar establishments in the local community.
2. Listen to the audio.
3. Ask learners:
 - » What advice did the insider give that you can use right away?
 - » What did the insider say that was the same as what you already know?
 - » What did the insider say that was new or different from what you already know?
4. Discuss any unfamiliar vocabulary.



MODULE TWO – UNIT ONE – WORKPLACE STRUCTURE

INDUSTRY INSIDER

DAILY TASKS AND MULTI-TASKING

What can I say? This is a busy industry. Even when things are quiet there is still stuff to do, so do it. Something always needs refilling, putting away, cleaning, or preparing for tomorrow. Staying on top of your daily tasks makes it easier when the rush comes - and not to mention you'll gain a reputation for being hardworking and versatile. Co-workers will like working with you and supervisors will trust you.

When you do your daily work without being told, you're showing your employer that you can multi-task. In an urgent environment multi-tasking is an important skill because things need to get done, no matter how busy it is. If you can multi-task, you'll be a valuable employee.

And listen, you're going to make mistakes, everyone does. If you make a mistake, take responsibility for it. Fix it if you can, and ask for help if you need it, or let the right person know about it as soon as possible. Just move on and get the job done.

Evening Front of House Manager
Cocktail Lounge

LISTEN TO THE AUDIO

Listen online at: bit.ly/92_U1_R0E05R

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LEARNER WORKBOOK – PAGE 94

Suggestions for Adaptations

- » Consider chunking the audio on first and/or second listening to capture and discuss unfamiliar vocabulary, rephrase content, or summarize.

MATERIALS

» [Industry Insider: Daily Tasks and Multi-tasking](#)

GLOSSARY VOCABULARY

Cocktail

Co-worker

Front of house

Industry

Lounge

Multi-task

Prepare

Reputation

Responsibility

Supervisor

Urgent

Versatile

Unit Review

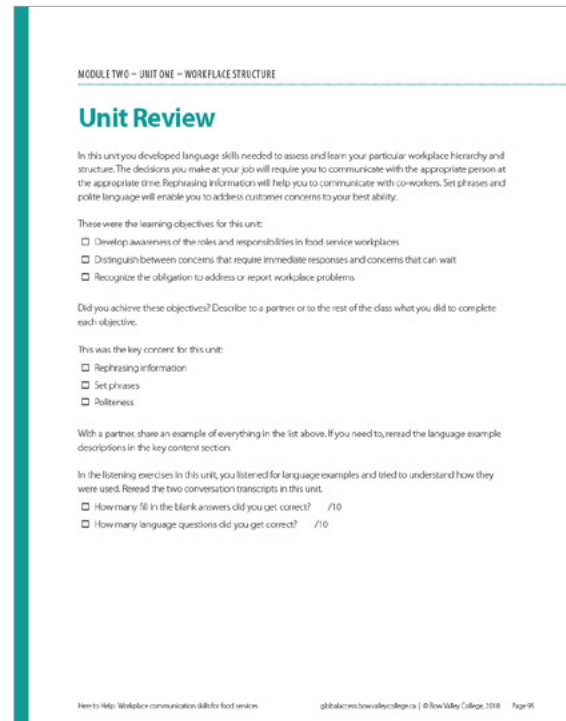
This review details the module content that was introduced in the unit. Learners will have an opportunity to record additional vocabulary that they have learned about the theme of Knowing your Environment and reflect on new knowledge and skills.

The review concludes with a preview of the content in the next unit.

Unit Review: Instructions

Do the following to prepare and support the review:

1. Explain to learners the purpose of a unit review.
2. Read the review introduction as a class and review the learning objectives.
3. Ask learners to reflect on their learning. Did they achieve the learning objectives? Ask them to explain to a partner what they did to achieve the objectives.
4. Review the key content for the unit.
5. Ask learners to share an example of each content item in the list while working with a partner.
6. Direct learners back to the conversation transcripts in the unit. Ask them to reread the transcript and review their scores. Learners should record their listening scores out of ten in the space provided.
7. Repeat with both sets of language questions.
8. Ask learners to review the ideas they recorded in their listening evaluations. From these ideas, learners should select at least one and rephrase the idea as a language learning goal and record it in the space provided in their workbooks.
9. Repeat with the comments recorded in the performance activity rubrics.
10. Answer any questions about the unit as a whole.
11. Preview the next unit.



LEARNER WORKBOOK – PAGE 95

Summary, Objectives, and Outcomes: Industry Information

Most food and service industry establishments are busy places. Learners will need to become comfortable working in an environment that requires urgent communication. Becoming comfortable with interrupting and repeating back information will help them in the workplace. Learners will also need to be succinct so that they and others can make decisions in urgent settings.

Learners will need to regularly request more information in order to pinpoint and assess any potential problem. Busy times will often come in waves and learners will need to complete daily tasks when there is available time.

MODULE TWO – UNIT TWO – COMMUNICATING WITH URGENCY

Summary, Objectives, and Outcomes

Most food and service industry establishments are busy places. You need to become comfortable working in an environment that requires urgent communication. Becoming comfortable with interrupting and repeating back information will help you in the workplace. You will also need to be succinct so that you and others can make decisions in urgent settings.

You will need to request more information to understand and assess problems. All food services establishments have busy periods and slower periods. You will need to complete daily tasks when there is available time.

The reflection unit at the end of this module provides language examples that you can use as a reference sheet. Add to these examples with language you encounter in class and in daily life.

The learning objectives for this unit are:

- » Develop strategies to communicate in urgent settings
- » Learn about decision making in urgent settings
- » Recognize the importance of interrupting appropriately
- » Recognize the need to complete ongoing daily tasks during down times

The unit is structured as follows:

| Module Two: Unit Two - Communicating with Urgency | |
|---|---|
| Section | Outcomes and Purpose |
| Summary, Objectives, and Outcomes | » Preview unit |
| Audio Conversation 1 – Listening Exercise | » Listen for details » Recognize types of language functions |
| Audio Conversation 1 - Performance Activity | » Use appropriate language for interrupting » Repeat back information » Use direct and abrupt communication |
| Audio Conversation 2 – Listening Exercise | » Listen for details » Recognize types of language functions |

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LEARNER WORKBOOK – PAGE 98

Communicating with Urgency – Audio Conversation 1

Audio Summary

In this conversation, Anna is speaking with the Head Chef. The kitchen is busy so she needs to talk directly and abruptly. Anna needs to respond to a problem quickly and listen for instructions. Anna and the Head Chef ask questions, repeat back, and rephrase what they each said to avoid miscommunication.

This audio is fifty-nine seconds long.

Listening Exercise: Instructions

In this exercise, learners will listen to an audio conversation between two people in the food services industry. Learners will complete the exercise described in their workbook.

Do the following to prepare and support the exercise:

1. Read the focus questions with learners to guide their listening before playing audio conversation 1.
2. Ask learners to fill in the blanks while listening to the conversation. They should also underline any words or phrases that they have questions about.
3. Direct learners to record their answers to the focus questions after listening.
4. Discuss the focus questions as a class.
5. Instruct learners to independently answer the language questions.

Suggestions for Adaptations

- » Consider chunking the audio on first and/or second listening to capture and discuss unfamiliar vocabulary, rephrase content or summarize.

MODULE TWO – UNIT TWO – COMMUNICATING WITH URGENCY

Communicating with Urgency – Audio Conversation 1

In this conversation, Anna is speaking with the Head Chef. The kitchen is busy so she needs to talk directly and abruptly. Anna needs to respond to a problem quickly and listen for instructions. Anna and the Head Chef ask questions, repeat back, and rephrase what they each said to avoid miscommunication.

LISTEN TO THE AUDIO CONVERSATION
Listen online at: globalaccess.bowvalleycollege.ca

Listening Exercise

In this listening exercise you will:

- Listen for details
- Identify types of language functions

To prepare for this exercise, read the focus questions. Then, as you listen, read along in the conversation transcript and fill in the blanks as best as you can. Underline any words or phrases that you would like to ask a question about.

After you listen, revisit the focus questions and write down your answers. Then, answer the language questions.

FOCUS QUESTIONS

1. After Anna realizes that the lettuce is almost gone, what does she say to get the Head Chef's attention?

2. Does Anna know where they keep the lettuce at first? How do you know?

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LEARNER WORKBOOK – PAGE 101

MATERIALS

» [Communicating with Urgency – Audio Conversation 1](#)

GLOSSARY VOCABULARY

Dozen

CONVERSATION TRANSCRIPT: MISSING WORDS

- Hey...you!
- Hey! Chef...over here!
- How many salads do you think you can make with what's there?
- Lettuce is below the pizza sauce, and to the left.
- below and left of the pizza sauce. Got it.

LANGUAGE QUESTIONS: ANSWERS

- a
- e
- c
- d
- b

MODULE TWO – UNIT TWO – COMMUNICATING WITH URGENCY

3. What small mistake does Anna make? What does the Head Chef say to her to let her know it is just a small mistake?

CONVERSATION TRANSCRIPT

Head Chef: _____ (a) – we're gonna need a dozen more salads, a big table just came in.
 Anna: Okay, on it! Hmm, the lettuce, _____ (b)?
 Head Chef: Yeah? Did you get that? Twelve more salads.
 Anna: I got it, but, the lettuce is running out.
 Head Chef: What?
 Anna: There's no more lettuce. We're down to the last few in the box.
 Head Chef: Oh, _____ (c)?
 Anna: Ah...ten, or so.
 Head Chef: Make as many as you can for now.
 Anna: Okay.
 Head Chef: I'll check them when you're done and I'll send you down to storage after. Do you know where we keep the lettuce?
 Anna: No, I don't know that yet.
 Head Chef: Do you know where the cans of pizza sauce are?
 Anna: Yes.
 Head Chef: They're right below, and to the left. If you can't find them, come get me.
 Anna: What's that?
 Head Chef: _____ (d).
 Anna: Okay – _____ (e).
 Head Chef: Wait, wait...make those salads first, then go get the lettuce.
 Anna: Oh yeah, right. Sorry.
 Head Chef: No problem. If you can't find the lettuce later, just come get me.
 Anna: Okay, thanks.

Score /5

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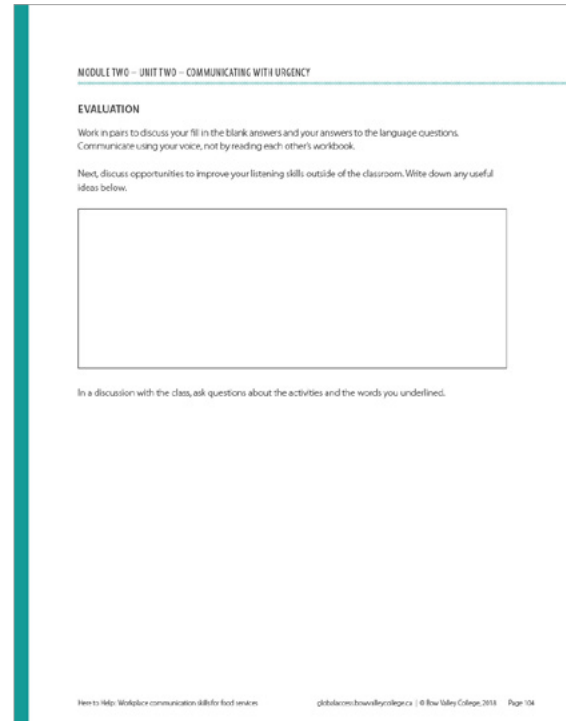
LEARNER WORKBOOK – PAGE 102

Evaluation: Instructions

In this evaluation, learners will work with a partner to check their answers and brainstorm opportunities to improve their listening skills outside of the classroom.

Do the following to prepare and support the evaluation:

1. Ask learners to find a partner. Learners should compare and discuss their fill in the blank answers and their answers to the language questions. They should communicate using their voice, not by reading each other's workbook.
2. Have learners listen again while they check their work after the pair work is complete.
3. Answer any questions they have about the fill in blank answers and the language questions and share the answers.
4. Instruct learners to record their scores out of five for each activity in the spaces provided.
5. Next, learners should brainstorm ideas of how they can find opportunities to improve their listening skills outside of the classroom. They should record at least one idea in the space provided in their workbooks as they will return to this page during the unit review.



LEARNER WORKBOOK – PAGE 104

Suggestions for Adaptations

- » Consider having learners read the completed transcript aloud in pairs to practice pronunciation and support comprehension of new vocabulary.

Performance Activity: Instructions

In this activity, learners will practice interrupting, asking questions, and repeating back information abruptly and directly as if they were in a busy kitchen. Additionally, they will also learn vocabulary related to kitchen tasks. Learners will complete the activity described in their workbook.

Do the following to prepare and support the activity:

1. Lead the following workplace culture discussion with the class:

Workplace Culture Discussion

Communication in a busy environment often requires urgency. People need to be direct and abrupt, and might not have time to be polite or confirm understanding. There is a lot of room for misinterpretation in these situations, yet the expectation is to communicate quickly. Learners will need to feel comfortable talking to co-workers, supervisors, and managers in such a manner, and without taking it personally when they are on the receiving end.

Lead a class discussion about abrupt and direct communication in the workplace.

- » Ask learners:
 - » *Have you ever needed to communicate quickly? Why?*
 - » *How comfortable do you feel communicating abruptly and directly?*
 - » *Have you even been in a situation where someone talked to you rudely? How did you feel? How did you know they were rude?*
- » *Preview the performance activity as a way to practice abrupt and direct communication.*
- » *Review the language examples for interrupting, asking direct questions, and repeating back information.*
- » *Answer any questions.*

MODULE TWO – UNIT TWO – COMMUNICATING WITH URGENCY

Performance Activity

Create and write down three "abrupt but direct" questions that you might ask in a busy kitchen. Your instructor will pretend to be a head chef in a kitchen and act out a task. As a class, shout out questions to your instructor. After the "Head Chef" responds, repeat back the information. Use the language examples as a starting point to help you create and ask questions and repeat back information.

See if you can guess what task your instructor was doing.

LANGUAGE EXAMPLES

| Interrupting language | Abrupt and direct questions | Language for repeating back information |
|--|---|---|
| <input type="checkbox"/> Hey _____ (name or position) <input type="checkbox"/> Excuse me... <input type="checkbox"/> Hi, do you have a second? <input type="checkbox"/> Can I ask you something? <input type="checkbox"/> I need help... | <input type="checkbox"/> Where's the _____? Where are the _____? <input type="checkbox"/> When will those pizzas be done? <input type="checkbox"/> Did that delivery arrive? <input type="checkbox"/> How much _____ is left? / How many _____ are there? <input type="checkbox"/> Who's making that order? | <input type="checkbox"/> So that's... <input type="checkbox"/> Ok, I got... <input type="checkbox"/> Here's what I got... <input type="checkbox"/> _____ anything else? <input type="checkbox"/> Just to check, that's _____ correct? |

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MODULE TWO – KNOWING YOUR ENVIRONMENT – UNIT TWO – COMMUNICATING WITH URGENCY

2. Instruct learners to create and write down at least three “abrupt but direct” questions that they might ask in a busy kitchen.
3. Explain to the class that you are the Head Chef in a kitchen and you will act out a task. As you are doing this they should shout out questions to you in rapid succession (establish an order for asking) as you answer them one by one.
4. After you answer each question, the learner who asked it should repeat back that information.
5. After 5 or 10 questions in a row (depending on class size) stop and see if they can guess what task you were doing. Repeat as many times as needed.

Possible activities to mime:

Washing vegetables, cooking noodles, cutting vegetables, cutting fish, kneading dough, making pizza, making soup, grilling steak, washing dishes.

Suggestions for Adaptations

- » Consider watching video footage of a variety of busy food services settings to create context for learners.
- » Consider watching video footage of a variety of busy food services settings and have learners provide commentary. What do they think employees could be saying to one another?
- » You can also let a learner play the role of head chef if their language level is suitable.

Evaluation: Instructions

In this evaluation, learners will independently score themselves on a rubric.

Do the following to prepare and support the evaluation:

1. Review the conditions of the activity on the rubric. Learners are to check each condition that they met.
2. Read through each outcome and ask learners to reflect on their performance and circle the appropriate statement.
3. Ask learners to total their score for the activity.
4. Ask learners to think about their performance overall. What was easy? What was difficult? Ensure learners are specific in the comments they record on the rubric. Instruct them to mention their successes as well as what needs improvement. They will return to this rubric during the unit review.

MODULE TWO – UNIT TWO – COMMUNICATING WITH URGENCY

EVALUATION

Use the following rubric to record your performance in this activity.

- » Read the descriptions for each outcome and give yourself a score. Circle the description that best matches your performance.
- » Write comments about your performance. What was easy? What was difficult?

Audio Conversation 1 – Performance Activity

Read the conditions of this activity below:

I wrote three abrupt and direct questions.

I used language examples.

Look at each of the outcomes below. Score your performance of each outcome in this activity.

| Outcome | Score = 0 | Score = 1 | Score = 2 |
|---|---|--|---|
| Use appropriate language for interrupting | I had difficulty using appropriate language for interrupting. | I used appropriate language for interrupting some of the time. | I used appropriate language for interrupting most or all of the time. |
| Repeat back information | I had difficulty repeating back information. | I repeated back information some of the time. | I repeated back information most or all of the time. |
| Use direct and abrupt communication | I had difficulty using direct and abrupt communication. | I used direct and abrupt communication some of the time. | I used direct and abrupt communication most or all of the time. |

Comments:

Score:

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Communicating with Urgency – Audio Conversation 2

Audio Summary

In this conversation, Anna is speaking with the Head Chef. She needs to get his attention because she has discovered a problem. Anna has already decided that this problem needs quick attention, so she explains the problem directly to the chef. The chef interrupts Anna to ask for more information so that he can find a solution quickly.

This audio is fifty-five seconds long.

Listening Exercise: Instructions

In this exercise, learners will listen to an audio conversation between two people in the food services industry. Learners will complete the exercise described in their workbook.

Do the following to prepare and support the exercise:

1. Read the focus questions with learners to guide their listening before playing audio conversation 2.
2. Ask learners to fill in the blanks while listening to the conversation. They should also underline any words or phrases that they have questions about.
3. Direct learners to record their answers to the focus questions after listening.
4. Discuss the focus questions as a class.
5. Instruct learners to independently answer the language questions.

Suggestions for Adaptations

- » Consider chunking the audio on first and/or second listening to capture and discuss unfamiliar vocabulary, rephrase content, or summarize.

MODULE TWO – UNIT TWO – COMMUNICATING WITH URGENCY

Communicating with Urgency – Audio Conversation 2

In this conversation, Anna is speaking with the Head Chef. She needs to get his attention because she has discovered a problem. Anna has already decided that this problem needs quick attention, so she explains the problem directly to the chef. The chef interrupts Anna to ask for more information so that he can find a solution quickly.

LISTEN TO THE AUDIO CONVERSATION

Listen online at: [bit.ly/M2_U2_C2](#)

Listening Exercise

In this listening exercise you will

- Listen for details
- Identify types of language functions

To prepare for this exercise, read the focus questions. Then, as you listen, read along in the conversation transcript and fill in the blanks as best as you can. Underline any words or phrases that you would like to ask a question about.

After you listen, revisit the focus questions and write down your answers. Then, answer the language questions.

FOCUS QUESTIONS

1. Why does the Head Chef listen to Anna's problem even though he is busy?

2. What immediate solution does the Head Chef decide on, after he realizes that something might be wrong?

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LEARNER WORKBOOK – PAGE 107

MATERIALS

» [Communicating with Urgency – Audio Conversation 2](#)

GLOSSARY VOCABULARY

Log

Walk-in

CONVERSATION TRANSCRIPT: MISSING WORDS

- a. Do you have a second?
- b. Can it wait for a few minutes?
- c. Go look at the temperature, Anna.
- d. It's plus four degrees.
- e. Watch out behind you!

LANGUAGE QUESTIONS: ANSWERS

1. b
2. a
3. d
4. e
5. c

MODULE TWO – UNIT TWO – COMMUNICATING WITH URGENCY

LANGUAGE QUESTIONS

1. Which fill in the blank answer is a direct question the chef uses to show he is busy? ____
2. Which fill in the blank answer does Anna use to interrupt the chef? ____
3. In which fill in the blank answer does Anna respond directly and succinctly? ____
4. Which fill in the blank answer is an effective way to let others know there is a potential danger in the area? ____
5. In which fill in the blank answer does the Head Chef give Anna an abrupt order? ____

Score 15

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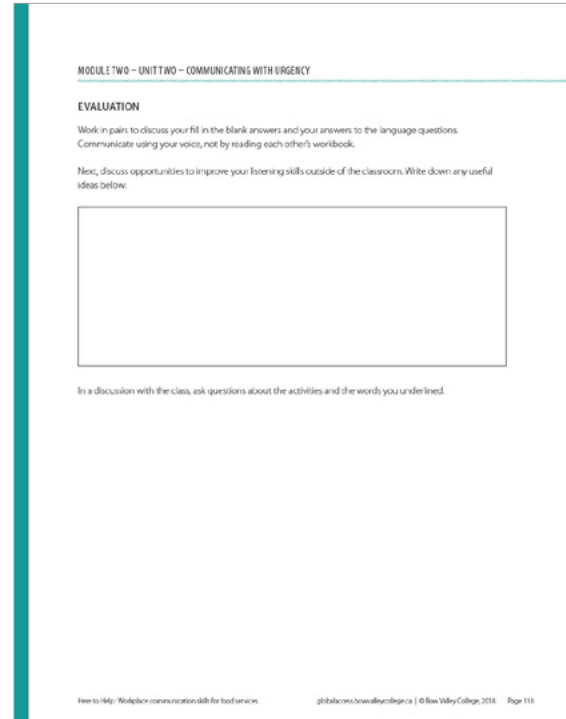
LEARNER WORKBOOK – PAGE 109

Evaluation: Instructions

In this evaluation, learners will work with a partner to check their answers and brainstorm opportunities to improve their listening skills outside of the classroom.

Do the following to prepare and support the evaluation:

1. Ask learners to find a partner. Learners should compare and discuss their fill in the blank answers and their answers to the language questions. They should communicate using their voice, not by reading each other's workbook.
2. Have learners listen again while they check their work after the pair work is complete.
3. Answer any questions they have about the fill in blank answers and the language questions and share the answers.
4. Instruct learners to record their scores out of five for each activity in the spaces provided.
5. Next, learners should brainstorm ideas of how they can find opportunities to improve their listening skills outside of the classroom. They should record at least one idea in the space provided in their workbooks as they will return to this page during the unit review.



LEARNER WORKBOOK – PAGE 110

Suggestions for Adaptations

- » Consider having learners read the completed transcript aloud in pairs to practice pronunciation and support comprehension of new vocabulary.

Performance Activity: Instructions

In this activity, learners will have short conversations to solve problems that could arise in a food services setting. In these conversations they will use appropriate language for interrupting and practice communicating information succinctly. They will also make and respond to requests for more information. Learners will complete the activity described in their workbook.

Do the following to prepare and support the activity:

1. Review the language examples for interrupting appropriately.
2. Give one half of the learners a problem card and the other half a role card.
3. Instruct the learners with problem cards to think about how to communicate the problem on their card succinctly.
4. Instruct learners with the role cards to listen to the problem described to them and then ask a question to request more information.
5. Explain that the learners with the role cards need to decide if they are the appropriate person to solve a problem. If they are, they should suggest a solution. If they are not, they should suggest who the learner with the problem should speak to.
6. Instruct learners to exchange cards at the end of each conversation and speak with another classmate.

The screenshot shows a page from a learner workbook. At the top, it says 'MODULE TWO – UNIT TWO – COMMUNICATING WITH URGENCY'. Below that is the title 'Performance Activity'. The text reads: 'Your instructor will give you a card. On your card you will see a problem, or the name of a food services role. If you have a problem card: > Read your problem carefully. > What is the most important information? > How can you explain your problem succinctly? > When you are ready, find a classmate with a role card and interrupt them. > Tell them your problem. > Listen to their request for more information and respond appropriately. If you have a role card: > Read your job title and the situation carefully. > Do you have time to speak right now? > When a classmate interrupts you, listen to their problem. > Ask your classmate a question to request more information about the problem. > If you are the correct person to fix this problem, offer them a solution. If you are not the correct person, tell them you are not the right person and suggest who they should go and talk to. At the end of your conversation, you and your partner should exchange cards. Go and speak with another classmate.' Below this is a section titled 'LANGUAGE EXAMPLES' with a sub-section 'Interrupting language' containing a list of phrases: 'Hey _____ (name or position)', 'Excuse me...', 'Hi, do you have a second?', 'Can I ask you something?', and 'I need help...'. At the bottom of the page, it says 'Here to Help: Workplace communication skills for food services' and 'globalaccess.bowvalleycollege.ca | © Bow Valley College, 2018 Page 111'.

LEARNER WORKBOOK – PAGE 111

Suggestions for Adaptations

- » Consider first asking learners to share some of the problems they have encountered at work. Who did they need to talk to and why?
- » Consider having learners create their own problems and roles for an additional round of the activity.

MATERIALS

- » [Module Two – Unit Two – Problem Cards](#)
- » [Module Two – Unit Two – Role Cards](#)

Evaluation: Instructions

In this evaluation, learners will independently score themselves on a rubric.

Do the following to prepare and support the evaluation:

1. Review the conditions of the activity on the rubric. Learners are to check each condition that they met.
2. Read through each outcome and ask learners to reflect on their performance and circle the appropriate statement.
3. Ask learners to total their score for the activity.
4. Ask learners to think about their performance overall. What was easy? What was difficult? Ensure learners are specific in the comments they record on the rubric. Instruct them to mention their successes as well as what needs improvement. They will return to this rubric during the unit review.

MODULE TWO – UNIT TWO – COMMUNICATING WITH URGENCY

EVALUATION

Use the following rubric to record your performance in this activity.

- » Read the descriptions for each outcome and give yourself a score. Circle the description that best matches your performance.
- » Write comments about your performance: What was easy? What was difficult?

Audio Conversation 2 - Performance Activity

Read the conditions of this activity below:

- Before having a conversation I reviewed the information on the card.
- I used language examples.

Look at each of the outcomes below. Score your performance of each outcome in this activity.

| Outcome | Score = 0 | Score = 1 | Score = 2 |
|---|---|--|---|
| Use appropriate language for interrupting | I had difficulty using appropriate language for interrupting. | I used appropriate language for interrupting some of the time. | I used appropriate language for interrupting most or all of the time. |
| Communicate information succinctly | I had difficulty communicating information succinctly. | I communicated information succinctly some of the time. | I communicated information succinctly most or all of the time. |
| Make requests for more information | I had difficulty making requests for more information. | I made requests for more information some of the time. | I made requests for more information most or all of the time. |
| Interrupt appropriately | I had difficulty interrupting appropriately (finding the correct response). | I interrupted appropriately (found the correct response) some of the time. | I interrupted appropriately (found the correct response) most or all of the time. |

Comments: _____

Score: _____

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Industry Insider

Audio Summary

In this audio clip, the Industry Insider explains how he uses questions to train staff and develop trust. He shares that in a fast-paced environment his questions demonstrate to employees everything they need to be thinking about and over time he asks fewer questions.

This audio is one minute and two seconds long.

Industry Insider: Instructions

Do the following to prepare and support the discussion:

1. Discuss the job title of the Industry Insider and the type of establishment where the insider works. Give examples of similar establishments in the local community.
2. Listen to the audio.
3. Ask learners:
 - » What advice did the insider give that you can use right away?
 - » What did the insider say that was the same as what you already know?
 - » What did the insider say that was new or different from what you already know?
4. Discuss any unfamiliar vocabulary.

MODULE TWO – UNIT TWO – COMMUNICATING WITH URGENCY

INDUSTRY INSIDER

YOUR SUPERVISOR IS ON YOUR SIDE

This is one of the city's busiest restaurants. I've never had a quiet shift, which makes it challenging to train new bar staff. We don't have time set aside for training, so I ask questions all the time. That's just how I train new staff. Questions like, "Did you get the drinks out for Table Twelve?" "Did you slice all the lemons?" "Why did that glass of wine come back?" "How many shakes of Tabasco did you put in that drink?"

I ask questions to develop trust. These are the questions I constantly ask myself during any given shift, and I want to instill the same thought process and the same sense of urgency in my team. I don't need staff to answer every question correctly. I just need to show them what I expect. If a new employee messes up, honestly, it's no big deal. It's just an opportunity to get better.

It takes patience, though. Learning takes time. After a while, I don't ask the new guys so many questions, because they've learned which questions they need to ask themselves. They know I'm on their side, they know that I want them to succeed as much as they do.

Senior Bartender
Steakhouse

[LISTEN TO THE AUDIO](#)

Listen online at: [tallyAQ2_U2_INSIDER](#)

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LEARNER WORKBOOK – PAGE 113

Suggestions for Adaptations

- » Consider chunking the audio on first and/or second listening to capture and discuss unfamiliar vocabulary, rephrase content, or summarize.

MATERIALS

» [Industry Insider: Your Supervisor is on your Side](#)

GLOSSARY VOCABULARY

Bartender

Shift

Urgent

Unit Review

This review details the module content that was introduced in the unit. Learners will have an opportunity to record additional vocabulary that they have learned about the theme of Knowing your Environment and reflect on new knowledge and skills.

The review concludes with a preview of the content in the next unit.

Unit Review: Instructions

Do the following to prepare and support the review:

1. Explain to learners the purpose of a unit review.
2. Read the review introduction as a class and review the learning objectives.
3. Ask learners to reflect on their learning. Did they achieve the learning objectives? Ask them to explain to a partner what they did to achieve the objectives.
4. Review the key content for the unit.
5. Ask learners to share an example of each content item in the list while working with a partner.
6. Direct learners back to the conversation transcripts in the unit. Ask them to reread the transcript and review their scores. Learners should record their listening scores out of ten in the space provided.
7. Repeat with both sets of language questions.
8. Ask learners to review the ideas they recorded in their listening evaluations. From these ideas, learners should select at least one and rephrase the idea as a language learning goal and record it in the space provided in their workbooks.
9. Repeat with the comments recorded in the performance activity rubrics.
10. Answer any questions about the unit as a whole.
11. Preview the next unit.

MODULE TWO – UNIT TWO – COMMUNICATING WITH URGENCY

Unit Review

In this unit you developed language skills needed to communicate effectively in a busy, urgent environment. You need to be comfortable with interrupting, and using succinct, direct, and abrupt communication. As well, you need to continue to develop good communication habits like repeating back information and making requests for more information, in order to make good decisions in an urgent setting.

These were the learning objectives for this unit:

- Develop strategies to communicate in urgent settings
- Learn about decision making in urgent settings
- Recognize the importance of interrupting appropriately
- Recognize the need to complete ongoing daily tasks during down times

Did you achieve these objectives? Describe to a partner or to the rest of the class what you did to complete each objective.

This was the key content for this unit:

- Repeating back information
- Communicating information succinctly
- Requests for more information
- Appropriate language for interrupting
- Interrupting
- Direct and abrupt communication

With a partner, share an example of everything in the list above. If you need to, reread the language example descriptions in the key content section.

In the listening exercises in this unit, you listened for language examples and tried to understand how they were used. Reread the two conversation transcripts in this unit.

- How many fill in the blank answers did you get correct? /10
- How many language questions did you get correct? /10

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LEARNER WORKBOOK – PAGE 114

Summary, Objectives, and Outcomes: Industry Information

Food services workplaces bring together many types of people working in a variety of roles. Teamwork is an essential part of the industry because all of these roles will rely on each other to complete their own tasks and create a smooth operation. Learners will need to recognize and build trust over time with co-workers and with management.

Active listening is a key concept that often includes language based skills and provides opportunities to demonstrate trust and build relationships. Not only will learners need to develop language skills for active listening, but they will also need these skills to fit into the fast-paced environment of the food and service industry. Asking questions to a supervisor and providing detailed descriptions to co-workers and customers alike might be culturally uncomfortable for some learners, yet they will need to develop these skills for the workplace.

MODULE TWO – UNIT THREE – BUILDING RELATIONSHIPS AND TRUST

Summary, Objectives, and Outcomes

Food services workplaces bring together many types of people working in a variety of roles. Teamwork is essential because all of these roles rely on each other to complete tasks and create a smooth operation. You will need to build trust over time with co-workers and with management.

Active listening demonstrates trust and builds relationships. You will need to develop language skills for active listening and use these skills to fit into the fast-paced industry of food services. Asking a supervisor questions might be culturally uncomfortable for you, but you will need to because it will be expected.

The reflection unit at the end of this module provides language examples that you can use as a reference sheet. Add to these examples with language you encounter in class and in daily life.

The learning objectives for this unit are:

- » Recognize the team atmosphere involved in a food services workplace
- » Recognize the importance of active listening for building trust
- » Become aware of the opportunities to observe and build language skills in a fast-paced environment

The unit is structured as follows:

| Module Two: Unit Three - Building Relationships and Trust | |
|---|---|
| Section | Outcomes and Purpose |
| Summary, Objectives, and Outcomes | » Preview unit |
| Audio Conversation 1 – Listening Exercise | » Listen for details » Recognize types of language functions |
| Audio Conversation 1 – Performance Activity | » Rephrase information » Questioning |
| Audio Conversation 2 – Listening Exercise | » Listen for details » Recognize types of language functions |
| Audio Conversation 2 – Performance Activity | » Ask clarifying questions » Provide descriptions » Use politeness » Repeat back information |

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LEARNER WORKBOOK – PAGE 117

Building Relationships and Trust – Audio Conversation 1

Audio Summary

In this conversation, Anna is speaking with her supervisor. The supervisor is showing Anna a new task and there is some miscommunication between them. The supervisor and Anna both rephrase questions, to clarify what they are talking about. Anna also learns some vocabulary specific to her workplace.

This audio is two minutes and six seconds long.

Listening Exercise: Instructions

In this exercise, learners will listen to an audio conversation between two people in the food services industry. Learners will complete the exercise described in their workbook.

Do the following to prepare and support the exercise:

1. Read the focus questions with learners to guide their listening before playing audio conversation 1.
2. Ask learners to fill in the blanks while listening to the conversation. They should also underline any words or phrases that they have questions about.
3. Direct learners to record their answers to the focus questions after listening.
4. Discuss the focus questions as a class.
5. Instruct learners to independently answer the language questions.

Suggestions for Adaptations

- » Consider chunking the audio on first and/or second listening to capture and discuss unfamiliar vocabulary, rephrase content, or summarize.

MODULE TWO – UNIT THREE – BUILDING RELATIONSHIPS AND TRUST

Building Relationships and Trust – Audio Conversation 1

In this conversation, Anna is speaking with her supervisor. The supervisor is showing Anna a new task and there is some miscommunication between them. The supervisor and Anna both rephrase questions to clarify what they are talking about. Anna also learns some vocabulary specific to her workplace.

LISTEN TO THE AUDIO CONVERSATION

Listen online at: [BEC/INQ_U3_A1](#)

Listening Exercise

In this listening exercise you will:

- Listen for details
- Identify types of language functions

To prepare for this exercise, read the focus questions. Then, as you listen, read along in the conversation transcript and fill in the blanks as best as you can. Underline any words or phrases that you would like to ask a question about.

After you listen, revisit the focus questions and write down your answers. Then, answer the language questions.

FOCUS QUESTIONS

1. What role is Anna learning in Audio Conversation 1?

2. How many questions does Anna ask during this conversation about learning a new task?

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LEARNER WORKBOOK – PAGE 120

MATERIALS

- » [Building Relationships and Trust – Audio Conversation 1](#)

GLOSSARY VOCABULARY

- Deep fryer
- Grill
- Shadow
- Side dish
- Station

CONVERSATION TRANSCRIPT: MISSING WORDS

- What does the helper do?
- doing whatever's needed and following instructions, right?
- Bring six bags over.
- except not exactly.
- Do you want me to put these back and get regular fries?

LANGUAGE QUESTIONS: ANSWERS

- e
- c
- d
- a
- b

MODULE TWO – UNIT THREE – BUILDING RELATIONSHIPS AND TRUST

3. What names does this establishment use for the three types of fries that they serve?

CONVERSATION TRANSCRIPT

Supervisor: Okay, today I'll take a bit of time with you to show you the grill station. After that I'll get you to shadow somebody as a helper.

Anna: As a helper?

Supervisor: Yes, the grill station is usually staffed by two people during busy times. The main person taking and making orders, and someone to help out.

Anna: Okay, I'm looking forward to this. _____ (a)?

Supervisor: Well, they basically do what the main asks them to do, which is whatever helps them to keep up with the orders. It's a lot of side dish preparation and you'll have to keep on top of the deep fryer. And, of course, keep supplies stocked.

Anna: So _____ (b)?

Supervisor: Yes, that's right. Let's start with the deep fryer.

Anna: Okay.

Supervisor: Well, actually... go over to the freezer and find a box of fries.

Anna: Okay, got it.

Supervisor: So, normally when it's busy you'll just bring the box over here and keep it here. But right now it's not busy so imagine that you've just got three side orders of large fries.

Anna: Okay...uh...

Supervisor: Just bring three large orders.

Anna: They're all the same size.

Supervisor: _____ (c).

Anna: Okay! Here.

Supervisor: Fries are all bagged in small sizes, but two small bags equal one large. So three large orders are six bags.

Anna: Oh, okay. I see. I didn't know about the sizes.

Supervisor: Sure, sometimes it helps to rephrase things, but I didn't realize that you had it worked with the fries before. Thanks for letting me know. That type of information is always helpful.

Anna: Are these the right fries?

Supervisor: Yes, _____ (d). There are three different types of fries. These are our spicy fries. The other two are regular and curly. Let's just make regular fries for now since they're the most common.

Anna: _____ (e)?

Supervisor: Yes, that's right.

Anna: Are they labelled?

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LEARNER WORKBOOK – PAGE 121

MODULE TWO – UNIT THREE – BUILDING RELATIONSHIPS AND TRUST

Supervisor: No, they aren't actually, but you'll see that the regular fries are yellow. The other two kinds are orange.

Anna: Okay, here. Six bags of regular fries, three large orders.

Supervisor: Okay, great. Now, this switch turns on the deep fryer, but it'll likely be on all day. You can check the temperature. It should be set to three seventy-five.

Score /5

LANGUAGE QUESTIONS

- Which fill in the blank answer is a question that Anna probably knows the answer to but wants to make sure? _____
- In which fill in the blank answer does the supervisor rephrase what she has already said? _____
- Which fill in the blank answer comes right before the supervisor provides a description about the types of fries they serve? _____
- Which fill in the blank answer is a question Anna asks to clarify something that is new to her? _____
- In which fill in the blank answer does Anna rephrase her supervisor's description in the form of a question? _____

Score /5

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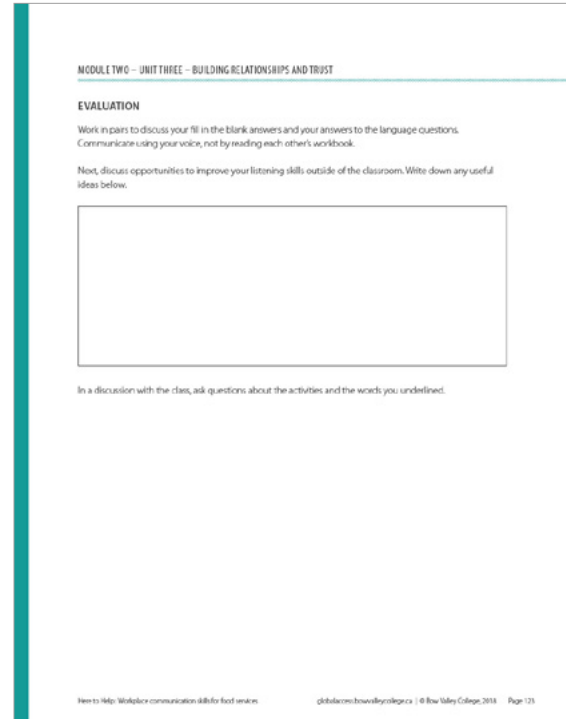
LEARNER WORKBOOK – PAGE 122

Evaluation: Instructions

In this evaluation, learners will work with a partner to check their answers and brainstorm opportunities to improve their listening skills outside of the classroom.

Do the following to prepare and support the evaluation:

1. Ask learners to find a partner. Learners should compare and discuss their fill in the blank answers and their answers to the language questions. They should communicate using their voice, not by reading each other's workbook.
2. Have learners listen again while they check their work after the pair work is complete.
3. Answer any questions they have about the fill in blank answers and the language questions and share the answers.
4. Instruct learners to record their scores out of five for each activity in the spaces provided.
5. Next, learners should brainstorm ideas of how they can find opportunities to improve their listening skills outside of the classroom. They should record at least one idea in the space provided in their workbooks as they will return to this page during the unit review.



LEARNER WORKBOOK – PAGE 123

Suggestions for Adaptations

- » Consider having learners read the completed transcript aloud in pairs to practice pronunciation and support comprehension of new vocabulary.

Performance Activity: Instructions

In this activity, learners will write answers to different types of clarifying questions and practice asking and responding to these questions with a classmate. Learners will complete the activity described in their workbook.

Do the following to prepare and support the activity:

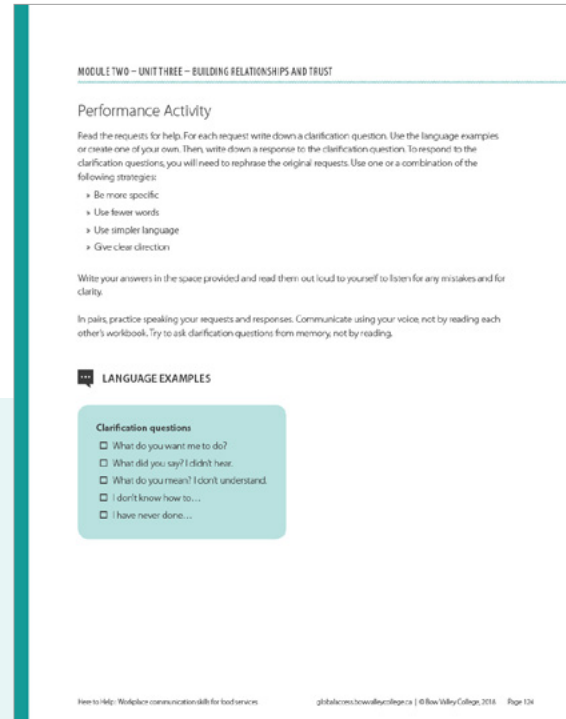
1. Lead the following workplace discussion with the class:

Workplace Culture Discussion

Learners might feel uncomfortable asking questions to a supervisor when they do not understand something because, depending on their background, it might signal that the supervisor did a poor job of explaining or giving instructions. Some learners may avoid asking questions to “save face” for their supervisor. Yet, questions are expected in the Canadian workplace.

Lead a class discussion about questioning in the workplace.

- » Ask learners:
 - » Do you ask a lot of questions in formal situations? (At work? At school?)
 - » How comfortable do you feel asking questions at work?
 - » When do you expect others to ask questions?
 - » How do you feel when co-workers or classmates ask you questions?
- » Review the questions that Anna asks in audio conversation 1. Point out the two questions where she rephrases the supervisor’s requests. (“So, doing whatever’s needed and following instructions, right?” and “You want me to put these back and get regular fries?”).
- » Answer any questions.



MODULE TWO – KNOWING YOUR ENVIRONMENT – UNIT THREE – BUILDING RELATIONSHIPS AND TRUST

2. Read through the requests for help as a class.
3. Have learners write down a clarification question for each request. Then, they should write down a response to the clarification question that rephrases the initial request. Learners should write down their responses in the space provided.
4. Direct learners to read their written responses out loud to themselves and to listen for any mistakes and for clarity.
5. Put learners in pairs to practice speaking their requests and responses. They should communicate using their voice, not by reading each other's workbook. Learners should also try to ask clarification questions from memory, not by reading.
6. Tell learners they can present some of the answers to the class.

MODULE TWO – UNIT THREE – BUILDING RELATIONSHIPS AND TRUST

ACTIVITY TASK

A: Can you help me? It's busy now, we just got a whole rush of orders and we're starting to get backed up.
B: Clarification question: _____
A: Rephrase request: _____

A: Hey, over here! The grill is really busy, and we're a bit short-staffed at the moment. Can you go see the wait staff to help with customers?
B: Clarification question: _____
A: Rephrase request: _____

A: Marco went home sick. He usually works the pizza station. Can you cover for him?
B: Clarification question: _____
A: Rephrase request: _____

A: When you're done that, I want you to go into the fridge and get some ingredients for tomorrow, but before you do, make sure that we have enough bread for tonight.
B: Clarification question: _____
A: Rephrase request: _____

A: Let Chef know that we need her to look at something. There's a problem with a delivery. The driver has the wrong order and he's waiting for someone to sign the papers.
B: Clarification question: _____
A: Rephrase request: _____

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LEARNER WORKBOOK – PAGE 125

Suggestions for Adaptations

- » Consider giving learners time to further practice asking clarification questions and requesting help before commencing this activity.
- » Consider splitting the activity into two distinct parts. First, have learners work in pairs to first identify appropriate clarification questions and discuss answers as a class. Second, direct learner attention to the first request in the workbook. Identify all of the important information. What does the person making the request need? What information explains why the request is being made? How can this information be put together into one short request? Collect suggestions on the whiteboard. Discuss which rephrased request is the most effective and why. Have learners copy the rephrased request into their workbooks.

GLOSSARY VOCABULARY

Backed up
Cover
Short-staffed
Station

Evaluation: Instructions

In this evaluation, learners will independently score themselves on a rubric.

Do the following to prepare and support the evaluation:

1. Review the conditions of the activity on the rubric. Learners are to check each condition that they met.
2. Read through each outcome and ask learners to reflect on their performance and circle the appropriate statement.
3. Ask learners to total their score for the activity.
4. Ask learners to think about their performance overall. What was easy? What was difficult? Ensure learners are specific in the comments they record on the rubric. Instruct them to mention their successes as well as what needs improvement. They will return to this rubric during the unit review.

MODULE TWO – UNIT THREE – BUILDING RELATIONSHIPS AND TRUST

EVALUATION

Use the following rubric to record your performance in this activity.

- » Read the descriptions for each outcome and give yourself a score. Circle the description that best matches your performance.
- » Write comments about your performance. What was easy? What was difficult?

Audio Conversation 1 - Performance Activity

Read the conditions of this activity below:

- I completed the fill in the blank activity.
- I checked my own answers by reading them out loud.
- I checked my answers orally with a partner.

Look at each of the outcomes below. Score your performance of each outcome in this activity.

| Outcome | Score = 0 | Score = 1 | Score = 2 |
|----------------------|--|---|--|
| Rephrase information | I had difficulty rephrasing information. | I rephrased information some of the time. | I rephrased information most or all of the time. |
| Questioning | I had difficulty asking questions without reading. | I asked questions without reading some of the time. | I asked questions without reading most or all of the time. |

Comments:

Score:

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LEARNER WORKBOOK – PAGE 126

Building Relationships and Trust – Audio Conversation 2

Audio Summary

In this conversation, Anna is speaking with a customer. The customer is confused, and Anna stays patient and takes time to explain information. Anna rephrases some of her questions to help the customer.

This audio is one minute and twenty-one seconds long.

Listening Exercise: Instructions

In this exercise, learners will listen to an audio conversation between two people in the food services industry. Learners will complete the exercise described in their workbook.

Do the following to prepare and support the exercise:

1. Read the focus questions with learners to guide their listening before playing audio conversation 2.
2. Ask learners to fill in the blanks while listening to the conversation. They should also underline any words or phrases that they have questions about.
3. Direct learners to record their answers to the focus questions after listening.
4. Discuss the focus questions as a class.
5. Instruct learners to independently answer the language questions.

Suggestions for Adaptations

- » Consider chunking the audio on first and/or second listening to capture and discuss unfamiliar vocabulary, rephrase content, or summarize.

MODULE TWO – UNIT THREE – BUILDING RELATIONSHIPS AND TRUST

Building Relationships and Trust – Audio Conversation 2

In this conversation, Anna is speaking with a customer. The customer is confused, and Anna stays patient and takes time to explain information. Anna rephrases some of her questions to help the customer.

LISTEN TO THE AUDIO CONVERSATION

Listen online at: [94yA9z_U3_AQ2](#)

Listening Exercise

In this listening exercise you will:

- Listen for details
- Identify types of language functions

To prepare for this exercise, read the focus questions. Then, as you listen, read along in the conversation transcript and fill in the blanks as best as you can. Underline any words or phrases that you would like to ask a question about.

After you listen, revisit the focus questions and write down your answers. Then, answer the language questions.

FOCUS QUESTIONS

1. What questions does Anna ask to help prompt the customer to make an order?

2. How many questions does Anna ask in this conversation? How many times does she repeat back information?

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LEARNER WORKBOOK – PAGE 127

MATERIALS

» [Building Relationships and Trust – Audio Conversation 2](#)

GLOSSARY VOCABULARY

Grill
Station

CONVERSATION TRANSCRIPT: MISSING WORDS

- a. can I help who's next?
- b. We have three types of fries.
- c. Were the ones you had before straight or curly?
- d. Large or small?
- e. large Curly Fries and a House Burger.

LANGUAGE QUESTIONS: ANSWERS

- 1. b
- 2. c
- 3. e
- 4. a
- 5. d

MODULE TWO – UNIT THREE – BUILDING RELATIONSHIPS AND TRUST

2. What set phrase does Anna use that she learned in Audio Conversation 1 in this unit?

CONVERSATION TRANSCRIPT

Anna: Hello, _____ (a)?

Customer: Hi, that's me.

Anna: What can I make for you?

Customer: Um, which menu can I order from? Any of them?

Anna: Oh, this is the grill station. You'll need to look at the grill menu up there.

Customer: Okay, good, that's what I thought.

Anna: Did you need a few more minutes to decide?

Customer: No, I'll have the House Burger.

Anna: Okay, the House Burger, good choice. Do you want any side dish with that?

Customer: Yes, some of those Zesty Fries that you have here.

Anna: Oh, do you mean the Spicy Fries?

Customer: Yes, I think so. I had them once before. They were good. They had some sort of taste to them.

Anna: Okay, I think you mean the Spicy Fries, _____ (b), these are our Spicy Fries. The other two are regular and curly, _____ (c)?

Customer: Curly?

Anna: Curly like a spring?

Customer: Yes! Those ones, they were curly.

Anna: Okay, those are Curly Fries, _____ (d)?

Customer: Large please.

Anna: Okay, _____ (e). Next time you order, you can call them "Curly Fries" just to make sure you get what you want, and yeah they're very good.

Customer: Thanks.

Anna: It'll be a few minutes for your House Burger and Curly Fries. Here's your number.

Customer: Thank you.

Anna: Hello, can I help who's next?

Score /5

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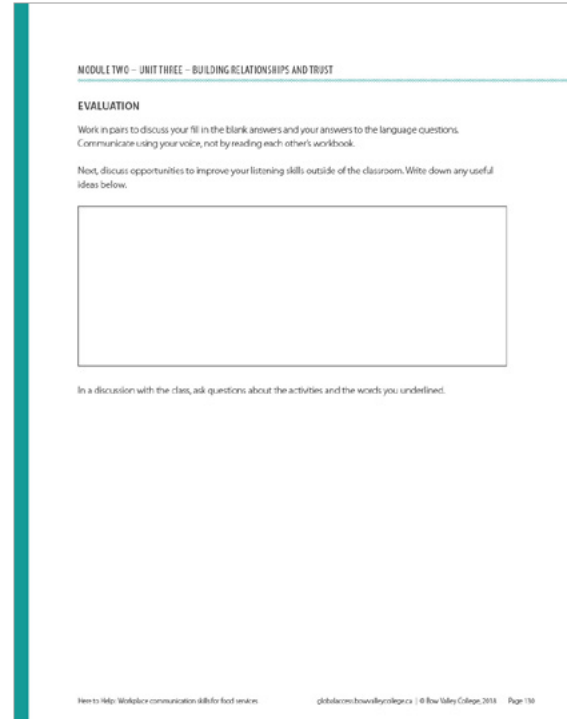
LEARNER WORKBOOK – PAGE 128

Evaluation: Instructions

In this evaluation, learners will work with a partner to check their answers and brainstorm opportunities to improve their listening skills outside of the classroom.

Do the following to prepare and support the evaluation:

1. Ask learners to find a partner. Learners should compare and discuss their fill in the blank answers and their answers to the language questions. They should communicate using their voice, not by reading each other's workbook.
2. Have learners listen again while they check their work after the pair work is complete.
3. Answer any questions they have about the fill in blank answers and the language questions and share the answers.
4. Instruct learners to record their scores out of five for each activity in the spaces provided.
5. Next, learners should brainstorm ideas of how they can find opportunities to improve their listening skills outside of the classroom. They should record at least one idea in the space provided in their workbooks as they will return to this page during the unit review.



LEARNER WORKBOOK – PAGE 130

Suggestions for Adaptations

- » Consider having learners read the completed transcript aloud in pairs to practice pronunciation and support comprehension of new vocabulary.

Performance Activity: Instructions

In this activity, learners will have conversations with classmates pretending to be a customer trying to order an incorrect item from a menu. They will ask clarifying questions, provide descriptions, and repeat back information to confirm orders. They will also practice polite greetings. Learners will complete the activity described in their workbook.

Do the following to prepare and support the activity:

1. Review the language examples for polite greetings, asking clarifying questions, and repeating back information.
2. Review the part of audio conversation 2 where Anna describes the fries to the customer.
3. Put learners in pairs to have conversations where a customer tries to order a food item from an employee. Learners can use the language examples as a starting point, the menu, and the customer questions provided.
 - » The learner who is the employee should begin with a polite greeting.
 - » The learner who is the customer should reply with one of the provided questions to order something not on the menu.
 - » The employee must then ask a clarifying question and provide a simple description to find out or help the customer decide what they want.
 - » As the conversation progresses, the customer can decide what item on the menu they would like to order.
 - » To end the conversation, the employee should repeat back the correct order to the customer.

MODULE TWO – UNIT THREE – BUILDING RELATIONSHIPS AND TRUST

Performance Activity

In pairs, have a conversation where a customer tries to order a food item from an employee. Use the language examples as a starting point, the menu, and the customer questions provided.

- » The learner who is the employee should begin with a polite greeting.
- » The learner who is the customer should reply with one of the provided questions to order something not on the menu.
- » The employee must then ask a clarifying question and provide a simple description to find out or help the customer decide what they want.
- » As the conversation progresses, the customer can decide what item on the menu they would like to order.
- » To end the conversation, the employee should repeat back the correct order to the customer.

Switch roles after every conversation, and switch partners throughout the activity.

LANGUAGE EXAMPLES

| | | |
|---|---|---|
| <p>Polite greetings</p> <ul style="list-style-type: none"> <input type="checkbox"/> Hello, welcome to _____. <input type="checkbox"/> Hi, can I take your order? <input type="checkbox"/> Hi, how are you? Are you ready to order? <input type="checkbox"/> Hello, can I help who's next? <input type="checkbox"/> Hi, what can I make for you? | <p>Polite clarification questions to use with customers</p> <ul style="list-style-type: none"> <input type="checkbox"/> I'm sorry, we don't have _____. <input type="checkbox"/> We have _____. <input type="checkbox"/> Did you mean _____? <input type="checkbox"/> Did you mean _____ or _____? <input type="checkbox"/> What kind of _____ do you want? <input type="checkbox"/> Sorry, those only come in _____ size, flavor. | <p>Language for repeating back information</p> <ul style="list-style-type: none"> <input type="checkbox"/> So that's... <input type="checkbox"/> Oh, I got... <input type="checkbox"/> Here's what I got... <input type="checkbox"/> _____ anything else? <input type="checkbox"/> Just to check, that's _____, correct? |
|---|---|---|

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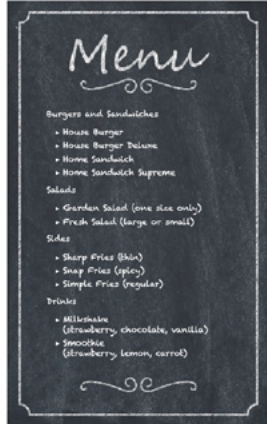
LEARNER WORKBOOK – PAGE 131

MODULE TWO – UNIT THREE – BUILDING RELATIONSHIPS AND TRUST

ACTIVITY TASK

After the employee greets the customer, the customer chooses from one of the questions below. Use the example menu for reference.

- » Hi, can I have one of your Family Burgers?
- » Hello, can I please have a House Burger Deluxe and a strawberry shake?
- » Hi, can I order a House Burger with fries?
- » I'd like a chocolate smoothie please.
- » I'd like to have a lime milkshake.
- » Hi, do you have chicken burgers?
- » Can I have a House Sandwich with Sharp Fries?
- » Can I have a large Garden Salad?
- » Can I have a Fresh Salad and a smoothie?
- » Hello I'd like to order 2 burgers and 2 milkshakes.



Burgers and sandwiches

- House Burger
- House Burger Deluxe
- House Sandwich
- House Sandwich Supreme

Salads

- Garden Salad (one size only)
- Fresh Salad (large or small)

Sides

- Sharp Fries (skin)
- Sharp Fries (skin)
- Simple Fries (regular)

Drinks

- Milkshake (strawberry, chocolate, vanilla)
- Smoothie (strawberry, lemon, carrot)

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MODULE TWO – KNOWING YOUR ENVIRONMENT – UNIT THREE – BUILDING RELATIONSHIPS AND TRUST

4. Tell learners to switch roles after every conversation, and switch partners throughout the activity.
5. Invite learners to share their role plays with the class.

MATERIALS

- » [Building Relationships and Trust – Audio Conversation 2](#)
- » [Module Two – Unit Three – Menu](#)

Suggestions for Adaptations

- » Consider brainstorming a list of food items that might be available at a similar establishment, but are not included on the menu provided. Learners could also bring menus from community restaurants to class, or search for similar menus online. Collect answers on the whiteboard for learner reference.
- » Consider reviewing scanning and skimming strategies and have learners cross reference the food items in the questions with the menu beforehand. Learners can then identify which customer requests will require clarification requests beforehand.

Evaluation: Instructions

In this evaluation, learners will independently score themselves on a rubric.

Do the following to prepare and support the evaluation:

1. Review the conditions of the activity on the rubric. Learners are to check each condition that they met.
2. Read through each outcome and ask learners to reflect on their performance and circle the appropriate statement.
3. Ask learners to total their score for the activity.
4. Ask learners to think about their performance overall. What was easy? What was difficult? Ensure learners are specific in the comments they record on the rubric. Instruct them to mention their successes as well as what needs improvement. They will return to this rubric during the unit review.

MODULE TWO – UNIT THREE – BUILDING RELATIONSHIPS AND TRUST

EVALUATION

Use the following rubric to record your performance in this activity.

- × Read the descriptions for each outcome and give yourself a score. Circle the description that best matches your performance.
- × Write comments about your performance. What was easy? What was difficult?

| Audio Conversation 2 - Performance Activity | | | |
|--|---|--|---|
| Read the conditions of this activity below: | | | |
| <input type="checkbox"/> Before having a conversation I reviewed the information on the menu. <input type="checkbox"/> I used language examples. <input type="checkbox"/> I switched roles at least twice. <input type="checkbox"/> I spoke with at least two different partners. | | | |
| Look at each of the outcomes below. Score your performance of each outcome in this activity: | | | |
| Outcome | Score = 0 | Score = 1 | Score = 2 |
| Ask clarifying questions | I had difficulty asking clarifying questions. | I asked clarifying questions some of the time. | I asked clarifying questions most or all of the time. |
| Provide descriptions | I had difficulty providing descriptions. | I provided descriptions some of the time. | I provided descriptions most or all of the time. |
| Use politeness | I had difficulty using politeness. | I used politeness some of the time. | I used politeness most or all of the time. |
| Repeat back information | I had difficulty repeating back information. | I repeated back information some of the time. | I repeated back information most or all of the time. |
| Comments: | | | Score: |

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Industry Insider

Audio Summary

In this audio clip, the Industry Insider shares the importance of knowing when a suggestion is actually a request. She also talks about the differences in the tone of workplace communication between the front and the back of the house and before and during service.

This audio is one minute and one second long.

Industry Insider: Instructions

Do the following to prepare and support the discussion:

1. Discuss the job title of the Industry Insider and the type of establishment where the insider works. Give examples of similar establishments in the local community.
2. Listen to the audio.
3. Ask learners:
 - » What advice did the insider give that you can use right away?
 - » What did the insider say that was the same as what you already know?
 - » What did the insider say that was new or different from what you already know?
4. Discuss any unfamiliar vocabulary.

MODULE TWO – UNIT THREE – BUILDING RELATIONSHIPS AND TRUST

INDUSTRY INSIDER

WHEN A SUGGESTION IS ACTUALLY A REQUEST

My number one piece of advice is learn when a suggestion is actually a request. For example, when my General Manager is in and he says, "You might want to rearrange the cushions on the couch," he means, "Rearrange the cushions on the couch."

It's the same in the back of the house. "Could you grab me an extra hotel pan?" means, "I need a hotel pan and I need it now."

The tone of each request will change based on when and where they are said. Before service, you'll hear requests in a normal voice, even in a polite manner. During service, you'll hear those requests being shouted across the kitchen, often in a demanding tone. It's not personal, it's just people communicating the best way they can.

Just remember, if your job is like mine and you go from back of the house to front of the house often, be sure to adjust your tone accordingly. Customers prefer a soft, polite tone to shouting.

Host
Brewery Restaurant

LISTEN TO THE AUDIO

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LEARNER WORKBOOK – PAGE 134

Suggestions for Adaptations

- » Consider chunking the audio on first and/or second listening to capture and discuss unfamiliar vocabulary, rephrase content, or summarize.

MATERIALS

» [Industry Insider: When a Suggestion is Actually a Request](#)

GLOSSARY VOCABULARY

Back of the house

Brewery

Front of the house

Host

Tone

Unit Review

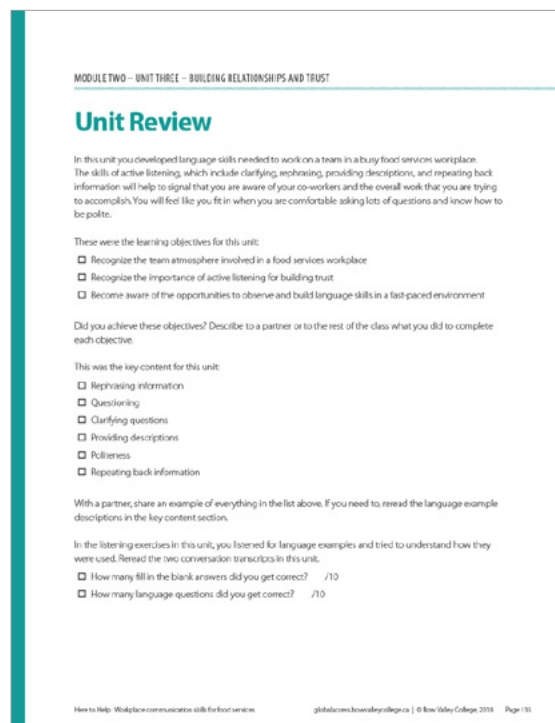
This review details the module content that was introduced in the unit. Learners will have an opportunity to record additional vocabulary that they have learned about the theme of Knowing your Environment and reflect on new knowledge and skills.

The review concludes with a preview of the content in the next unit.

Unit Review: Instructions

Do the following to prepare and support the review:

1. Explain to learners the purpose of a unit review.
2. Read the review introduction as a class and review the learning objectives.
3. Ask learners to reflect on their learning. Did they achieve the learning objectives? Ask them to explain to a partner what they did to achieve the objectives.
4. Review the key content for the unit.
5. Ask learners to share an example of each content item in the list while working with a partner.
6. Direct learners back to the conversation transcripts in the unit. Ask them to reread the transcript and review their scores. Learners should record their listening scores out of ten in the space provided.
7. Repeat with both sets of language questions.
8. Ask learners to review the ideas they recorded in their listening evaluations. From these ideas, learners should select at least one and rephrase the idea as a language learning goal and record it in the space provided in their workbooks.
9. Repeat with the comments recorded in the performance activity rubrics.
10. Answer any questions about the unit as a whole.
11. Preview the next unit.



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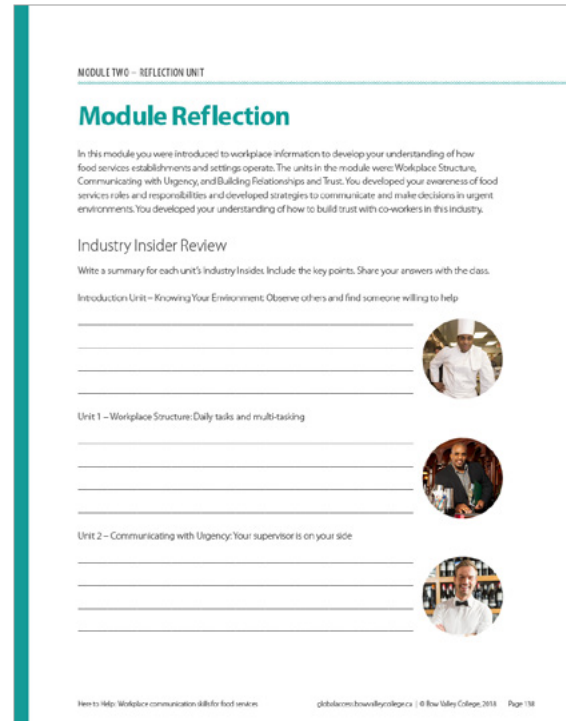
Module Reflection

Industry Insider Review: Instructions

This exercise will help learners to review the information presented in the module by the industry insiders. It will give them an opportunity to summarize information, so that it is easily accessible for later review.

Do the following to prepare and support the exercise:

1. Read through the review introduction with the class.
2. Replay or reread each Industry Insider, if needed.
3. Invite learners to share their ideas aloud before recording summaries in their notebooks.
4. Have learners complete their industry insider reviews.



LEARNER WORKBOOK – PAGE 138

Suggestions for Adaptations

- » Consider reviewing paraphrasing and summarizing skills prior to this exercise.
- » Consider identifying the key points made by each insider as a class, evaluating the suggestions made by learners.
- » Consider drafting summaries together as a class and having learners copy reviews into their workbooks.

Reflection Questions: Instructions

In this exercise, learners should use the reflection questions to prompt connections between Anna's experiences and their own. They will also need to identify what was the most useful content in the module.

Do the following to prepare and support the exercise:

1. Read through the reflection questions with the class.
2. Refer to audio summaries and transcripts, if needed.
3. Tell learners that when they select the most helpful learning in the module, they should provide a reason explaining how this information will help them specifically in the future.
4. Have learners answer the questions in their workbooks.

MODULE TWO - REFLECTION UNIT

Unit 3 - Building Relationships and Trust: When a suggestion is actually a request

Reflection Questions

Reflect on the following questions. Write your answers down.

1. In this module, Anna learns who to talk to when there is a problem at work. When was the last time you had to report a problem to someone? Who did you tell?
2. Anna also tries to help a customer. Do you have experience talking to customers? What is one thing that can help you communicate with a customer?
3. Have you ever been in a busy kitchen like the one Anna works in? What did you do to make communication easier?
4. Have you ever needed to communicate directly and urgently like Anna does with the Head Chef? What was the situation?

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LEARNER WORKBOOK – PAGE 139

Suggestions for Adaptations

- » Consider having learners share answers with a partner before recording their own in their workbooks.
- » Consider making connections between Anna's experiences and your own life as an example for learners. Give both workplace and personal examples to learners.

Evaluation Review: Instructions

In this exercise, learners will look back at their self-evaluations throughout the module to review the goals and comments that they recorded. They will comment on their goals and revise them as necessary.

Do the following to prepare and support the review:

1. Direct learners to the reviews for each unit in their workbooks.
2. Direct learners to read the goals that they recorded and ask themselves if they have achieved these goals.
3. Direct learners to reflect on how they achieved their goals or why they haven't achieved them yet.
4. Direct learners to comment on their goals and revise them as needed.
5. Direct learners to identify key vocabulary and language examples that they need to rehearse in preparation for their guided conversation with you.

MODULE TWO – REFLECTION UNIT

Evaluation Review

Review the language goals that you created in each of the unit reviews. Reflect on your goal progress. Use the space below to rewrite, revise, and comment on the goals you have set.

Language Goals:

Your instructor will have a one-to-one evaluation with you. They will guide you through a conversation, and then give you feedback.

Review the comments that you have made throughout this module in the evaluations and in the unit reviews. In the space below, write any language examples and key vocabulary that you want to practice for your conversation with your instructor.

Notes for One-to-One Evaluation:

With a partner or in groups, prepare for the conversation with your instructor. Read the conversation setting description below. Discuss what questions you expect your instructor to ask, and what language your instructor will expect you to use. Have practice conversations. Use the language examples and vocabulary that you wrote down above. Use the language related to your goals.

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LEARNER WORKBOOK – PAGE 141

Suggestions for Adaptations

- » Consider modelling the reflection by conducting a think aloud for learners as you turn to the relevant pages of the workbook.
- » Consider modelling how to comment on an achieved goal with “I have” or “I can” statements.
- » Consider modelling how to revise a goal to make it more specific or achievable.

Guided Conversation: Instructions

In this guided conversation, learners will have the opportunity to demonstrate the skills they have been learning, and receive feedback from you about their strengths and opportunities for development.

Do the following to prepare and support the guided conversation:

1. Direct learners' attention to the outcomes for the module.
2. Read through the conversation setting that appears in the learner workbook.
3. Ask learners, in small groups, to discuss potential questions that they could be asked in this situation and the language examples and vocabulary they would need to answer these questions.
4. Ask learners, in pairs, to practice the conversation, taking turns to be the instructor and the learner.
5. Sit with each learner individually and work through the following conversation outline:

The screenshot shows a page from a learner workbook titled 'MODULE TWO – REFLECTION UNIT'. It contains a 'Conversation setting' section with a scenario about working at a deli. Below this is a 'Language Examples' section with two columns of phrases: 'Set phrases to use with customers' and 'Polite language'. At the bottom, there is a footer with the text 'Here to Help: Workplace communication skills for food services' and 'globalaccess.bowvalleycollege.ca | © Bow Valley College, 2018 Page 142'.

LEARNER WORKBOOK – PAGE 142

Conversation Outline

The learner should start the conversation.

- » *Listen that they are using language to interrupt politely.*

Tell the learner that this is your first time here and it is confusing. Ask the learner where you can order.

- » *Listen for the learner to communicate information succinctly.*

Tell the learner that you are not sure what to order. Ask the learner if they can recommend something that is healthy.

- » *Listen for a set phrase or for a request for more information.*

Respond accordingly. Or, state that you are not interested in their recommendation, and ask if them what their most popular item is.

- » *Listen for a set phrase or for a request for more information.*

MODULE TWO – KNOWING YOUR ENVIRONMENT – REFLECTION UNIT

Ask them for more information about the item that they recommended, or another item.

- » *Listen for a description of the food item.*

Make a basic order

- » *Listen for the learner to ask questions to politely clarify the order.*

Respond to any questions, and pause to allow the learner to ask additional questions about the order or to end the conversation.

- » *Listen for any questions and politeness.*

6. Use the instructor evaluation rubric to score the guided conversation. Provide comments as needed.

MATERIALS

- » [Module Two – Instructor Evaluation Rubric](#)

Language Examples: Instructions

In this exercise, learners will add to the language examples from the module. Learners will record additional examples in their workbooks.

Do the following to prepare and support the exercise:

1. Read through each set of language examples.
2. Invite learners to share other examples they have collected in the classroom, community or the workplace.
3. Discuss any unfamiliar vocabulary.
4. Suggest that learners keep these pages with them throughout their day and at their workplace to help build their fluency.

The screenshot shows a page from a learner workbook. At the top, it says 'MODULE TWO – REFLECTION UNIT'. Below that, there is a section titled 'Conversation settings' with two paragraphs of text. The first paragraph describes a deli setting where customers buy drinks, pasta, or sushi. The second paragraph describes an instructor role where students help a confused customer. Below this is a box with instructions: 'In your conversation, you need to use the specific language skills from this module. Review the outcomes at the start of each unit. Use them in the conversation with your instructor.' The next section is 'Language Examples' with a question: 'You were introduced to the following language examples in this module. Can you add any additional language examples from class discussion or from your daily life?'. There are two boxes: 'Set phrases to use with customers' and 'Polite language', each containing a list of phrases. At the bottom, there is a footer with the text 'Here to Help: Workplace communication skills for food services' and 'globalaccess.bowvalleycollege.ca | © Bow Valley College, 2018 Page 142'.

MODULE THREE

Resource Instructional Support

Summary, Objectives, and Outcomes: Industry Information

The activities and resources in this module assist newcomers to Alberta to develop their understanding of safe food handling and storage practices and create awareness of both in the workplace. Newcomers to Canada may face a learning curve with regards to identifying and refusing unsafe work, as well as managing conflicts that arise from misunderstandings in urgent food services workplace settings.

This module does not replace or supersede health and safety and legal information made available to learners by their employers or in the public domain. Nor is it a preparatory module for the completion of food safety courses and certificate programs approved by Alberta Health Services. Instead, this module focuses on workplace objectives, language learning, cultural, and soft skill learning outcomes to supplement that information and regulations.

It is the norm in food service environments for health and safety information to be posted prominently for ease of reference by employees. Newcomers to the industry should be aware that they are not expected to memorize all of the information that they are exposed to, but rather know exactly where to find information quickly when it is necessary. Learners will benefit from experience in identifying different types of workplace charts, posters, and tables and the vocabulary and phrases used across industry. It is essential that newcomers to industry understand that co-worker and guest safety is paramount and food must be stored, prepared, and served safely.

The urgency of the food services industry generates specific communication challenges. Learners should be aware of the health and safety information and regulations to perform their tasks safely, as well as their right to refuse to do work that is unsafe. During service, or during rushes, there is little or no time to step aside and address misunderstandings. A misunderstanding may not be followed up, as there is always something else to do in preparation for the next shift. Errors are normally rectified immediately to keep service for customers moving forward. These norms could be in contrast to learners' cultural background and experience.

Completion of the activities in this module will equip learners with language and workplace cultural skills to complement health and safety training in the workplace.

MODULE THREE – INTRODUCTION UNIT

Summary, Objectives, and Outcomes

This module will help develop your understanding of safe working practices in the food services industry in Alberta. The activities and resources will develop your vocabulary and let you practice communication strategies that you can use at work.

This module does not replace health and safety and legal information. This module focuses on workplace objectives, language learning, cultural, and soft skill learning outcomes to supplement official information and regulations.

In this module you will develop the knowledge and language to help you:

- work safely;
- deal with conflict; and
- access important food handling and storage information.

The Staying Safe module is structured as follows:

| Unit | Theme | Objectives |
|-------------------|---------------------------|--|
| Introduction Unit | Staying Safe | <ul style="list-style-type: none"> Introduction to the theme, concepts, and vocabulary |
| Unit 1 | Knowing your Rights | <ul style="list-style-type: none"> Identify health and safety regulation information Recognize the importance of refusing work that is unsafe Recognize the need for direct language in the food services workplaces |
| Unit 2 | Conflict in the Workplace | <ul style="list-style-type: none"> Recognize that communication breakdowns can lead to conflicts Develop strategies to communicate in conflict situations Recognize the need for assertive language in the food services workplaces |
| Reflection Unit | Staying Safe | <ul style="list-style-type: none"> Reflect on the skills and language in the module |

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LEARNER WORKBOOK – PAGE 146

Industry Knowledge Exercise: Instructions

This exercise should be completed prior to watching the introduction video and before the video exercise.

In this exercise, learners will be introduced to the module theme through a class discussion. The discussion questions in the learner workbook will help learners activate their existing knowledge to get started on the module topic. This is an oral activity and there is no expectation that learners produce notes to support this discussion. If needed, learners can take notes in the margins of their workbook.

Do the following to prepare and support the exercise:

1. Read the discussion questions together as a class.
2. Put learners in pairs or in groups of three and have them talk about the questions with each other. Assign one question to each group as applicable.
3. Read and discuss the answers to the questions as a class.

MODULE THREE – INTRODUCTION UNIT

This unit introduces the themes, concepts and vocabulary of staying safe in food services workplaces. It is structured as follows:

| Module Three Introduction Unit | |
|-----------------------------------|--|
| Section | Outcomes and Purpose |
| Summary, Objectives, and Outcomes | » Preview unit |
| Industry Knowledge Exercise | » Introduce module theme and activate prior learning |
| Video Exercise | » Introduce module concepts and vocabulary |
| Industry Insider | » Topic: The right to health and safety information |
| Unit Review | » Review module structure and themes |

Industry Knowledge Exercise

This activity will prepare you for discussions about the Staying Safe theme. Read the discussion questions and discuss them with a partner or in a small group. Your instructor will ask you to share your thoughts. Talk about your knowledge and experience with the class. Others will benefit from hearing your thoughts.



EXERCISE DISCUSSION QUESTIONS

1. Have you worked in a professional kitchen before?
2. If yes, what was your role and what were your responsibilities?
3. Do you know anyone who works in a professional kitchen? What have they told you about their workplace?
4. In your opinion, why are health and safety regulations important in the food services industry?

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LEARNER WORKBOOK – PAGE 147

Staying Safe: Introduction Video

Video Summary

In this video, a restaurant Supervisor explains the key elements of a safe and effective kitchen. He talks about the responsibility of employees to follow policies and regulations that keep themselves and customers safe, by completing training and consulting information readily available in their working environments. He also talks about misunderstandings within urgent environments and how, left unaddressed, conflict can arise.



The video ends with the Supervisor explaining the importance of the customer dining experience and the responsibility of restaurant employees to know what exactly is in the food that they serve their customers.

The video is three minutes and twenty-nine seconds long and is divided into three parts:

- » Part 1: Following Regulations (ends at 1:31)
- » Part 2: Managing Conflict (begins 1:35)
- » Part 3: Dietary Requirements (begins at 2:35)

Video Exercise: Instructions

This exercise will introduce learners to some of the key vocabulary and thematic content of the Staying Safe module. They will learn workplace vocabulary associated with safety and regulations in food service industry workplaces. Learners will complete the video exercise in their workbook.

Do the following to prepare and support the exercise:

1. Read the focus questions with learners to guide their listening before watching the introduction video.
2. Elicit answers to the focus questions after watching the video. Have learners underline any additional vocabulary and phrases in the transcript that they need help with.
3. Read the comprehension questions with the class and then watch the video a second time.
4. Lead a class discussion about the comprehension questions.

MODULE THREE – INTRODUCTION UNIT

Staying Safe – Introduction Video

In this video, an industry expert shares his experience of working in a busy restaurant kitchen. He explains the importance of a clean and organized workspace. He talks about expectations and the responsibilities of employees. He also talks about the importance of good communication in busy environments.

View online at: [t4-t4/3-intro-video](#)

The expert explains how to handle misunderstandings with co-workers and customer safety.

Video Exercise

Before you watch the video, read the focus questions to guide your listening. Record any answers or notes in the space provided. Your instructor will ask you to share your answers.

Next, watch the video again and answer the comprehension questions. Record any answers or notes in the space provided. Your instructor will ask you to share your answers.

FOCUS QUESTIONS

1. What is the role/job title of the person in this video? How do you know?

2. What are the main ideas of this video?

3. Does any of the advice or information in the video surprise you? Why or why not?

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LEARNER WORKBOOK – PAGE 148

Suggestions for Adaptations

- » Consider leading a discussion about learners' first impressions of the industry employee in the video.
- » Consider chunking the video on the first and/or second viewing.
- » Consider having learners summarize individual parts of the video before drawing their attention to the focus and comprehension questions.

MATERIALS

- » [Staying Safe Video](#)

GLOSSARY VOCABULARY

| | | |
|---------------------|--------------------|-----------|
| Ability | Front of the house | Resolve |
| Conflict | Log | Sanitized |
| Dietary requirement | Misunderstanding | Spotless |
| Efficiently | Policy | Standard |
| Food sensitivity | Regulation | Walk-in |

Activity Task: Instructions

This activity will provide an opportunity for learners to share and acquire industry knowledge and vocabulary and identify key features of workplace signage.




Do the following to prepare and support the exercise:

1. Watch the video again with the class and instruct learners to scan the environment behind the Supervisor to identify notices, posters, or signs that could have important information.
 - » Learners should call out “Stop!” when they see signs in the video. In each instance, pause the video and discuss what the information the signs likely contain.
2. Display and look at the warning notice to learners after the video. Lead a class discussion about the features of the notice. Point out the different features of the text:
 - » Use of block capitals.
 - » Use of colour (black on yellow text and white on blue text).
 - » Use of punctuation.
3. Discuss any unfamiliar or alternate vocabulary.
4. Read the table as a class. Put learners in pairs or groups and instruct them to fill out the table.
5. As a class, review answers and answer any questions.

MODULE THREE – INTRODUCTION UNIT

ACTIVITY TASK

Read the table and look at the sample posters. Fill in the table by detailing the features of the poster and the vocabulary used on the poster. Discuss your answers with a partner and then with the class. Be prepared to explain your answers.

| Type of Text | Example | Features of Layout and Text | Key Vocabulary |
|---|---|-----------------------------|----------------|
| Warning Notice A poster that gets your attention. It points out a potential danger. |  | Use of capital letters | authorized |
| Instructional Poster A poster that provides information about how to do something. |  | | |
| Classification Poster A poster that shows labels and groups for items. |  | | |

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LEARNER WORKBOOK – PAGE 152

MATERIALS

- » [Module Three – Introduction Unit – Activity Task Posters](#)

Industry Insider

Audio Summary

In this audio clip, the Industry Insider speaks about workplace hazards and how to find information about them. He talks about the right to work safely and the need to communicate safety information to supervisors.

This audio is one minute and five seconds long.

Industry Insider: Instructions

Do the following to prepare and support the discussion:

1. Discuss the job title of the Industry Insider and the type of establishment where the insider works. Give examples of similar establishments in the local community.
2. Listen to the audio.
3. Ask learners:
 - » What advice did the insider give that you can use right away?
 - » What did the insider say that was the same as what you already know?
 - » What did the insider say that was new or different from what you already know?
4. Discuss any unfamiliar vocabulary.

Suggestions for Adaptations

- » Consider chunking the audio on first and/or second listening to capture and discuss unfamiliar vocabulary, rephrase content or summarize.

MODULE THREE – INTRODUCTION UNIT

INDUSTRY INSIDER

THE RIGHT TO HEALTH AND SAFETY INFORMATION

You will often hear about WHMIS, or "hazards" in this industry, or about GHS. WHMIS stands for Workplace Hazardous Materials Information System. This is the way that information about hazards is communicated. This is the information that keeps you and the people around you safe on the job.

GHS stands for the Globally Harmonized System, and it ensures that we communicate information about hazards and health and safety the same way that other countries do to avoid confusion.

All employers must provide their employees with health and safety information. When you start work your employer will talk to you about hazards and provide training, but you have responsibility to work safely, too. As an employee you have the right to know about dangers that can affect you in the workplace. If you have a question about safety, ask your supervisor. The more you know, the safer you'll be.

LISTEN TO THE AUDIO

Listen online at: k4kyf6z_jm7d0_n3e0d3

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LEARNER WORKBOOK – PAGE 153

MODULE THREE – STAYING SAFE – INTRODUCTION UNIT

MATERIALS

» [Industry Insider: The Right to Health and Safety Information](#)

GLOSSARY VOCABULARY

Hazard

Industry

Supervisor

Unit Review

This review details the module content that was introduced in the unit. Learners will have an opportunity to record additional vocabulary that they have learned about the theme of Staying Safe and reflect on new knowledge and skills.

The review concludes with a preview of the content in the next unit.

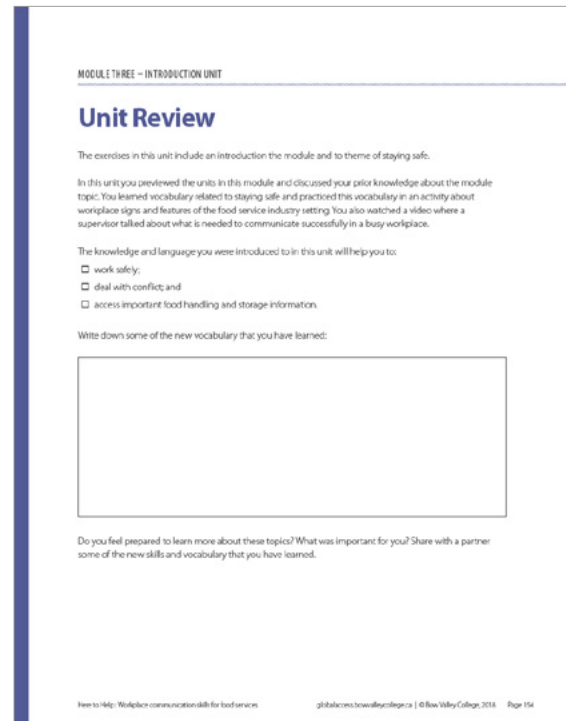
Unit Review: Instructions

Do the following to prepare and support the unit review:

1. Explain to learners the purpose of a unit review.
2. Read the review introduction as a class and review the learning objectives.
3. Ask learners to record new vocabulary in the space provided.
4. Ask learners to think about what they have learned about the food services industry in this unit and to share this information with a partner.
5. Ask learners to look at the photos in their learner workbook and, using the language and knowledge from the unit, write a statement that the person in the photo could be making. Encourage learners to refer back to the video transcript or other pages in their workbooks.
6. Answer any questions about the unit as a whole.
7. Preview the next unit.

MATERIALS

- » [Module Three – Introduction Unit – Unit Review Photos](#)



LEARNER WORKBOOK – PAGE 154

Summary, Objectives, and Outcomes: Industry Information

Food service industry workplaces are unique spaces and have a lot of activity. Learners will need to be able to read workplace signs related to health and safety and be able to recognize some of the dangers that can occur in the workplace. It will be their responsibility to initiate the steps to resolve any dangers.

Learners will need to be assertive and direct when communicating about unsafe conditions. At times, they may have to provide reasons and details for their actions and decisions, and they will need to be comfortable in voicing these decisions and reasons.

When accidents do happen, learners will need to know who to contact both internally and externally. Learners will need to become familiar with health and safety regulations and know where to find information.

MODULE THREE – UNIT ONE – KNOWING YOUR RIGHTS

Summary, Objectives, and Outcomes

Food service industry workplaces are unique spaces and have a lot of activity. You will need to be able to read workplace signs related to health and safety and be able to recognize some of the dangers that can occur in the workplace. It will be your responsibility to initiate the steps to resolve any dangers.

You will need to be assertive and direct when communicating about unsafe conditions. At times, you may have to provide reasons and details for your actions and decisions, and you will need to be comfortable in voicing these decisions and reasons.

When accidents do happen, you will need to know who to contact both internally and externally. It will help to become familiar with health and safety regulations and know where to find information.

The reflection unit at the end of this module provides language examples that you can use as a reference sheet. Add to these examples with language you encounter in class and in daily life.

The learning objectives for this unit are:

- » Identify health and safety regulation information
- » Recognize the importance of refusing work that is unsafe
- » Recognize the need for direct language in food services workplaces

The unit is structured as follows:

| Module Three: Unit One - Knowing your Rights | |
|--|--|
| Section | Outcomes and Purpose |
| Summary, Objectives, and Outcomes | » Preview unit |
| Audio Conversation 1 - Listening Exercise | » Listen for details » Recognize types of language functions |
| Audio Conversation 1 - Performance Activity | » Find key information in workplace signs » Voice decisions and reasons |
| Audio Conversation 2 - Listening Exercise | » Listen for details » Recognize types of language functions |

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LEARNER WORKBOOK – PAGE 157

Knowing your Rights – Audio Conversation 1

Audio Summary

In this conversation, Anna is speaking with one of her co-workers. She is shadowing him for the day and the co-worker shows Anna where some health information is located. Her co-worker describes a situation where an employee was asked to do something that appeared unsafe. Anna develops her understanding of safety in the workplace and her co-worker reminds her that it is always okay to ask questions.

This audio is two minutes and thirty-eight seconds long.

Listening Exercise: Instructions

In this evaluation, learners will work with a partner to check their answers and brainstorm opportunities to improve their listening skills outside of the classroom.

Do the following to prepare and support the evaluation:

1. Read the focus questions with learners to guide their listening before playing audio conversation 1.
2. Ask learners to fill in the blanks while listening to the conversation. They should also underline any words or phrases that they have questions about.
3. Direct learners to record their answers to the focus questions after listening.
4. Discuss the focus questions as a class.
5. Instruct learners to independently answer the language questions.

Suggestions for Adaptations

- » To practice pronunciation and support comprehension of new vocabulary, consider having learners read the completed transcript aloud in pairs.

MODULE THREE – UNIT ONE – KNOWING YOUR RIGHTS

Knowing your Rights – Audio Conversation 1

In this conversation, Anna is speaking with one of her co-workers. She is shadowing him for the day and the co-worker shows Anna where some health information is located. Her co-worker describes a situation where an employee was asked to do something that appeared unsafe. Anna develops her understanding of safety in the workplace and her co-worker reminds her that it is always okay to ask questions.

LISTEN TO THE AUDIO CONVERSATION

Listen online at: [help/M3_U1_AC1](#)

Listening Exercise

In this listening exercise you will:

- » Listen for details
- » Identify types of language functions

To prepare for this exercise, read the focus questions. Then, as you listen, read along in the conversation transcript and fill in the blanks as best as you can. Underline any words or phrases that you would like to ask a question about.

After you listen, revisit the focus questions and write down your answers. Then, answer the language questions.

FOCUS QUESTIONS

1. What information does Anna's co-worker point out to her?

2. What example does the co-worker give Anna for when she might need to fill out a form?

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LEARNER WORKBOOK – PAGE 159

MODULE THREE – STAYING SAFE – UNIT ONE – KNOWING YOUR RIGHTS

MATERIALS

- » [Knowing your Rights – Audio Conversation 1](#)

GLOSSARY VOCABULARY

Bin
Formal
Front of the house
Prep
Regulation
Sanitized
Shadow
Supervisor

CONVERSATION TRANSCRIPT: MISSING WORDS

- he needs to use them for temporary storage right now.
- but that's not what I meant.
- you should take a look at what's there when you get a chance.
- Mark wasn't rude or harsh about it
- To me it seems

LANGUAGE QUESTIONS: ANSWERS

- c
- d
- e
- a
- b

MODULE THREE – UNIT ONE – KNOWING YOUR RIGHTS

3. Why did Mark refuse to change the light bulb at first?

CONVERSATION TRANSCRIPT

Co-Worker: Hey Anna – did you move those bins in the prep area?
Anna: Oh, No, I didn't. Chef told me to wait until later because _____ (a).
Co-Worker: Okay, then you may as well come with me. You're going to shadow me for most of the day.
Anna: Okay, great. What are we going to do?
Co-Worker: The usual stuff. It'll be similar to the last time you shadowed me, but I'll get you to do more on your own.
Anna: Sounds good.
Co-Worker: Oh, but the supervisor asked me to go over some of the health and safety regulations with you, or at least to let you know where the information is.
Anna: Oh, I know that stuff. All that sanitization and clearing information posted on the wall by the lockers, right?
Co-Worker: Well, there's that _____ (b). There's also some more formal stuff about safety regulations in the binders on the shelf by the entrance to the front of the house. Also a few forms you should know about.
Anna: Oh, okay. I didn't know about that.
Co-Worker: Yeah, we won't go through it now, but _____ (c).
Anna: Okay. When would I use that information?
Co-Worker: Well, someone might ask you to get and fill out a form, say if you have an accident or something.
Anna: Oh, is that common?
Co-Worker: No, not at all. It only happens from time to time. Generally people don't do anything dangerous around here, and no one's expected to.
Anna: Oh! But can I just not do some part of my work if it's dangerous?
Co-Worker: Yes, of course! Remember Mark, that guy you met yesterday?
Anna: Yes.
Co-Worker: Last year our old supervisor asked him to get up on the mixing machine to change a lightbulb.
Anna: The mixing machine? AIsn't there a ladder?
Co-Worker: There was, but it was broken or something. Anyway, he refused to stand on the mixing machine, told the supervisor that he didn't feel safe, so he wasn't going to do it.
Anna: What happened?

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LEARNER WORKBOOK – PAGE 160

MODULE THREE – UNIT ONE – KNOWING YOUR RIGHTS

Co-Worker: Nothing _____ (d), he just said I don't think that looks safe, I might fall! I think the supervisor was surprised, but then he realized his mistake and went out and bought a ladder like within the hour. Then, of course, Mark had to use the new ladder to change that light.
Anna: _____ (e) that's what we're supposed to do, right?
Co-Worker: Absolutely. Mark did the right thing. I guess the point is that it was surprising that the supervisor asked him to do it in the first place. He just wasn't thinking. It's always ok to refuse to do work that might be dangerous.
Anna: Okay, I'll remember that.
Co-Worker: There's more information on that shelf there about how to recognize dangerous situations. And even some injury forms, in case something ever does happen. If you ever have any questions, ask. Okay, let's get on to the prep work for the day. Lunch will be soon so let's get started.

Score /5

LANGUAGE QUESTIONS

- In which fill in the blank answer does Anna's co-worker indirectly state something that she should do? _____
- Which fill in the blank answer describes Mark's tone when he voiced his reasons for not doing a task? _____
- Which fill in the blank answer does Anna use before expressing an opinion? _____
- In which fill in the blank answer does Anna provide details about why she did not complete her task? _____
- In which fill in the blank answer does Anna's co-worker directly state that she misunderstood him? _____

Score /5

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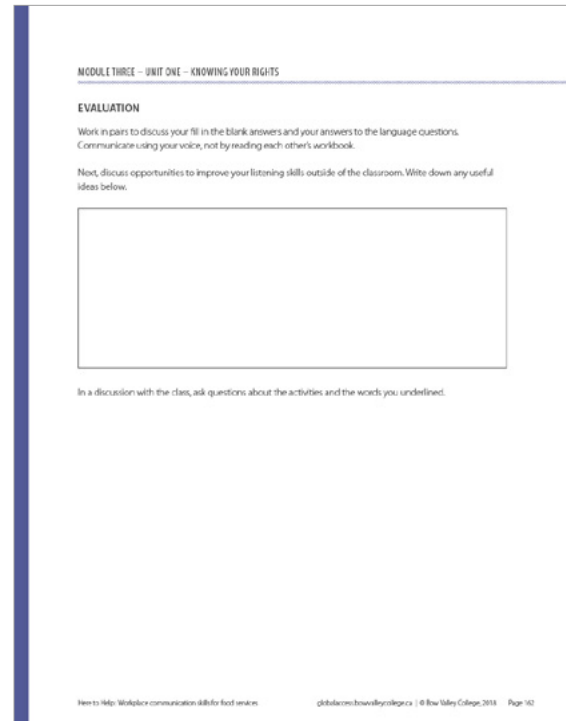
LEARNER WORKBOOK – PAGE 161

Evaluation: Instructions

In this evaluation, learners will work with a partner to check their answers and brainstorm opportunities to improve their listening skills outside of the classroom.

Do the following to prepare and support the evaluation:

1. Ask learners to find a partner. Learners should compare and discuss their fill in the blank answers and their answers to the language questions. They should communicate using their voice, not by reading each other's workbook.
2. Have learners listen again while they check their work after the pair work is complete.
3. Answer any questions they have about the fill in blank answers and the language questions and share the answers.
4. Instruct learners to record their scores out of five for each activity in the spaces provided.
5. Next, learners should brainstorm ideas of how they can find opportunities to improve their listening skills outside of the classroom. They should record at least one idea in the space provided in their workbooks as they will return to this page during the unit review.



LEARNER WORKBOOK – PAGE 162

Suggestions for Adaptations

- » Consider having learners read the completed transcript aloud in pairs to practice pronunciation and support comprehension of new vocabulary.

Performance Activity: Instructions

In this activity, learners will identify where workplace signs would be located around a food services industry workplace. They will also need to voice their explanations for their decisions. Learners will complete the activity described in their workbook.

Do the following to prepare and support the activity:

1. Lead the following workplace culture discussion with the class:

Workplace Culture Discussion

In addition to asking lots of questions, learners will also need to speak up and voice their decisions and reasons at times. Supervisors and managers will expect to hear reasons why their employee did what they did, to inform training decisions. Some learners might feel that it is not their place to provide their thoughts and reasons to their supervisors.

Lead a class discussion about voicing your opinion and providing reasons.

- » Ask learners:
 - » *In what situations have you needed to explain yourself? Why was it important that you explain yourself?*
 - » *How comfortable do you feel explaining your thoughts to others? How comfortable do you feel explaining your thoughts to supervisors and managers?*
- » *Preview the performance activity and explain that they will practice providing reasons for their answers.*
- » *Answer any questions.*

The screenshot shows a page from a learner workbook. At the top, it says 'MODULE THREE – UNIT ONE – KNOWING YOUR RIGHTS'. Below that is the title 'Performance Activity'. The text reads: 'Look at the workplace photos for this activity and read the list of workplace signs. Match each list item with the letter in the workplace photo where you think it would best be placed. Using the language examples as a starting point, you will need to explain the reasons why you chose the answers that you did.' Below this is another instruction: 'With a partner, think of one additional workplace sign that could be added to the photo. Explain to the class where the sign would go and describe the information that it would contain.' There is a section titled 'LANGUAGE EXAMPLES' with a list of phrases: 'I think...', 'It seems to me that...', 'I chose ____ because ...', 'The reason I chose this is because it...', and 'It needs to be... (close to, near, visible, etc)'. At the bottom of the page, there is a footer with the text: 'Here to Help: Workplace communication skills for food services | globalaccess.bowvalleycollege.ca | © Bow Valley College, 2018 | Page 163'.

LEARNER WORKBOOK – PAGE 163

MODULE THREE – STAYING SAFE – UNIT ONE – KNOWING YOUR RIGHTS

2. Review the vocabulary about workplace locations, warning signs, and posters from the Staying Safe Video.
3. Project the workplace photos for this activity. As a class, read the list of workplace signs that appear in the learner workbook.
4. Instruct learners to work with a partner to match each sign in the list with a corresponding letter in the photos.
5. Tell learners they will need to explain their answers using the language examples.
6. Discuss the answers as a class.
7. Ask learners to think of one additional workplace sign that could be added to one of the photos. They should explain to the class where the sign would go and describe the information that it would contain.

MODULE THREE – UNIT ONE – KNOWING YOUR RIGHTS

ACTIVITY TASK

Description of workplace signs:

- ___ A sign that reads "This door must be kept closed at all times"
- ___ A sign with the words "Caution! Hot Surface"
- ___ A poster with illustrations that shows employees how to wrap food for storage. In big letters it also reminds them not to store raw and cooked food together.
- ___ A sign with information about the proper way to sanitize utensils and cutting boards.
- ___ A reminder to clearly mark foods with a preparation date before storing them.
- ___ A temperature conversion chart.
- ___ A sign that reads "This sink is for washing utensils only"
- ___ Detailed instructions for using this machine safely.
- ___ A sign with the words "Warning! Wear protective gloves"
- ___ A sign that reads "Warning! Hot Oil"



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LEARNER WORKBOOK – PAGE 164



MATERIALS

- » [Module Three – Introduction Unit – Activity Task Posters](#)
- » [Module Three – Unit One – Activity Task Photos](#)

GLOSSARY VOCABULARY

Sanitize
Utensil

MODULE THREE – UNIT ONE – KNOWING YOUR RIGHTS



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LEARNER WORKBOOK – PAGE 165

Evaluation: Instructions

In this evaluation, learners will independently score themselves on a rubric.

Do the following to prepare and support the evaluation:

1. Review the conditions of the activity on the rubric. Learners are to check each condition that they met.
2. Read through each outcome and ask learners to reflect on their performance and circle the appropriate statement.
3. Ask learners to total their score for the activity.
4. Ask learners to think about their performance overall. What was easy? What was difficult? Ensure learners are specific in the comments they record on the rubric. Instruct them to mention their successes as well as what needs improvement. They will return to this rubric during the unit review.

MODULE THREE – UNIT ONE – KNOWING YOUR RIGHTS

EVALUATION

Use the following rubric to record your performance in this activity.

- > Read the descriptions for each outcome and give yourself a score. Circle the description that best matches your performance.
- > Write comments about your performance. What was easy? What was difficult?

Audio Conversation 1 - Performance Activity

Read the conditions of this activity below:

- I completed the matching activity.
- I used language examples to explain my answers.

Look at each of the outcomes below. Score your performance of each outcome in this activity.

| Outcome | Score = 0 | Score = 1 | Score = 2 |
|---|---|--|---|
| Find key information in workplace signs | I had difficulty finding key information in workplace signs | I found key information in workplace signs some of the time. | I found key information in workplace signs most or all of the time. |
| Voice decisions and reasons | I had difficulty voicing decisions and reasons. | I voiced decisions and reasons some of the time. | I voiced decisions and reasons most or all of the time. |

Comments:

Score:

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Knowing your Rights – Audio Conversation 2

Audio Summary

In this conversation, Anna is speaking with her supervisor at the end of her shift. Anna tells her supervisor that she did not complete a task because she thought it could be unsafe. Anna is direct with her supervisor and expresses her opinion. The supervisor understands why Anna did not complete the task and offers to give Anna some training.

This audio is one minute and twenty seconds long.

Listening Exercise: Instructions

In this exercise, learners will listen to an audio conversation between two people in the food services industry. Learners will complete the exercise described in their workbook.

Do the following to prepare and support the exercise:

1. Read the focus questions with learners to guide their listening before playing audio conversation 2.
2. Ask learners to fill in the blanks while listening to the conversation. They should also underline any words or phrases that they have questions about.
3. Direct learners to record their answers to the focus questions after listening.
4. Discuss the focus questions as a class.
5. Instruct learners to independently answer the language questions.

Suggestions for Adaptations

- » Consider chunking the audio on first and/or second listening to capture and discuss unfamiliar vocabulary, rephrase content or summarize.

MODULE THREE – UNIT ONE – KNOWING YOUR RIGHTS

Knowing your Rights – Audio Conversation 2

In this conversation, Anna is speaking with her supervisor at the end of her shift. Anna tells her supervisor that she did not complete a task because she thought it could be unsafe. Anna is direct with her supervisor and expresses her opinion. The supervisor understands why Anna did not complete the task and offers to give Anna some training.

LISTEN TO THE AUDIO CONVERSATION

Listen online at: [bby/ML_01_AC2](#)

Listening Exercise

In this listening exercise you will:

- Listen for details
- Identify types of language functions

To prepare for this exercise, read the focus questions. Then, as you listen, read along in the conversation transcript and fill in the blanks as best as you can. Underline any words or phrases that you would like to ask a question about.

After you listen, revisit the focus questions and write down your answers. Then, answer the language questions.

FOCUS QUESTIONS

1. What does Anna tell her supervisor that she did not do?

2. Why did Anna decide that the situation might not be safe?

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LEARNER WORKBOOK – PAGE 167

MODULE THREE – STAYING SAFE – UNIT ONE – KNOWING YOUR RIGHTS

MATERIALS

» [Knowing your Rights – Audio Conversation 2](#)

GLOSSARY VOCABULARY

Sanitize
Shadow
Station
Supervisor

CONVERSATION TRANSCRIPT: MISSING WORDS

- I find that
- I haven't been shown how to use the chemical dispenser
- Just in my opinion
- No, I don't know where they are.
- You might want to

LANGUAGE QUESTIONS: ANSWERS

- d
- b
- c
- a
- e

MODULE THREE – UNIT ONE – KNOWING YOUR RIGHTS

3. What does her supervisor decide to do in response to what Anna has told her?

CONVERSATION TRANSCRIPT

Anna: Hi.
Supervisor: Hi, how was your day shadowing?
Anna: Oh, it was good. I'm starting to do more on my own. _____ (a) the tasks aren't difficult, once I get a chance to do them on my own.
Supervisor: Great.
Anna: I wanted to mention, on his way out Jeff asked me to sanitize the prep station.
Supervisor: Yeah, Jeff had to leave early today, thanks for taking care of that.
Anna: No, I didn't do it. I didn't have time to answer him, but _____ (b) and I don't know how to mix the cleaning solution.
Supervisor: Oh right, he wouldn't have known.
Anna: _____ (c), I didn't think I should try. It didn't seem like the safe thing to do. I tried reading the diagram on the wall, but because I've...
Supervisor: Well, if you've never done it before, then there are one or two tricky parts that could be unsafe, considering the chemicals involved. Do you know where we keep the gloves at least?
Anna: _____ (d).
Supervisor: Okay, thanks for letting me know about this.
Anna: You're welcome. I'm sorry that the prep station hasn't been sanitized yet.
Supervisor: No, no. No need to apologize, that's the right thing to do. When are you finished today?
Anna: I'm done in twenty minutes.
Supervisor: Okay, give me five minutes here, and I'll show you before you leave. _____ (e) go down to the storage room and try to look for a box marked Gloves. Bring up two pairs if you can, I'll meet you at the prep station.
Anna: Okay, sure. I'll grab two pairs of gloves and see you there.

Score /5

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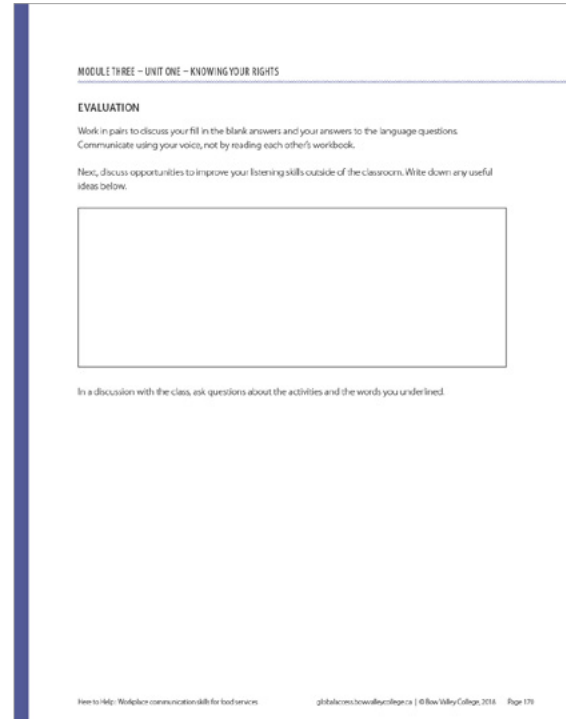
LEARNER WORKBOOK – PAGE 168

Evaluation: Instructions

In this evaluation, learners will work with a partner to check their answers and brainstorm opportunities to improve their listening skills outside of the classroom.

Do the following to prepare and support the evaluation:

1. Ask learners to find a partner. Learners should compare and discuss their fill in the blank answers and their answers to the language questions. They should communicate using their voice, not by reading each other's workbook.
2. Have learners listen again while they check their work after the pair work is complete.
3. Answer any questions they have about the fill in blank answers and the language questions and share the answers.
4. Instruct learners to record their scores out of five for each activity in the spaces provided.
5. Next, learners should brainstorm ideas of how they can find opportunities to improve their listening skills outside of the classroom. They should record at least one idea in the space provided in their workbooks as they will return to this page during the unit review.



LEARNER WORKBOOK – PAGE 170

Suggestions for Adaptations

- » Consider having learners read the completed transcript aloud in pairs to practice pronunciation and support comprehension of new vocabulary.

Performance Activity: Instructions

In this activity, learners will use direct language to write responses to questions/requests about a task. In the responses they will practice providing details about the situation. Learners will complete the activity described in their workbook.

Do the following to prepare for and support the activity:

1. Review the language examples for direct language.
2. Explain to learners that they will read questions and requests and respond in different ways. Read through the questions and requests as a class.
3. Put learners in pairs to discuss possible responses.
4. Instruct learners to fill in the blanks with direct responses.
 - » For the first three questions/requests, learners will need to fill in a direct language phrase at the start of the response. They can use the language examples as a starting point.
 - » For the remainder of the questions/requests, learners will need to write a one sentence response based on the details provided. They will still need to include an appropriate direct language phrase.
5. Have learners work in pairs to check each other's answers. They should take turns reading and responding to questions/requests using their voices, not by reading each other's workbook.

GLOSSARY VOCABULARY

Deep fryer
Grill
Prep
Responsibility

MODULE THREE – UNIT ONE – KNOWING YOUR RIGHTS

Performance Activity

Fill in the blanks in the conversations that follow. Respond directly to the questions and requests.

- » For the first three questions, fill in a direct language phrase at the start of the response. Use the language examples.
- » For the remainder of the questions and requests, write a one sentence response based on the details provided. You should also include an appropriate direct language phrase.

Work in pairs to check each other's answers. Take turns reading and responding to questions using your voice, not by reading each other's workbook.

LANGUAGE EXAMPLES

Direct language

- I decided to...
- I'm going to...
- I think/don't think...
- I wanted to/didn't want to...
- I haven't been shown...

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LEARNER WORKBOOK – PAGE 171

MODULE THREE – UNIT ONE – KNOWING YOUR RIGHTS

ACTIVITY TASK

Q: Hey, did you mop up the floor in the prep area like I asked?
A1: _____ wait until later, a few new tables just came in and it'll be busy for another thirty minutes.
A2: _____ get in anyone's way when it was busy I'll do it soon.
A3: _____ which cleaning chemicals to put in the mop bucket. Is it easy?

Q: Hey, don't forget to put all the leftover food from this morning into the freezer.
A1: _____ how to label the food correctly yet. Can you show me?
A2: _____ that was my responsibility. Do you want me to do that? I have time now.
A3: _____ wait until the freezer is less full. Right now there's no room, but some will open up soon when Chef starts to prepare dinner.

Q: Hey, can you clean the grill?
A1: _____ how to clean the grill properly yet.
A2: _____ start right after I finish with these salads.
A3: _____ it's very safe. It's still hot. I might get burned.

Q: Did you unpack all those new orders?
A1: _____ (shelf is too high, someone is using the step ladder)

Q: Can you slice up that meat with the meat slicer?
A1: _____ (it looks dangerous, you don't know about that machine)

Q: Hey, don't forget to clean up that broken glass by the back door.
A1: _____ (you need to get gloves first, you put cardboard over it and you put a caution sign there)

Q: Did you change the oil in the deep fryer?
A1: _____ (you've never done it before, you asked a supervisor and they will show you how, they said it's ok to wait until tomorrow)

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LEARNER WORKBOOK – PAGE 172

Evaluation: Instructions

In this evaluation, learners will independently score themselves on a rubric.

Do the following to prepare and support the evaluation:

1. Review the conditions of the activity on the rubric. Learners are to check each condition that they met.
2. Read through each outcome and ask learners to reflect on their performance and circle the appropriate statement.
3. Ask learners to total their score for the activity.
4. Ask learners to think about their performance overall. What was easy? What was difficult? Ensure learners are specific in the comments they record on the rubric. Instruct them to mention their successes as well as what needs improvement. They will return to this rubric during the unit review.

MODULE THREE – UNIT ONE – KNOWING YOUR RIGHTS

EVALUATION

Use the following rubric to record your performance in this activity.

- » Read the descriptions for each outcome and give yourself a score. Circle the description that best matches your performance.
- » Write comments about your performance. What was easy? What was difficult?

Audio Conversation 2 - Performance Activity

Read the conditions of this activity below:

- I wrote down my fill in the blank answers.
- I checked my answers orally with a partner.

Look at each of the outcomes below. Score your performance of each outcome in this activity.

| Outcome | Score = 0 | Score = 1 | Score = 2 |
|---------------------|---|--|---|
| Provide details | I had difficulty providing details. | I provided details some of the time. | I provided details most or all of the time. |
| Use direct language | I had difficulty using direct language. | I used direct language some of the time. | I used direct language most or all of the time. |

Comments:

Score:

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Industry Insider

Audio Summary

In this audio clip, the Industry Insider shares that employees should always be asking themselves if their actions are safe. She says that it is expected that employees should report unsafe situations so that someone can find a solution.

Industry Insider: Instructions

Do the following to prepare and support the discussion:

1. Discuss the job title of the Industry Insider and the type of establishment where the insider works. Give examples of similar establishments in the local community.
2. Listen to the audio.
3. Ask learners:
 - » What advice did the insider give that you can use right away?
 - » What did the insider say that was the same as what you already know?
 - » What did the insider say that was new or different from what you already know?
4. Discuss any unfamiliar vocabulary.

MODULE THREE – UNIT ONE – KNOWING YOUR RIGHTS

INDUSTRY INSIDER

THE RIGHT TO REFUSE UNSAFE WORK

Two weddings, a medical conference, and an oil and gas cocktail party this evening. Another typical day at the Convention Centre with an army of staff moving around this space and between events. With so many people on staff, safety is my number one priority at work.

As an employee you should always ask yourself this question, "Is this action safe?" If it feels unsafe, you need to be the one to report it, so someone can find a solution. This is what I expect, this is what any supervisor would expect.

You'll often hear this referred to as the "right to refuse unsafe work". You're identifying an unsafe situation and taking steps to make it safe. It's essential. Don't do anything that seems unsafe. Make it safe, tell someone about it, or find another way to complete your task.

I'm a supervisor, but I can't know what's going on everywhere, especially not at a large place like this. Me or one of my fellow supervisors need to know when there's an unsafe situation. Let us know and we'll help you find another way to get your job done. A safe way. Safety is everyone's responsibility.

Daytime Catering Supervisor
Convention Centre

LISTEN TO THE AUDIO

Listen online at: bit.ly/MS_U1_RSOSR

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LEARNER WORKBOOK – PAGE 174

Suggestions for Adaptations

- » Consider chunking the audio on first and/or second listening to capture and discuss unfamiliar vocabulary, rephrase content, or summarize.

MODULE THREE – STAYING SAFE – UNIT ONE – KNOWING YOUR RIGHTS

MATERIALS

» [Industry Insider: The Right to Refuse Unsafe Work](#)

GLOSSARY VOCABULARY

Catering

Cocktail

Convention centre

Responsibility

Supervisor

Unit Review

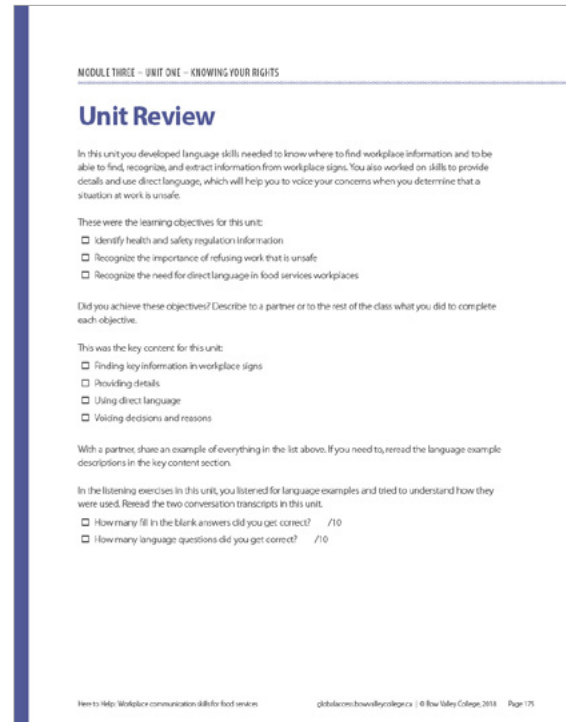
This review details the module content that was introduced in the unit. Learners will have an opportunity to record additional vocabulary that they have learned about the theme of Staying Safe and reflect on new knowledge and skills.

The review concludes with a preview of the content in the next unit.

Unit Review: Instructions

Do the following to prepare and support the review:

1. Explain to learners the purpose of a unit review.
2. Read the review introduction as a class and review the learning objectives.
3. Ask learners to reflect on their learning. Did they achieve the learning objectives? Ask them to explain to a partner what they did to achieve the objectives.
4. Review the key content for the unit.
5. Ask learners to share an example of each content item in the list while working with a partner.
6. Direct learners back to the conversation transcripts in the unit. Ask them to reread the transcript and review their scores. Learners should record their listening scores out of ten in the space provided.
7. Repeat with both sets of language questions.
8. Ask learners to review the ideas they recorded in their listening evaluations. From these ideas, learners should select at least one and rephrase the idea as a language learning goal and record it in the space provided in their workbooks.
9. Repeat with the comments recorded in the performance activity rubrics.
10. Answer any questions about the unit as a whole.
11. Preview the next unit.



LEARNER WORKBOOK – PAGE 175

Summary, Objectives, and Outcomes: Industry Information

A food services industry job will more than likely place learners among a group of co-workers and managers in a time sensitive environment. People will need to get things done quickly and as a result conflict may develop. When conflict does happen learners will need to be able to identify the causes and the miscommunication taking place.

Assertive language will help learners respond to and prevent miscommunication and conflict in the food services environment. Saying what they feel clearly and directly might be culturally unfamiliar for learners, but it will also help to reduce the potential for stress. Learners will also need to address the conflict by initiating the appropriate conversation.

MODULE THREE – UNIT TWO – CONFLICT IN THE WORKPLACE

Summary, Objectives, and Outcomes

In food services, people need to get things done quickly. Conflict may develop as a result. When conflict does happen you will need to be able to identify the causes of the miscommunication.

Assertive language will help you respond to and prevent miscommunication. Saying what you feel clearly and directly might be culturally unfamiliar for you, but it will help to reduce the potential for stress. You will also need to address the conflict by initiating the appropriate conversation.

The reflection unit at the end of this module provides language examples that you can use as a reference sheet. Add to these examples with language you encounter in class and in daily life.

The learning objectives for this unit are:

- » Recognize that communication breakdowns can lead to conflicts
- » Develop strategies to communicate in conflict situations
- » Recognize the need for assertive language in food services workplaces

The unit is structured as follows:

| Module Three: Unit Two - Conflict in the Workplace | |
|--|--|
| Section | Outcomes and Purpose |
| Summary, Objectives, and Outcomes | » Preview unit |
| Audio Conversation 1 – Listening Exercise | » Listen for details » Recognize types of language functions |
| Audio Conversation 1 – Performance Activity | » Recognize directives in softened language » Address conflict appropriately |
| Audio Conversation 2 – Listening Exercise | » Listen for details » Recognize types of language functions |
| Audio Conversation 2 – Performance Activity | » Express feelings and opinions » Use appropriate language to initiate conversations about conflict » Address conflict appropriately |
| Industry Insider | » Topic: Being an active listener |

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LEARNER WORKBOOK – PAGE 178

Conflict in the Workplace – Audio Conversation 1

Audio Summary

In this conversation, the Head Chef and Anna's co-worker are speaking about a misunderstanding. The Head Chef asks about a customer complaint directly. The co-worker talks openly about the problem to find the cause of the misunderstanding. The Head Chef accepts responsibility for the mistake and the conversation ends positively.

This audio is one minute twenty-nine seconds long.

Listening Exercise: Instructions

In this exercise, learners will listen to an audio conversation between two people in the food services industry. Learners will complete the exercise described in their workbook.

Do the following to prepare and support the exercise:

1. Read the focus questions with learners to guide their listening before playing audio conversation 1.
2. Ask learners to fill in the blanks while listening to the conversation. They should also underline any words or phrases that they have questions about.
3. Direct learners to record their answers to the focus questions after listening.
4. Discuss the focus questions as a class.
5. Instruct learners to independently answer the language questions.

Suggestions for Adaptations

- » Consider chunking the audio on first and/or second listening to capture and discuss unfamiliar vocabulary, rephrase content, or summarize.

MODULE THREE – UNIT TWO – CONFLICT IN THE WORKPLACE

Conflict in the Workplace – Audio Conversation 1

In this conversation, the Head Chef and Anna's co-worker are speaking about a misunderstanding. The Head Chef asks about a customer complaint directly. The co-worker talks openly about the problem to find the cause of the misunderstanding. The Head Chef accepts responsibility for the mistake and the conversation ends positively.

LISTEN TO THE AUDIO CONVERSATION

Listen online at: [bely03_12_AC1](#)

Listening Exercise

In this listening exercise you will

- » Listen for details
- » Identify types of language functions

To prepare for this exercise, read the focus questions. Then, as you listen, read along in the conversation transcript and fill in the blanks as best as you can. Underline any words or phrases that you would like to ask a question about.

After you listen, revisit the focus questions and write down your answers. Then, answer the language questions.

FOCUS QUESTIONS

1. What was the problem that occurred before this conversation took place?

2. Why did the co-worker not repeat back when the chef asked him to cover the pasta orders?

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LEARNER WORKBOOK – PAGE 180

MATERIALS

» [Conflict in the Workplace – Audio Conversation 1](#)

GLOSSARY VOCABULARY

Backed up
Complaint
Cover
Co-Worker
Dinner rush
Dozen
Slammed
Station

CONVERSATION TRANSCRIPT: MISSING WORDS

- what happened earlier?
- So then I asked you to cover for me.
- Would you mind _____
- I didn't hear _____
- I'm pretty sure that _____

LANGUAGE QUESTIONS: ANSWERS

- a
- b
- c
- e
- d

MODULE THREE – UNIT TWO – CONFLICT IN THE WORKPLACE

3. How do each of them accept responsibility for the misunderstanding?

CONVERSATION TRANSCRIPT

Head Chef: Hey, _____ (a)?

Co-Worker: You mean with that complaint we had?

Head Chef: Yeah, apparently that couple was waiting over thirty minutes for their food.

Co-Worker: Oh, is that what happened? What did they order?

Head Chef: Both pasta. One Alfredo, the other rigatoni.

Co-Worker: Well, pasta are Kate's station. What happened?

Head Chef: Kate had to leave, I had to take over for her for a half hour _____ (b).

Co-Worker: You did?

Head Chef: Yeah, don't you remember?

Co-Worker: No, not at all.

Head Chef: It was right after we were talking about soup for tomorrow's lunch. You do remember talking about that, right?

Co-Worker: Yeah, of course. But this is the first time we've talked since then. We decided on chicken noodle, and that was it.

Head Chef: No, about a minute later I told you to cover for me.

Co-Worker: Really? What did you say?

Head Chef: I said "_____ (c) watching any pasta orders for me? I gotta step out for a bit."

Co-Worker: _____ (d) anything like that. If I did, I would have covered.

Head Chef: Really? You know, now that I think of it you're right. I never heard you confirm that you heard me.

Co-Worker: I always repeat back orders, especially during the dinner rush, you know that.

Head Chef: Yeah, yeah, you're right. Anyway, that's my bad, sorry things got so backed-up because of that. I'll make sure you hear me next time.

Co-Worker: Sorry, I'll try to notice when no one's at the pasta station. I guess I should have seen that order up and sitting there. I was just slammed with burgers.

Head Chef: Well, it's a good thing you didn't cover for Kate, or else we'd have a dozen people waiting for burgers. Hah.

Co-Worker: That's one way to see it.

Score /5

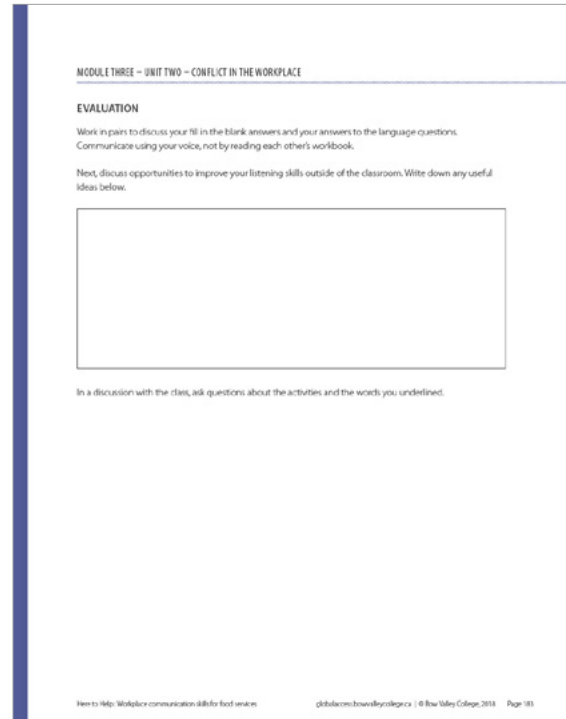
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Evaluation: Instructions

In this evaluation, learners will work with a partner to check their answers and brainstorm opportunities to improve their listening skills outside of the classroom.

Do the following to prepare and support the evaluation:

1. Ask learners to find a partner. Learners should compare and discuss their fill in the blank answers and their answers to the language questions. They should communicate using their voice, not by reading each other's workbook.
2. Have learners listen again while they check their work after the pair work is complete.
3. Answer any questions they have about the fill in blank answers and the language questions and share the answers.
4. Instruct learners to record their scores out of five for each activity in the spaces provided.
5. Next, learners should brainstorm ideas of how they can find opportunities to improve their listening skills outside of the classroom. They should record at least one idea in the space provided in their workbooks as they will return to this page during the unit review.



LEARNER WORKBOOK – PAGE 183

Suggestions for Adaptations

- » Consider having learners read the completed transcript aloud in pairs to practice pronunciation and support comprehension of new vocabulary.

Performance Activity: Instructions

In this activity, learners will read sentences with softened language and determine what the directive is for each statement. They will also create a short dialogue to show an appropriate way to address conflict. Learners will complete the activity described in their workbook.

Do the following to prepare and support the activity:

1. Review the language examples for softened language.
2. Review the direct language from Unit One.
3. Read the statements in this activity and point out that they all contain softened language.
4. Instruct learners to identify the softened language in each sentence and underline it.
5. Instruct learners to determine what the directive is in each sentence and write it down. Learners should ask themselves “What is the basic request in this question?” Model one for the class as an example.
6. Have learners work in pairs to check each other’s answers. They should communicate using their voices, not by reading each other’s workbook.
7. Show learners the situation photos for this activity. Invite learners to share their ideas about: the type of industry setting; the roles of the people in each photo and what each situation could be.
8. Put learners in pairs and ask them to select a photo create a short dialogue using one of the examples from the activity.
9. Redistribute the dialogues to different pairs to perform for the class.

MODULE THREE – UNIT TWO – CONFLICT IN THE WORKPLACE

Performance Activity

Identify the softened language in each sentence and underline it. Next, determine what the directive is in each sentence and write it down. For guidance, ask yourself “What is the basic request in this question?”

Work in pairs to check each other’s answers. Communicate using your voices, not by reading each other’s workbook. Still in pairs, look at the situation photos for this activity. Select one of the photos and create a short dialogue using one of the examples from the activity.

When you have finished your dialogue hand it to your instructor. You will perform a different dialogue for the class.

LANGUAGE EXAMPLES

Softened language

- We need to hurry with the salads. (“we” instead of “you”)
- There was a misunderstanding. (“there” instead of “you”)
- Would you...
- Could we...
- I was hoping...
- I was wondering...
- I know that you are busy...
- I realize that...
- I’m pretty sure that...
- You might not want to...

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LEARNER WORKBOOK – PAGE 184

MODULE THREE – UNIT TWO – CONFLICT IN THE WORKPLACE

ACTIVITY TASK

1. Would you mind if we talked about what happened?

2. Would it be possible to take next Friday off?

3. We forgot to stock the napkins. Could you do that if you have time?

4. There was a problem with your timesheet. I was wondering if you could look at it.

5. I know that you are busy, but could you repeat what you said?

6. We might have a misunderstanding. I don’t think I said that, did I?

7. I was hoping that you could clean the storage room.

8. Could I do this by myself? I’m pretty sure I know it from my training.

9. You might not want to take the salads yet.

10. Would you mind passing me those ingredients when you can?

11. I was wondering if you could pass this message to her.

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LEARNER WORKBOOK – PAGE 185

MODULE THREE – STAYING SAFE – UNIT TWO – CONFLICT IN THE WORKPLACE

Suggestions for Adaptations

- » Consider using one of the photos as a starting point for this activity. Lead a brainstorm about the possible roles represented by the people in the photographs and the topics they could be discussing. Collect suggested dialogue on the whiteboard. Agree on a direct request as a class and then, using the language examples and the suggested dialogue, write a softened directive.

GLOSSARY VOCABULARY

Misunderstanding

MATERIALS

- » [Module Three – Unit Two – Performance Activity Photos](#)

Evaluation: Instructions

In this evaluation, learners will independently score themselves on a rubric.

Do the following to prepare and support the evaluation:

1. Review the conditions of the activity on the rubric. Learners are to check each condition that they met.
2. Read through each outcome and ask learners to reflect on their performance and circle the appropriate statement.
3. Ask learners to total their score for the activity.
4. Ask learners to think about their performance overall. What was easy? What was difficult? Ensure learners are specific in the comments they record on the rubric. Instruct them to mention their successes as well as what needs improvement. They will return to this rubric during the unit review.

MODULE THREE – UNIT TWO – CONFLICT IN THE WORKPLACE

EVALUATION

Use the following rubric to record your performance in this activity.

- » Read the descriptions for each outcome and give yourself a score. Circle the description that best matches your performance.
- » Write comments about your performance. What was easy? What was difficult?

Audio Conversation 1 – Performance Activity

Read the conditions of this activity below:

- I reviewed the language examples.
- I identified basic requests.
- I checked my answers orally with a partner.

Look at each of the outcomes below. Score your performance of each outcome in this activity.

| Outcome | Score = 0 | Score = 1 | Score = 2 |
|---|--|---|--|
| Recognize directives in softened language | I had difficulty recognizing directives in softened language. | I recognized directives in softened language some of the time. | I recognized directives in softened language most or all of the time. |
| Address conflict appropriately | I had difficulty addressing conflict appropriately (created a dialogue for the photo). | I addressed language somewhat appropriately (created a dialogue for the photo). | I addressed language mostly or fully appropriately (created a dialogue for the photo). |

Comments:

Score:

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Conflict in the Workplace – Audio Conversation 2

Audio Summary

In this conversation, two busy servers are speaking about a problem at work. One server does not want to talk about the problem and the other insists that they have a discussion so that he can express his feelings. The server who was annoyed accepts her mistakes and the conversation ends positively.

This audio is one minute and fifty-seven seconds long.

Listening Exercise: Instructions

In this exercise, learners will listen to an audio conversation between two people in the food services industry. Learners will complete the exercise described in their workbook.

Do the following to prepare and support the exercise:

1. Read the focus questions with learners to guide their listening before playing audio conversation 2.
2. Ask learners to fill in the blanks while listening to the conversation. They should also underline any words or phrases that they have questions about.
3. Direct learners to record their answers to the focus questions after listening.
4. Discuss the focus questions as a class.
5. Instruct learners to independently answer the language questions.

Suggestions for Adaptations

- » Consider chunking the audio on first and/or second listening to capture and discuss unfamiliar vocabulary, rephrase content, or summarize.

MODULE THREE – UNIT TWO – CONFLICT IN THE WORKPLACE

Conflict in the Workplace – Audio Conversation 2

In this conversation, two busy servers are speaking about a problem at work. One server does not want to talk about the problem and the other insists that they have a discussion so that he can express his feelings. The server who was annoyed accepts her mistakes and the conversation ends positively.

LISTEN TO THE AUDIO CONVERSATION
Listen online at: [B&W01_02_A02](#)

Listening Exercise

In this listening exercise you will:

- » Listen for details
- » Identify types of language functions

To prepare for this exercise, read the focus questions. Then, as you listen, read along in the conversation transcript and fill in the blanks as best as you can. Underline any words or phrases that you would like to ask a question about.

After you listen, revisit the focus questions and write down your answers. Then, answer the language questions.

FOCUS QUESTIONS

1. What was the problem that Sarah misinterpreted?

2. Why did Steve insist on talking about the misunderstanding when Sarah did not want to?

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LEARNER WORKBOOK – PAGE 187

MATERIALS

» [Conflict in the Workplace – Audio Conversation 2](#)

GLOSSARY VOCABULARY

Misunderstanding
Section

CONVERSATION TRANSCRIPT: MISSING WORDS

- a. I don't understand, Sarah.
- b. If you have a minute, could I explain something to you?
- c. I felt upset
- d. why did you feel that way?
- e. Is there anything else that we should talk about?

LANGUAGE QUESTIONS: ANSWERS

- 1. b
- 2. d
- 3. e
- 4. a
- 5. c

MODULE THREE – UNIT TWO – CONFLICT IN THE WORKPLACE

3. What does Sarah give as a reason why she misinterpreted Steve's actions?

CONVERSATION TRANSCRIPT

Sarah: Hey, what's going on, man?
 Steve: What do you mean?
 Sarah: What are you doing?
 Steve: _____ (a)
 Sarah: Table Twelve is in my section.
 Steve: I know.
 Sarah: So why did you take the order from the customers?
 Steve: I don't.
 Sarah: I saw you over there. You can't put their order through.
 Steve: I wouldn't. Can we talk?
 Sarah: I don't want to talk to you right now.
 Steve: But...ch...
 Steve: Sarah?
 Sarah: Yeah?
 Steve: Now that things are quieter in here, I'd like to talk to you for a few minutes.
 Sarah: About what?
 Steve: The misunderstanding about Table Twelve earlier.
 Sarah: Oh that. Forget about it.
 Steve: _____ (b)?
 Sarah: Okay, sure.
 Steve: I was walking past Table Twelve when I noticed how busy you were with the group on Table Eight.
 Sarah: Wow! That was such a big group and they were so chatty.
 Steve: I wasn't sure when the couple on Table Twelve arrived, but I thought you looked held up on Eight. So, I welcomed the couple, told them your name and offered them still or sparkling water, and said that you would be with them soon.
 Sarah: Yeah, they told me that after I talked to you.
 Steve: I really thought that I was helping you and helping them _____ (c) when you told me that I couldn't put their order through.
 Sarah: Oh, I'm sorry Steve, _____ (d)?
 Steve: Well, we've worked together for a month now and I think I know how things work. I know I shouldn't take a table away from you and I wouldn't do that. When you walked away I felt that you were really mad at me and I was just trying to help you out.

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MODULE THREE – UNIT TWO – CONFLICT IN THE WORKPLACE

Sarah: Hmm, I guess I sounded angry. I was so frustrated. Table Eight was taking so much of my time. Walking away from you while you were talking to me was kinda rude. I'm sorry.
 Steve: Thanks Sarah, _____ (e)?
 Sarah: No, I don't think so. Thanks for letting me know how you were feeling. How are you liking it here anyway?
 Steve: Things are good. I like the people and the food. In fact, I think I've tried everything on the menu!

Score /5

LANGUAGE QUESTIONS

- In which fill in the blank answer does Steve use softened language to initiate a conversation? _____
- In which fill in the blank answer does Sarah use an open-ended question to engage in and continue the discussion? _____
- In which fill in the blank answer does Steve use a question to invite further conversation? _____
- In which fill in the blank answer does Steve use direct language to state he is confused? _____
- In which fill in the blank answer does Steve express his feelings? _____

Score /5

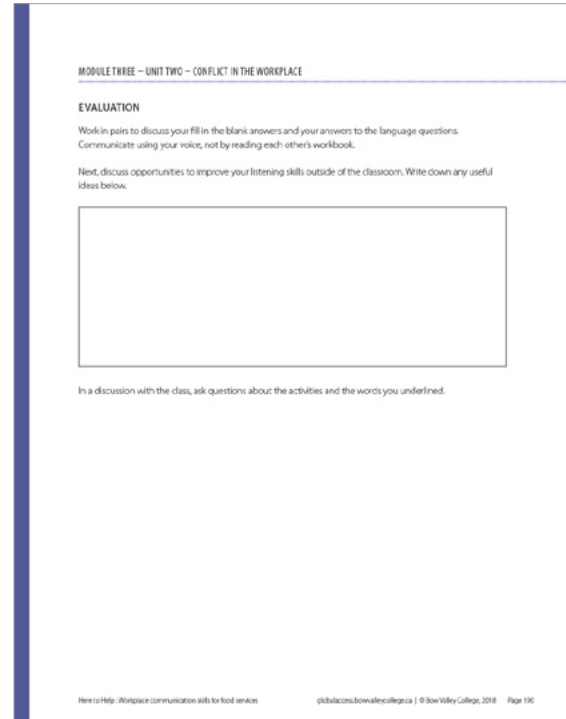
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Evaluation: Instructions

In this evaluation, learners will work with a partner to check their answers and brainstorm opportunities to improve their listening skills outside of the classroom.

Do the following to prepare and support the evaluation:

1. Ask learners to find a partner. Learners should compare and discuss their fill in the blank answers and their answers to the language questions. They should communicate using their voice, not by reading each other's workbook.
2. Have learners listen again while they check their work after the pair work is complete.
3. Answer any questions they have about the fill in blank answers and the language questions and share the answers.
4. Instruct learners to record their scores out of five for each activity in the spaces provided.
5. Next, learners should brainstorm ideas of how they can find opportunities to improve their listening skills outside of the classroom. They should record at least one idea in the space provided in their workbooks as they will return to this page during the unit review.



LEARNER WORKBOOK – PAGE 190

Suggestions for Adaptations

- » Consider having learners read the completed transcript aloud in pairs to practice pronunciation and support comprehension of new vocabulary.

Performance Activity: Instructions

In this activity, learners will match appropriate responses to problems. They will also create ways to initiate conversations about these problems, using softened or direct language. They will also practice using language to express their feelings and opinions. Learners will complete the activity described in their workbook.

Do the following to prepare and support the activity:

1. Review the problems presented in audio conversation 1 and audio conversation 2.
2. Point out the different ways that each person talked about the problem. It was more direct in audio conversation 1, and with more softened language in audio conversation 2.
3. Read through the problems as a class. Invite learners to share similar experiences from the community or the workplace.
4. Ask learners how they think they would feel in each of the situations described in the problems.
5. Instruct learners to match the problems with the appropriate responses.
6. Have learners work in pairs to check each other's answers. They should communicate using their voices, not by reading each other's workbook.
7. Select three of the problems and ask learners to create a way to initiate a conversation about the problem. They should use the language examples to include softened or direct language and express their feelings. Suggestions should be written down.
8. Invite learners to present their responses to the class.

MODULE THREE – UNIT TWO – CONFLICT IN THE WORKPLACE

Performance Activity

Match the problems with the appropriate responses. Work in pairs to check each other's answers. Communicate using your voice, not by reading each other's workbook.

Still in pairs, select three of the problems and create a way to initiate a conversation about the problem. Write it down.

- » Using the language examples as a starting point, include softened or direct language.
- » Using the language examples as a starting point, express your feelings or opinions based on the information given in the response.

LANGUAGE EXAMPLES

Appropriate language to initiate conversations about conflict

- Hey, can't talk to you for a moment?
- Do you have a moment?
- Do you mind if we talk?
- I've been thinking...
- Is there anything we should talk about?

Language for expressing feelings

- I feel _____ (confused, overwhelmed, upset, disrespected, ignored, taken advantage of)
- When you _____ it makes me feel _____
- When I hear you say _____ it makes me think _____
- It seems to me...
- I wanted to say...

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LEARNER WORKBOOK – PAGE 191

MODULE THREE – UNIT TWO – CONFLICT IN THE WORKPLACE

ACTIVITY TASK

| Problems: | Responses: |
|--|---|
| <ol style="list-style-type: none"> 1. A co-worker is always talking about their personal life and it is distracting you from doing your work. _____ 2. You hear a co-worker talking to someone else. Your co-worker is complaining that you haven't done a task that isn't your responsibility. _____ 3. A co-worker complains directly to you that you haven't completed a task. This task isn't your responsibility. _____ 4. A co-worker is often rude to you and not talkative and you are not sure why. _____ 5. A chef is always asking you to do tasks that you don't know how to do. They don't explain tasks in detail and never demonstrate how to complete them. _____ 6. You forgot to complete one of your tasks and realize that someone did it for you. _____ | <ol style="list-style-type: none"> a. When you have a private moment, confirm with a supervisor or trusted co-worker what your responsibilities are. State directly that you feel the co-worker is being unfair. Suggest that maybe this co-worker expects you to do everything because you are new. b. State directly to the co-worker that you don't think this is your responsibility. Soften your statement by saying that you will confirm this when you get a chance. c. Thank the person who completed the task. Let them know that you realized your mistake and tell them how you will remember next time. Let them know directly that you appreciate what they did. d. Use softened language to ask them to talk less when it is busy. Explain to your co-worker that you need to concentrate because you are still new at the job. e. Use small talk and be an active listener to build a relationship. Use softened language to express that you feel ignored or disrespected. Use an open-ended question to ask them if anything is wrong. f. Tell the chef that you haven't been shown how to complete these tasks. Say that you are willing to learn, but you need to be shown tasks. Let them know that you feel either overwhelmed or ignored because of this. |

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LEARNER WORKBOOK – PAGE 192

MODULE THREE – STAYING SAFE – UNIT TWO – CONFLICT IN THE WORKPLACE

Suggestions for Adaptations

- » Consider talking about each of the problems as a class. How do they think the new employee feels in this situation? Why is this a problem in the workplace? What could happen if the problem isn't resolved?

MATERIALS

- » [Conflict in the Workplace – Audio Conversation 1](#)
- » [Conflict in the Workplace – Audio Conversation 2](#)

GLOSSARY VOCABULARY

Complain
Co-worker
Responsibility
Supervisor

Evaluation: Instructions

In this evaluation, learners will independently score themselves on a rubric.

Do the following to prepare and support the evaluation:

1. Review the conditions of the activity on the rubric. Learners are to check each condition that they met.
2. Read through each outcome and ask learners to reflect on their performance and circle the appropriate statement.
3. Ask learners to total their score for the activity.
4. Ask learners to think about their performance overall. What was easy? What was difficult? Ensure learners are specific in the comments they record on the rubric. Instruct them to mention their successes as well as what needs improvement. They will return to this rubric during the unit review.

MODULE THREE – UNIT TWO – CONFLICT IN THE WORKPLACE

EVALUATION

Use the following rubric to record your performance in this activity.

- > Read the descriptions for each outcome and score yourself accordingly. Circle the description that best matches your performance.
- > Write comments about your performance. What was easy? What was difficult?

Audio Conversation 2 - Performance Activity

Read the conditions of this activity below:

- I completed the matching activity.
- I checked my answers orally with a partner.
- I used language examples to initiate a conversation.

Look at each of the outcomes below. Score your performance of each outcome in this activity.

| Outcome | Score = 0 | Score = 1 | Score = 2 |
|---|---|--|---|
| Expressing feelings and opinions | I had difficulty expressing feelings and opinions. | I expressed feelings and opinions some of the time. | I expressed feelings and opinions most or all of the time. |
| Use appropriate language to initiate conversations about conflict | I had difficulty using appropriate language to initiate conversations about conflict. | I used appropriate language to initiate conversations about conflict some of the time. | I used appropriate language to initiate conversations about conflict most or all of the time. |
| Address conflict appropriately | I had difficulty identifying responses to address conflict. | I identified responses to address conflict correctly some of the time. | I identified responses to address conflict correctly most or all of the time. |

Comments: _____

Score: _____

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Industry Insider

Audio Summary

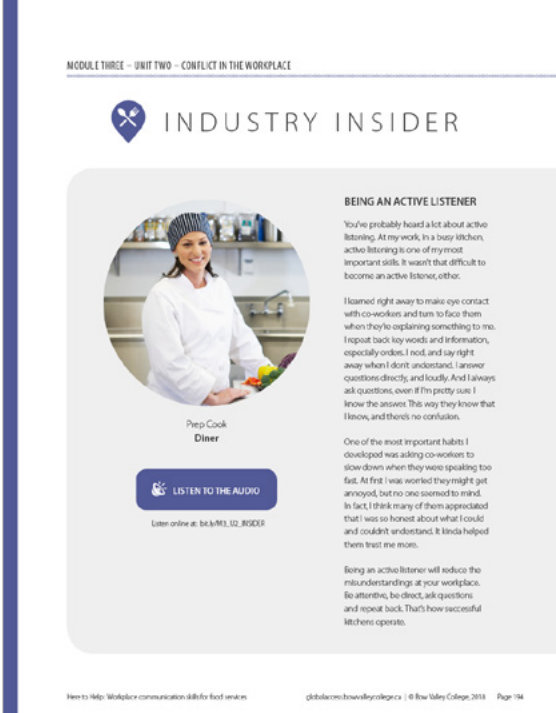
In this audio clip, the Industry Insider talks about the importance of active listening and explains how asking co-workers to slow down can help reduce misunderstandings.

This audio is one minute and six seconds long.

Industry Insider: Instructions

Do the following to prepare and support the discussion:

1. Discuss the job title of the Industry Insider and the type of establishment where the insider works. Give examples of similar establishments in the local community.
2. Listen to the audio.
3. Ask learners:
 - » What advice did the insider give that you can use right away?
 - » What did the insider say that was the same as what you already know?
 - » What did the insider say that was new or different from what you already know?
4. Discuss any unfamiliar vocabulary.



MODULE THREE – UNIT TWO – CONFLICT IN THE WORKPLACE

INDUSTRY INSIDER

BEING AN ACTIVE LISTENER

You've probably heard a lot about active listening. At my work, in a busy kitchen, active listening is one of my most important skills. It wasn't that difficult to become an active listener, either.

I learned right away to make eye contact with co-workers and turn to face them when they're explaining something to me. I repeat back key words and information, especially orders. I nod, and say right away when I don't understand. I answer questions directly, and loudly. And I always ask questions, even if I'm pretty sure I know the answer. This way they know that I know, and there's no confusion.

One of the most important habits I developed was asking co-workers to slow down when they were speaking too fast. At first I was worried they might get annoyed, but no one seemed to mind. In fact, I think many of them appreciated that I was so honest about what I could and couldn't understand. It kinda helped them trust me more.

Being an active listener will reduce the misunderstandings at your workplace. Be attentive, be direct, ask questions and repeat back. That's how successful kitchens operate.

Prep Cook
Diner

LISTEN TO THE AUDIO

Listen online at: bit.ly/3M3_U2_B0E6R

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LEARNER WORKBOOK – PAGE 194

Suggestions for Adaptations

- » Consider chunking the audio on first and/or second listening to capture and discuss unfamiliar vocabulary, rephrase content, or summarize.

MATERIALS

» [Industry Insider: Being an Active Listener](#)

GLOSSARY VOCABULARY

Co-worker

Diner

Misunderstanding

Prep

Unit Review

This review details the module content that was introduced in the unit. Learners will have an opportunity to record additional vocabulary that they have learned about the theme of Staying Safe and reflect on new knowledge and skills.

The review concludes with a preview of the content in the next unit.

Unit Review: Instructions

Do the following to prepare and support the review:

1. Explain to learners the purpose of a unit review.
2. Read the review introduction as a class and review the learning objectives.
3. Ask learners to reflect on their learning. Did they achieve the learning objectives? Ask them to explain to a partner what they did to achieve the objectives.
4. Review the key content for the unit.
5. Ask learners to share an example of each content item in the list while working with a partner.
6. Direct learners back to the conversation transcripts in the unit. Ask them to reread the transcript and review their scores. Learners should record their listening scores out of ten in the space provided.
7. Repeat with both sets of language questions.
8. Ask learners to review the ideas they recorded in their listening evaluations. From these ideas, learners should select at least one and rephrase the idea as a language learning goal and record it in the space provided in their workbooks.
9. Repeat with the comments recorded in the performance activity rubrics.
10. Answer any questions about the unit as a whole.
11. Preview the next unit.

MODULE THREE – UNIT TWO – CONFLICT IN THE WORKPLACE

Unit Review

In this unit you developed language skills needed to recognize and address conflict in the workplace when it happens. You worked on skills to initiate conversations about conflict and to express your feelings and opinions when needed. You also became comfortable with using softened language and engaging in discussion about conflict.

These were the learning objectives for this unit:

- Recognize that communication breakdowns can lead to conflicts
- Develop strategies to communicate in conflict situations
- Recognize the need for assertive language in food services workplaces

Did you achieve these objectives? Describe to a partner or to the rest of the class what you did to complete each objective.

This was the key content for this unit:

- Directives in softened language
- Expressing feelings and opinions
- Appropriate language to initiate conversations about conflict
- Addressing conflict appropriately

With a partner, share an example of everything in the list above. If you need to, reread the language example descriptions in the key content section.

In the listening exercises in this unit, you listened for language examples and tried to understand how they were used. Reread the two conversation transcripts in this unit.

- How many fill in the blank answers did you get correct? /10
- How many language questions did you get correct? /10

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LEARNER WORKBOOK – PAGE 195

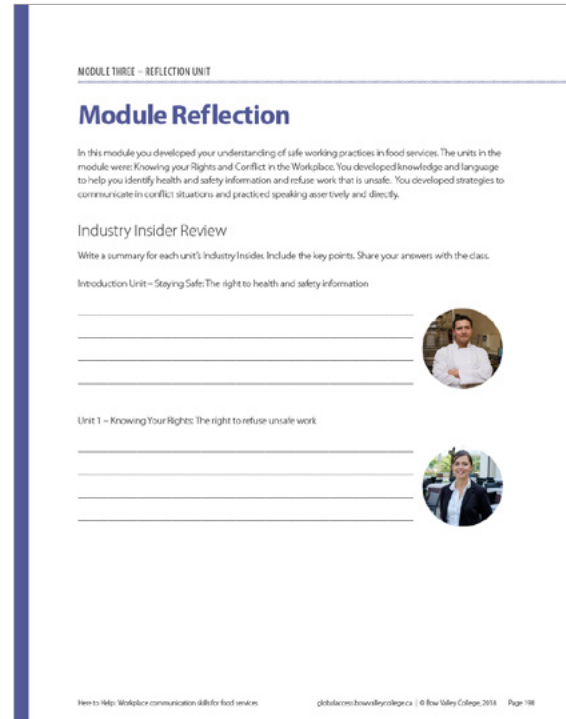
Module Reflection

Industry Insider Review: Instructions

This exercise will help learners to review the information presented in the module by the industry insiders. It will give them an opportunity to summarize information, so that it is easily accessible for later review.

Do the following to prepare and support the exercise:

1. Read through the review introduction with the class.
2. Replay or reread each Industry Insider, if needed.
3. Invite learners to share their ideas aloud before recording summaries in their notebooks.
4. Have learners complete their industry insider reviews.



LEARNER WORKBOOK – PAGE 198

Suggestions for Adaptations

- » Consider reviewing paraphrasing and summarizing skills prior to this exercise.
- » Consider identifying the key points made by each insider as a class, evaluating the suggestions made by learners.
- » Consider drafting summaries together as a class and having learners copy reviews into their workbooks.

Reflection Questions: Instructions

In this exercise, learners should use the reflection questions to prompt connections between the experiences of the individuals in the audio files and their own. They will also need to identify what was the most useful content in the module.

Do the following to prepare and support the exercise:

1. Read through the reflection questions with the class.
2. Refer to audio summaries and transcripts, if needed.
3. Tell learners that when they select the most helpful learning in the module, they should provide a reason explaining how this information will help them specifically in the future.
4. Have learners answer the questions in their workbooks.

MODULE THREE – REFLECTION UNIT

Unit 2 – Conflict in the Workplace: Being an active listener

Reflection Questions

Reflect on the following questions. Write your answers down.

1. In this module Anna hears a story about an unsafe situation at work. What is one thing you learned from that story?
2. Anna explains to her supervisor about a task that she did not complete because she felt it was unsafe. Is this conversation different from your experience or what you expect it would be like?
3. In the conversation about a misunderstanding between two kitchen staff what do you think is the most important thing either of them says to help clarify the situation?
4. Have you ever had a conflict with a co-worker? Did you talk about the conflict with them?
5. In this module what did you find most useful? Why?

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Suggestions for Adaptations

- » Consider having learners share answers with a partner before recording their own in their workbooks.
- » Consider making connections between the experiences of the individuals in the audio files and your own life as an example for learners. Give both workplace and personal examples to learners.

Evaluation Review: Instructions

In this exercise, learners will look back at their self-evaluations throughout the module to review the goals and comments that they recorded. They will comment on their goals and revise them as necessary.

Do the following to prepare and support the review:

1. Direct learners to the reviews for each unit in their workbooks.
2. Direct learners to read the goals that they recorded and ask themselves if they have achieved these goals.
3. Direct learners to reflect on how they achieved their goals or why they haven't achieved them yet.
4. Direct learners to comment on their goals and revise them as needed.
5. Direct learners to identify key vocabulary and language examples that they need to rehearse in preparation for their guided conversation with you.

The screenshot shows a page from a learner workbook. At the top, it says 'MODULE THREE – REFLECTION UNIT'. Below that is the title 'Evaluation Review'. The text reads: 'Review the language goals that you created in each of the unit reviews. Reflect on your goal progress. Use the space below to rewrite, revise, and comment on the goals you have set.' There is a large empty rectangular box labeled 'Language Goals'. Below this box, it says: 'Your instructor will have a one-to-one evaluation with you. They will guide you through a conversation, and then give you feedback.' Then it says: 'Review the comments that you have made throughout this module in the evaluations and in the unit reviews. In the space below, write any language examples and key vocabulary that you want to practice for your conversation with your instructor.' There is another large empty rectangular box labeled 'Notes for One-to-One Evaluation'. At the bottom of the page, it says: 'With a partner or in groups, prepare for the conversation with your instructor. Read the conversation setting description below. Discuss what questions you expect your instructor to ask, and what language your instructor will expect you to use. Have practice conversations. Use the language examples and vocabulary that you wrote down above. Use the language related to your goals.' At the very bottom, there is a footer: 'Here to Help: Workplace communication skills for food services | globalaccess.bowvalleycollege.ca | © Bow Valley College, 2018 | Page 200'.

LEARNER WORKBOOK – PAGE 200

Suggestions for Adaptations

- » Consider modelling the reflection by conducting a think aloud for learners as you turn to the relevant pages of the workbook.
- » Consider modelling how to comment on an achieved goal with “I have” or “I can” statements.
- » Consider modelling how to revise a goal to make it more specific or achievable.

Guided Conversation: Instructions

In this guided conversation, learners will have the opportunity to demonstrate the skills they have been learning, and receive feedback from you about their strengths and opportunities for development.

Do the following to prepare and support the guided conversation:

1. Direct learners' attention to the outcomes for the module.
2. Read through the conversation setting that appears in the learner workbook.
3. Ask learners, in small groups, to discuss potential questions that they could be asked in this situation and the language examples and vocabulary they would need to answer these questions.
4. Ask learners, in pairs, to practice the conversation, taking turns to be the instructor and the learner.
5. Sit with each learner individually and work through the following conversation outline:

The screenshot shows a page from a learner workbook titled 'MODULE THREE – REFLECTION UNIT'. It contains a 'Conversation setting' section with a scenario about a busy restaurant kitchen. Below this is a box with instructions for the conversation. The 'Language Examples' section is divided into two columns: 'Softened language' and 'Language for expressing feelings', each with a list of phrases for learners to use.

MODULE THREE – REFLECTION UNIT

Conversation setting:
You work at a busy restaurant in the kitchen. Yesterday at work you were supposed to clean the dishwasher before you left, but you did not and planned to clean it this morning. Yesterday, one of your co-workers went home early, and asked you to cover for them. You had to decide between putting a delivery away into the freezer or cleaning the dishwasher. You did not have time to do both. Think about the reasons why you would choose to put a delivery away, instead of cleaning the dishwasher.

Your instructor is your supervisor at work. They do not know about anything that happened yesterday. You have just arrived for work and they want to talk to you.

In your conversation, you need to use the specific language skills from this module. Review the outcomes at the start of each unit. Use them in the conversation with your instructor.

Language Examples
You were introduced to the following language examples in this module. Can you add any additional language examples from class discussion or from your daily life?

Softened language

- » We need to hurry with the salads. ("we" instead of "you.")
- » There was a misunderstanding. ("them" instead of "you.")
- » Would you...
- » Could we...
- » I was hoping...
- » I was wondering...
- » I know that you are busy...
- » I realize that...
- » I'm pretty sure that...
- » You might not want to...

Language for expressing feelings

- » I feel _____ (confused, overwhelmed, upset, disrespected, ignored, taken advantage of)
- » When you _____ it makes me feel _____
- » When I hear you say _____ it makes me think _____
- » It seems to me, ...
- » I wanted to say...

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LEARNER WORKBOOK – PAGE 201

Conversation Outline

Ask the learner to sit down, then ask them how their shift was yesterday.

- » Listen for the learner to respond and listen for direct language explaining the problem with the dishwasher.

Ask the learner follow up questions related to the situation. Examples:

- » Why did you not have enough time to clean the dishwasher?
- » Why did you decide to wait until today?
- » When did you plan on cleaning the dishwasher?

Ask the learner how they felt when their co-worker left early.

- » Listen for language used to express feelings and opinions.

MODULE THREE – STAYING SAFE – REFLECTION UNIT

Tell the learner that you understand that they were in a difficult situation. Also tell them that “You made a good choice, considering the situation. In the future, though, you might want to leave a note about the dishwasher, if possible. The evening shift could have cleaned it. Do you understand what I mean?”

» *Listen for the learner to confirm what you mean by identifying the directive in the softened language.*

6. Use the instructor evaluation rubric to score the guided conversation. Provide comments as needed.

MATERIALS

- » [Module Three – Instructor Evaluation Rubric](#)

Language Examples: Instructions

In this exercise, learners will add to the language examples from the module. Learners will record additional examples in their workbooks.

Do the following to prepare and support the exercise:

1. Read through each set of language examples.
2. Invite learners to share other examples they have collected in the classroom, community or the workplace.
3. Discuss any unfamiliar vocabulary.
4. Suggest that learners keep these pages with them throughout their day and at their workplace to help build their fluency.

MODULE THREE – REFLECTION UNIT

Conversation setting:
You work at a busy restaurant in the kitchen. Yesterday at work you were supposed to clean the dishwasher before you left, but you did not and planned to clean it this morning. Yesterday, one of your co-workers went home early, and asked you to cover for them. You had to decide between putting a delivery away into the freezer or cleaning the dishwasher. You did not have time to do both. Think about the reasons why you would choose to put a delivery away, instead of cleaning the dishwasher.

Your instructor is your supervisor at work. They do not know about anything that happened yesterday. You have just arrived for work and they want to talk to you.

In your conversation, you need to use the specific language skills from this module. Review the outcomes at the start of each unit. Use them in the conversation with your instructor.

Language Examples

You were introduced to the following language examples in this module. Can you add any additional language examples from class discussion or from your daily life?

Softened language

- » We need to hurry with the salads. ("we" instead of "you.")
- » There was a misunderstanding. ("there" instead of "you.")
- » Would you ...
- » Could we ...
- » I was hoping ...
- » I was wondering ...
- » I know that you are busy ...
- » I realize that ...
- » I'm pretty sure that ...
- » You might not want to ...

Language for expressing feelings

- » I feel _____ (confused, overwhelmed, upset, disrespected, ignored, taken advantage of)
- » When you _____ it makes me feel _____
- » When I hear you say _____ it makes me think _____
- » It seems to me ...
- » I wanted to say ...

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MODULE FOUR

Resource Instructional Support

Summary, Objectives, and Outcomes: Industry Information

The activities and resources in this module will assist learners to give and seek performance feedback, access opportunities for skill development on their own accord, and plan their career pathway in food services. For some newcomers to Alberta, a job in food services may be their first employment experience in Canada, and so they will benefit from explicit instruction in the language and skills necessary for performance reviews and job/career advancement.

The urgency of food services settings often sees employees placed in “sink or swim” situations, as they are asked by supervisors, on the spot, to help co-workers prepare for service or to cover a situation that they have not trained for. The status quo may resume after these situations without a follow-up conversation about performance, and newcomers to the industry may be perplexed by this. This module aims to highlight that the urgency of the environment creates opportunities to jump in and take a chance to learn something new.

Skill development and career mobility vary widely across the industry. What is formally in place for a national fast food chain may not reflect the smaller setting of a family-run business. When things are running smoothly, supervisors may be unlikely to be thinking of making staff changes to facilitate an employees’ skill development. Regardless of setting, learners will benefit from rehearsing performance review and career pathway conversations.

Instructors should be mindful that depending on a learner’s cultural background and experience, the practice of proactively requesting more responsibility in the workplace or asking for specific feedback on strengths and weaknesses may be a new experience. In the food services industry, as in others, it’s up to individuals to take charge of their own career pathway.

Completion of the activities in this module will provide learners with opportunities to rehearse the language and skills necessary to take more initiative in the workplace.

MODULE FOUR – INTRODUCTION UNIT

Summary, Objectives, and Outcomes

This module will help you identify opportunities to develop your skills at work and ask for additional responsibilities. The activities and resources will also prepare you for conversations about your career pathway after gaining entry level work in Alberta.

In this module you will develop the knowledge and language to help you:

- » take chances;
- » talk about your performance; and
- » discuss your career pathway.

The Taking Initiative module is structured as follows:

| Unit | Theme | Objectives |
|-------------------|-------------------|--|
| Introduction Unit | Taking Initiative | » Introduction to the theme, concepts, and vocabulary |
| Unit 1 | Taking Initiative | » Recognize the benefits of being versatile » Identify the importance of building skill sets over time » Recognize the need to take personal responsibility for your own career path |
| Reflection Unit | Taking Initiative | » Reflect on the skills and language in the module |

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LEARNER WORKBOOK – PAGE 205

Industry Knowledge Exercise: Instructions

This exercise should be completed prior to watching the introduction video and before the video exercise.

In this exercise, learners will be introduced to the module theme through a class discussion. The discussion questions in the learner workbook will help learners activate their existing knowledge to get started on the module topic. This is an oral activity and there is no expectation that learners produce notes to support this discussion. If needed, learners can take notes in the margins of their workbook.

Do the following to prepare and support the exercise:

1. Read the discussion questions together as a class.
2. Put learners in pairs or in groups of three and have them talk about the questions with each other. Assign one question to each group as applicable.
3. Read and discuss the answers to the questions as a class.

MODULE FOUR – INTRODUCTION UNIT

This unit introduces the themes, concepts and vocabulary to take initiative in food services workplaces.


| Section | Outcomes and Purpose |
|-----------------------------------|--|
| Summary, Objectives, and Outcomes | » Preview unit |
| Industry Knowledge Exercise | » Introduce module theme and activate prior learning |
| Video Exercise | » Introduce module concepts and vocabulary |
| Industry Insider | » Topic: Opportunities to learn new skills |
| Unit Review | » Review module structure and themes |

Industry Knowledge Exercise

This activity will prepare you for discussions about the module theme. Read the discussion questions and discuss them with a partner or in a small group. Space is provided for notes. Your instructor will ask you to share your thoughts. Talk about your knowledge and experience with the class. Others will benefit from sharing your thoughts.

EXERCISE DISCUSSION QUESTIONS

- » Have you had a job in Canada?
- » If yes, did you get feedback from a supervisor?
- » What do you think are some of the purposes of a performance review?
- » Have you had a performance review?
- » Have you thought about a career in the food services industry? Why or why not?



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LEARNER WORKBOOK – PAGE 206

Interviewing and Onboarding: Introduction Video

Video Summary

In this video, a server shares the story of her career progression and experience at her current employer. She explains that the onus for career conversations in her workplace sat with her and that she had to carve out time to connect with her supervisor about feedback and career planning.



She shares that jumping at an opportunity to work outside of her regular responsibilities demonstrated to her supervisor that she had additional skills. The video ends with the server talking about her transition to a management position with a different employer, all with the support of her current manager.

The video is two minutes and fifty-eight seconds long and is divided into three parts:

- » Part 1: Careers in Food Service (ends at 1:01)
- » Part 2: Taking Chances (begins at 1:05)
- » Part 3: Professional Development (begins at 2:05)

Video Exercise: Instructions

This exercise will introduce learners to some of the key vocabulary and thematic content of the Taking Initiative module. They will learn vocabulary to support their professional development in food service industry workplaces. Learners will complete the video exercise in their workbook.

Do the following to prepare and support the exercise:

1. Before watching the introduction video read the focus questions with learners to guide their listening.
2. After watching the video, elicit answers to the focus questions. Have learners underline any additional vocabulary and phrases in the transcript that they need help with.
3. Read the comprehension questions with the class and then watch the video a second time.
4. Lead a class discussion about the comprehension questions.

MODULE FOUR – INTRODUCTION UNIT

Taking Initiative – Introduction Video

In this video, an industry expert shares the story of her career pathway. She explains that it is the responsibility of employees to ask for feedback at work. She talks about scheduling time to talk about skill development with her supervisor. She also talks about identifying opportunities for professional development.

WATCH THE INTRODUCTION VIDEO

View online at: bit.ly/3Mk1x0u

The expert explains the benefits of taking chances to try something new.

Video Exercise

Before you watch the video, read the focus questions to guide your listening. Record any answers or notes in the space provided. Your instructor will ask you to share your answers.

Next, watch the video again and answer the comprehension questions. Record any answers or notes in the space provided. Your instructor will ask you to share your answers.

FOCUS QUESTIONS

1. What is the role/job title of the person in this video? How do you know?

2. What are the main ideas of this video?

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LEARNER WORKBOOK – PAGE 207

Suggestions for Adaptations

- » Consider leading a discussion about learners' first impressions of the industry employee in the video.
- » Consider chunking the video on the first and/or second viewing.
- » Consider having learners summarize individual parts of the video before drawing their attention to the focus and comprehension questions.

MODULE FOUR – TAKING INITIATIVE – INTRODUCTION UNIT

MATERIALS

» [Taking Initiative Video](#)

GLOSSARY VOCABULARY

Deli

Demonstrate

Formal

Hire

Holiday period

Industry

Initiative

Notice

Professional development

Responsibility

Situation

Supervisor

Activity Task: Instructions

This activity will provide an opportunity for learners to share and acquire industry knowledge and vocabulary and identify features of resumes.

Do the following to prepare and support the exercise:

1. Display and look at the sample resume. Lead a class discussion about the resume. Ask learners what type of document is this? What job is the most recent? Etc. Ask learners what a personal statement is. Why is a personal statement important on a resume?
2. Put learners in pairs or groups. Instruct learners to answer the questions about the sample resume.
3. Review answers as a class and answer any questions.

MATERIALS


- » [Module Four – Introduction Unit – Sample Resume](#)

MODULE FOUR – INTRODUCTION UNIT

ACTIVITY TASK

Review the sample resume and discuss it with the class. Answer the questions based on the resume. Discuss your answers with a partner and then with the class. Be prepared to explain your answers.

1. In your opinion, why did Jack write that he is "looking for learning opportunities" in his personal statement?
2. Is it important to include volunteer experience? Why or why not?
3. What skills from his job at New Four did Jack transfer to his job at My Mama's Pasta?
4. Name two types of food service industry jobs Jack could apply for. Explain why he could apply for these jobs.



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LEARNER WORKBOOK – PAGE 211

Industry Insider

Audio Summary

In this audio clip, the Industry Insider speaks about developing skills on the job. She stresses the importance of looking for opportunities to learn from others and to use the workplace as a way to improve her language skills.

This audio is one minute and nine seconds long.

Industry Insider: Instructions

Do the following to prepare and support the discussion:

1. Discuss the job title of the Industry Insider and the type of establishment where the insider works. Give examples of similar establishments in the local community.
2. Listen to the audio.
3. Ask learners:
 - » What advice did the insider give that you can use right away?
 - » What did the insider say that was the same as what you already know?
 - » What did the insider say that was new or different from what you already know?
4. Discuss any unfamiliar vocabulary.

Suggestions for Adaptations

- » Consider chunking the audio on first and/or second listening to capture and discuss unfamiliar vocabulary, rephrase content, or summarize.

MODULE FOUR – INTRODUCTION UNIT

INDUSTRY INSIDER

OPPORTUNITIES TO LEARN NEW SKILLS

Want to develop your skill set? There's always an opportunity to learn new skills in this industry, or any industry.

Skill development can be ongoing if you want it to be. If you want to do something better, ask for feedback. If you want to learn something new, ask for a chance. If you think you're ready for a new challenge, demonstrate that you are.

There are any number of transferable skills out there to work on. Listen actively and attentively, be more organized, pay attention to small details, and be ok with making mistakes. These are just some of the transferable skills that will help you communicate at any job.

My main duties here are as a cashier, but that doesn't stop me from learning what our bakers do. I even talk to our delivery drivers when I get a chance just to get a sense of their work. I am always looking for ways to take chances and try something new. I carry a notebook in my back pocket to write down questions, vocabulary, and ideas. Give it a try yourself.

Listen online at: bit.ly/1M_INDR Insider

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LEARNER WORKBOOK – PAGE 212

MODULE FOUR – TAKING INITIATIVE – INTRODUCTION UNIT

MATERIALS

» [Industry Insider: Opportunities to Learn New Skills](#)

GLOSSARY VOCABULARY

Demonstrate

Feedback

Industry

Transfer

Unit Review

This review details the module content that was introduced in the unit. Learners will have an opportunity to record additional vocabulary that they have learned about the theme of Taking Initiative and reflect on new knowledge and skills.

The review concludes with a preview of the content in the next unit.

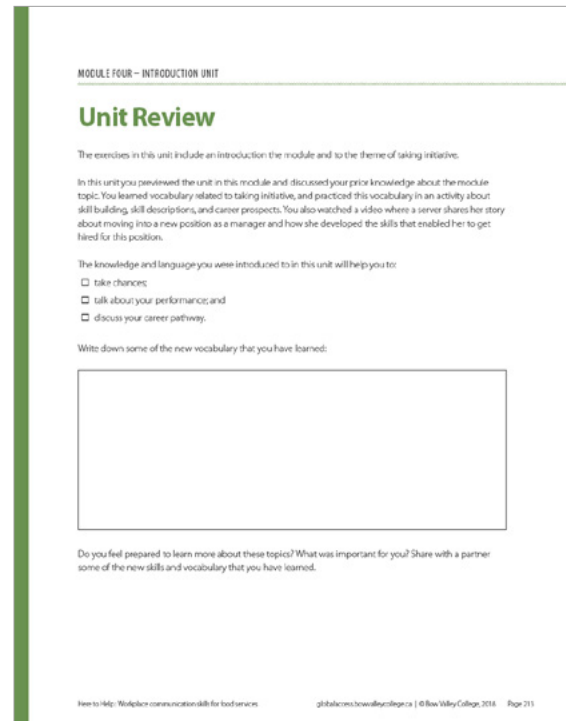
Unit Review: Instructions

Do the following to prepare and support the unit review.

1. Explain to learners the purpose of a unit review.
2. Read the review introduction as a class and review the learning objectives.
3. Ask learners to record new vocabulary in the space provided.
4. Ask learners to think about what they have learned about the food services industry in this unit and to share this information with a partner.
5. Ask learners to look at the photos in their learner workbook and, using the language and knowledge from the unit, write a statement that the person in the photo could be making. Encourage learners to refer back to the video transcript or other pages in their workbooks.
6. Answer any questions about the unit as a whole.
7. Preview the next unit.

MATERIALS

- » [Module Four – Introduction Unit – Unit Review Photos](#)



LEARNER WORKBOOK – PAGE 213

Summary, Objectives, and Outcomes: Industry Information

Working in a food services job successfully will require learners to be versatile and be comfortable with multitasking. The more jobs that they can do, and the more tasks that they can handle, will increase their value in the eyes of their employer. Learners will need to welcome opportunities to learn additional skills and seek out the opportunities to do so.

Identifying ways to build skills will help learners plan a career path. Being able to draw out feedback from others can help to focus skill building efforts. It is important, however, that learners become comfortable with listening to and accepting feedback that might be critical. Being open to feedback is necessary for growth and skills development.

Developing a mindset to continually learn on the job will help them to build a set of transferable skills over time that they can showcase to future employers.

MODULE FOUR – UNIT ONE – TAKING INITIATIVE

Summary, Objectives, and Outcomes

To work in a food services job successfully you will need to be versatile and be comfortable with multitasking. The more jobs that you can do and the more tasks that you can handle at any given time will increase your value in the eyes of your employer. You will need to welcome opportunities to learn additional skills and seek out the opportunities to do so.

Identifying ways to build skills will help you plan a career path. Being able to draw out feedback from others can help to focus skill building efforts. However, it is important that you become comfortable with listening to and accepting feedback that might be critical. Being open to feedback is necessary for growth and skill development.

Continually learning on the job will help you to build a set of transferable skills that you can showcase to future employers.

The reflection unit at the end of this module provides language examples that you can use as a reference sheet. Add to these examples with language you encounter in class and in daily life.

The learning objectives for this unit are:

- » Recognize the benefits of being versatile
- » Identify the importance of building skill sets over time
- » Recognize the need to take personal responsibility for your own career path

The unit is structured as follows:

| Module Four - Unit One - Taking Initiative | |
|---|---|
| Section | Outcomes and Purpose |
| Summary, Objectives, and Outcomes | » Preview unit |
| Audio Conversation 1 – Listening Exercise | » Listen for details » Recognize types of language functions |
| Audio Conversation 1 - Performance Activity | » Offer suggestions » Talk about strengths, skills, and past experience to persuade others |
| Audio Conversation 2 - Listening Exercise | » Listen for details » Recognize types of language functions |

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LEARNER WORKBOOK – PAGE 216

Taking Initiative – Audio Conversation 1

Audio Summary

In this conversation, Anna is speaking with her supervisor. Anna’s supervisor tells her about a problem in the kitchen that day. Anna listens to her supervisor’s instructions, then suggests a way that she can help. The supervisor seems reluctant to accept Anna’s solution at first, but Anna persuades her supervisor that she can take on some additional tasks during her shift.

This audio is one minute and forty-seven seconds long.

Listening Exercise: Instructions

In this exercise, learners will listen to an audio conversation between two people in the food services industry. Learners will complete the exercise described in their workbook.

Do the following to prepare and support the exercise:

1. Read the focus questions with learners to guide their listening before playing audio conversation 1.
2. Ask learners to fill in the blanks while listening to the conversation. They should also underline any words or phrases that they have questions about.
3. Direct learners to record their answers to the focus questions after listening.
4. Discuss the focus questions as a class.
5. Instruct learners to independently answer the language questions.

Suggestions for Adaptations

- » Consider chunking the audio on first and/or second listening to capture and discuss unfamiliar vocabulary, rephrase content, or summarize.

The screenshot shows a page from a learner workbook. At the top, it says 'MODULE FOUR – UNIT ONE – TAKING INITIATIVE'. The main title is 'Taking Initiative – Audio Conversation 1'. Below the title, there is a short paragraph describing the audio content: 'The supervisor asks to speak to Anna about a problem that the kitchen is facing that day. Anna listens to her supervisor's instructions, then suggests a way that she can help. The supervisor seems reluctant to accept Anna's solution at first, but Anna persuades her supervisor that she can take on some additional tasks during her shift.' To the right of this paragraph is a green button that says 'LISTEN TO THE AUDIO CONVERSATION'. Below the button, there is a 'Listening Exercise' section with instructions: 'In this listening exercise you will: > Listen for details > Identify types of language functions'. It also includes preparation instructions: 'To prepare for this exercise, read the focus questions. Then, as you listen, read along in the conversation transcript and fill in the blanks as best as you can. Underline any words or phrases that you would like to ask a question about.' and a final instruction: 'After you listen, revisit the focus questions and write down your answers. Then, answer the language questions.' Below this is a 'FOCUS QUESTIONS' section with two questions: '1. What is the problem that the supervisor explains to Anna?' and '2. What two tasks does Anna offer to do?'. Each question has a blank line for an answer. At the bottom of the page, there is a footer: 'Here to Help: Workplace communication skills for food services globalaccess.bowvalleycollege.ca | © Bow Valley College, 2018 Page 218'.

LEARNER WORKBOOK – PAGE 218

MATERIALS

» [Taking Initiative – Audio Conversation 1](#)

GLOSSARY VOCABULARY

- Grill
- Handle
- Prep
- Shadow
- Shift
- Short-staffed
- Station
- Stocked up
- Supervisor

CONVERSATION TRANSCRIPT: MISSING WORDS

- a. Hey, can we talk for a minute?
- b. it's just a thought
- c. if it would help
- d. I feel I can handle it.
- e. I can call you if I run into problems or start to feel overwhelmed, right?

LANGUAGE QUESTIONS: ANSWERS

- 1. c
- 2. a
- 3. e
- 4. d
- 5. b

MODULE FOUR – UNIT ONE – TAKING INITIATIVE

3. What two reasons does Anna give for being able to work the sandwich station by herself?

CONVERSATION TRANSCRIPT

Supervisor: _____ (a)?

Anna: Sure, I was just about to go out to the grill to shadow Ethan.

Supervisor: Yeah, about that. Ethan isn't here. He's sick today.

Anna: Oh, is he okay?

Supervisor: Yeah, he's fine, it's just a cold. He actually showed up, but I didn't want him to spread it around so I sent him home. Nico's not here today too, and neither is Todd. So it puts us a bit short staffed for this afternoon.

Anna: Oh, no. Well, what do you want me to do?

Supervisor: Uh... well, I guess I'll have to run the grill by myself, and I'll get you to stay back here doing prep work. It should be good enough, though if we get a large table I might need to call you up front.

Anna: Oh, okay, sure.

Supervisor: Just be ready, and make sure we're stocked up on anything and everything.

Anna: Okay I will, but...

Supervisor: Yeah?

Anna: Well, _____ (b), but I can cover the prep work, and work the sandwich station by myself _____ (c)?

Supervisor: Oh! Well...

Anna: _____ (d). I've trained on the sandwich station for a few weeks since I first started. And I feel pretty good about it. And for the prep work, I've got that down.

Supervisor: Yeah?

Anna: And anyway, you'll be right there, just down the line _____ (e)?

Supervisor: Yes, I suppose...

Anna: But either way, I'll get started on the prep work.

Supervisor: Yes, okay, that's a good idea. Then, tell you what, when you're caught up with that, come check with me and we'll get you set up at the sandwich station.

Anna: Okay, great.

Supervisor: I'll need to shift a few people, but this will actually help us be prepared if we do start getting a lot of customers today, which I'm expecting, so be ready.

Anna: Thanks.

Supervisor: Okay, just make sure everything's stocked.

Anna: Yes, right. See you in a bit.

Score: /5

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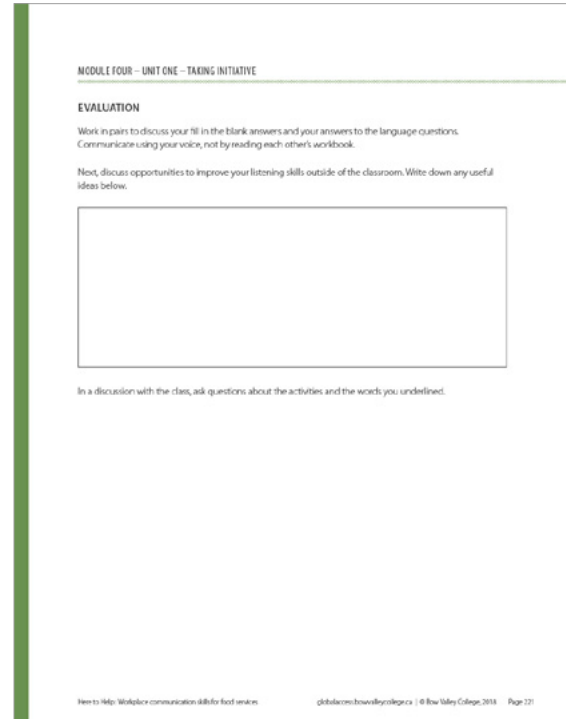
LEARNER WORKBOOK – PAGE 219

Evaluation: Instructions

In this evaluation, learners will work with a partner to check their answers and brainstorm opportunities to improve their listening skills outside of the classroom.

Do the following to prepare and support the evaluation:

1. Ask learners to find a partner. Learners should compare and discuss their fill in the blank answers and their answers to the language questions. They should communicate using their voice, not by reading each other's workbook.
2. Have learners listen again while they check their work after the pair work is complete.
3. Answer any questions they have about the fill in blank answers and the language questions and share the answers.
4. Instruct learners to record their scores out of five for each activity in the spaces provided.
5. Next, learners should brainstorm ideas of how they can find opportunities to improve their listening skills outside of the classroom. They should record at least one idea in the space provided in their workbooks as they will return to this page during the unit review.



LEARNER WORKBOOK – PAGE 221

Suggestions for Adaptations

- » Consider having learners read the completed transcript aloud in pairs to practice pronunciation and support comprehension of new vocabulary.

Performance Activity: Instructions

In this activity, learners will read a scenario and complete a dialogue based on that scenario. In the dialogue they will need to use language to offer suggestions, and they will need to provide details from the scenario in order to persuade. Learners will complete the activity described in their workbook.

Do the following to prepare and support the activity:

1. Review the language examples for offering suggestions.
2. Invite learners to share other examples that they have heard or read in community or workplace settings.
3. Read through the three scenarios in the activity as a class. Answer any questions learners might have.
4. Put learners in pairs and instruct them to fill in the employee parts of the dialogue for each scenario to use language functions to suggest and persuade. Using the language examples as a starting point, they should offer suggestions and mention strengths, skills, and past experiences in order to persuade.

MODULE FOUR – UNIT ONE – TAKING INITIATIVE

Performance Activity

Read through the three scenarios with a partner. Fill in the employee parts of the dialogue for each scenario to suggest and persuade the manager and the supervisors.

- Using the language examples as a starting point, offer suggestions and mention strengths, skills, and past experience.

LANGUAGE EXAMPLES

Language for offering suggestions

- It's just a thought, but...
- Would it help if...?
- Why don't I...?
- I could...
- How about if...?
- Perhaps I could...?

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LEARNER WORKBOOK – PAGE 222

MODULE FOUR – UNIT ONE – TAKING INITIATIVE

ACTIVITY TASK

1. You have been working for a few months at a small family restaurant in a town that often has tourists passing through. It's the off-season and the restaurant is getting ready to close down for the night. The wait staff and the cooks have all gone home for the evening.

A manager is showing you a few close-down procedures when a bus of twenty tourists pulls into the parking lot. The manager sees them and wonders out loud if she should tell them they are closed. You know she used to be a cook.

Up until now you have mostly done prep work in the kitchen (making salads and smaller dishes) and helped wait staff deliver meals to tables. You've watched the wait staff carefully and know the basic way to serve a table. The manager could limit the menu, and the large group would understand why she did. You could always ask the manager questions because she would be in the kitchen.

Fill in the speaking parts for the employee. Use language to offer a suggestion. Then, provide reasons why you would be able to handle these tasks.

Manager: Hmmmm. Maybe I should tell them we're closed. I'm not sure we can handle all these customers.

Employee (you): _____ (language for offering suggestion) I could serve the table and do the prep work I need.

Manager: Well, I don't know. You've never served tables before.

Employee: I've watched _____.

Manager: That's true. But, I'll be too busy in the kitchen to help you though.

Employee: I feel comfortable about it because I can _____ if I get confused about anything.

Manager: Yes, maybe 20 people is a lot. They could all order a different item.

Employee: I'm sure that they _____ How about if we _____ as well?

Manager: That's a good idea, that way we'll only have to make a few different dishes.

Employee: And side dishes. Should I get started on the salads now?

Manager: Yes, okay. I'll greet them and see what their story is. Turn the grill back on, as well.

Employee: Okay.

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LEARNER WORKBOOK – PAGE 223

MODULE FOUR – TAKING INITIATIVE – UNIT ONE – TAKING INITIATIVE

Suggestions for Adaptations

- » Consider having learners search for and/or use images to match each scenario. Brainstorm dialogue together as a group.
- » Consider taking on the role of the employee and acting out the scenario for the benefit of learners. Ask learners questions about how you could be feeling and what you could be thinking. Alternatively, consider having learners perform one of the dialogues for the class.
- » Consider having learners work in groups of three or four to create dialogue together as a class.

GLOSSARY VOCABULARY

Cafeteria

Catering

Co-workers

Establishment

Grill

Interrupt

Off-season

Prep

Procedure

Side dish

Supervisor

Versatile

Evaluation: Instructions

In this evaluation, learners will independently score themselves on a rubric.

Do the following to prepare and support the evaluation:

1. Review the conditions of the activity on the rubric. Learners are to check each condition that they met.
2. Read through each outcome and ask learners to reflect on their performance and circle the appropriate statement.
3. Ask learners to total their score for the activity.
4. Ask learners to think about their performance overall. What was easy? What was difficult? Ensure learners are specific in the comments they record on the rubric. Instruct them to mention their successes as well as what needs improvement. They will return to this rubric during the unit review.

MODULE FOUR – UNIT ONE – TAKING INITIATIVE

EVALUATION

Use the following rubric to record your performance in this activity.

- Read the descriptions for each outcome and give yourself a score. Circle the description that best matches your performance.
- Write comments about your performance. What was easy? What was difficult?

Audio Conversation 1 - Performance Activity

Read the conditions of this activity below:

I wrote down my answers.

I used language examples.

Look at each of the outcomes below. Score your performance of each outcome in this activity.

| Outcome | Score = 0 | Score = 1 | Score = 2 |
|--|---|--|---|
| Offer suggestions | I had difficulty offering suggestions. | I offered suggestions some of the time. | I offered suggestions most or all of the time. |
| Talk about strengths, skills, and past experience to persuade others | I had difficulty talking about strengths, skills, and past experience to persuade others. | I talked about strengths, skills, and past experience to persuade others some of the time. | I talked about strengths, skills, and past experience to persuade others most or all of the time. |

Comments:

Score:

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Taking Initiative – Audio Conversation 2

Audio Summary

In this conversation, Anna is speaking with her supervisor. The supervisor gives positive feedback about Anna's work that day. Anna asks her supervisor for some more comments. Anna continues to look for ways to improve her workplace skills.

This audio is one minute and thirty-nine seconds long.

Listening Exercise: Instructions

In this exercise, learners will listen to an audio conversation between two people in the food services industry. Learners will complete the exercise described in their workbook.

Do the following to prepare and support the exercise:

1. Read the focus questions with learners to guide their listening before playing audio conversation 2.
2. Ask learners to fill in the blanks while listening to the conversation. They should also underline any words or phrases that they have questions about.
3. Direct learners to record their answers to the focus questions after listening.
4. Discuss the focus questions as a class.
5. Instruct learners to independently answer the language questions.

Suggestions for Adaptations

- » Consider chunking the audio on first and/or second listening to capture and discuss unfamiliar vocabulary, rephrase content, or summarize.

MODULE FOUR – UNIT ONE – TAKING INITIATIVE

Taking Initiative – Audio Conversation 2

In this conversation, Anna is speaking with her supervisor. The supervisor gives positive feedback about Anna's work that day. Anna asks her supervisor for some more comments. Anna continues to look for ways to improve her workplace skills.

LISTEN TO THE AUDIO CONVERSATION

Listen online at: https://beta/uk_UK_A12

Listening Exercise

In this listening exercise you will:

- » Listen for details.
- » Identify types of language functions.

To prepare for this exercise, read the focus questions. Then, as you listen, read along in the conversation transcript and fill in the blanks as best as you can. Underline any words or phrases that you would like to ask a question about.

After you listen, revisit the focus questions and write down your answers. Then, answer the language questions.

FOCUS QUESTIONS

1. What does Anna's supervisor say is one of the major skills that their workplace values?

2. What two tasks does Anna ask her supervisor for feedback about?

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LEARNER WORKBOOK – PAGE 227

MATERIALS

» [Taking Initiative – Audio Conversation 2](#)

GLOSSARY VOCABULARY

Grill
Multi-task
Station

CONVERSATION TRANSCRIPT: MISSING WORDS

- a. I actually wanted to ask you what you thought.
- b. And yes, I'll try to focus on
- c. Maybe you can show me more about that?
- d. since the timing is right
- e. can you go over

LANGUAGE QUESTIONS: ANSWERS

- 1. a
- 2. b
- 3. c
- 4. d
- 5. e

MODULE FOUR – UNIT ONE – TAKING INITIATIVE

3. What reason does Anna's supervisor give for not being able to help her with one of the tasks?

CONVERSATION TRANSCRIPT

Anna: Eh, that was crazy.
Supervisor: Yeah, that was pretty busy.
Anna: Does it always get like that when it's busy?
Supervisor: Yes, sure, but that was kind of normal. I mean, it was busy, but it'll get like that – and even worse from time to time – especially during these next few months.
Anna: Well, that's good to know. It felt like I was doing ten things at once all afternoon.
Supervisor: That's good!
Anna: Right?
Supervisor: Well, I mean that's good that you were able to multitask like that. That's really one of the major skills that will make you valuable here.
Anna: I can understand why.
Supervisor: And thanks for taking the sandwich station today. I think we can start moving your training ahead more.
Anna: No problem. _____ (a). I mean I know you were busy at the grill... but...
Supervisor: Well, you did great. I was pretty impressed with how quickly you were able to make orders and serve customers, which was great. I think we'll need to revisit the way you make a sandwich and the amount of ingredients that you put in each. You were adding too much sauce and meat, but, again, I was impressed with how quickly you were able to serve customers and multitask.
Anna: Thanks. I'm okay with the speed. I mean, I had no choice. _____ (b) how much I'm adding to each sandwich. _____ (c)?
Supervisor: Well, not right now, we'll have to talk about that another day. We still have a lot to do right now to shut down and prepare for tomorrow.
Anna: Okay. But, _____ (d). _____ (e) the shut-down procedures for the sandwich station? I've actually never watched anyone do that.
Supervisor: Yes, that we can do now. I'll meet you over there in a few minutes, I just need to talk to the chef.
Anna: Okay, sure. I'll do what I can for now.

Score /5

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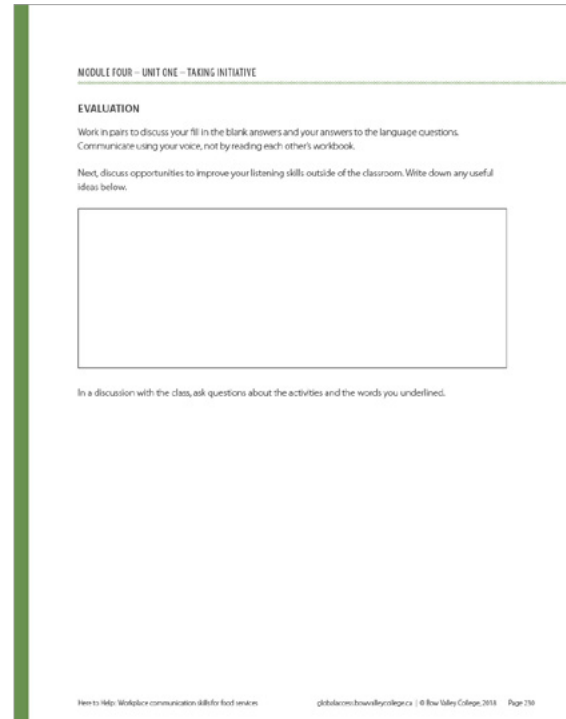
LEARNER WORKBOOK – PAGE 228

Evaluation: Instructions

In this evaluation, learners will work with a partner to check their answers and brainstorm opportunities to improve their listening skills outside of the classroom.

Do the following to prepare and support the evaluation:

1. Ask learners to find a partner. Learners should compare and discuss their fill in the blank answers and their answers to the language questions. They should communicate using their voice, not by reading each other's workbook.
2. Have learners listen again while they check their work after the pair work is complete.
3. Answer any questions they have about the fill in blank answers and the language questions and share the answers.
4. Instruct learners to record their scores out of five for each activity in the spaces provided.
5. Next, learners should brainstorm ideas of how they can find opportunities to improve their listening skills outside of the classroom. They should record at least one idea in the space provided in their workbooks as they will return to this page during the unit review.



LEARNER WORKBOOK – PAGE 230

Suggestions for Adaptations

- » Consider having learners read the completed transcript aloud in pairs to practice pronunciation and support comprehension of new vocabulary.

Performance Activity: Instructions

In this activity, learners will play a game to practice asking for and providing feedback. Learners will review vocabulary of food services workplaces and will also practice active listening skills. Learners will complete the activity described in their workbook.

Do the following to prepare and support the activity:

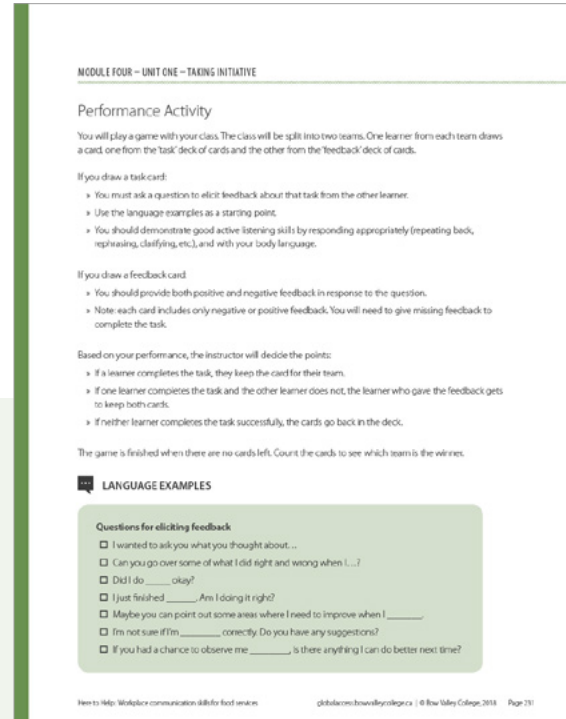
1. Lead the following workplace culture discussion with the class:

Workplace Culture Discussion

As discussed throughout this course, active listening is a major part of fitting into a new workplace and being successful. Among the many benefits, active listening will often generate feedback and provide employees with direction for developing skills. Yet, it is not always easy to be receptive to positive or negative feedback. Receiving feedback about what we have done wrong makes us feel vulnerable and can impact our confidence. However, learners can develop a mindset to become receptive to feedback.

Lead a class discussion about active listening and being receptive to feedback.

- » Review the skills involved in active listening (see the *Industry Insider for Module Three, Unit Two*).
- » Ask learners:
 - » What active listening skills are you good at?
 - » Have you ever received positive or negative feedback that you acted on? What was it?
 - » Have you ever needed to give positive or negative feedback to someone? Was it easy? How did you feel?
 - » In what situations in your life can feedback directly help you get better at something? (example: in this class)
- » Discuss the role that active listening plays in receiving feedback to help learners determine which skills to focus on and develop.
- » Answer any questions.



MODULE FOUR – TAKING INITIATIVE – UNIT ONE – TAKING INITIATIVE

2. Review the positive and negative feedback given by the supervisor in audio conversation 1. Point out that the negative feedback is preceded by positive feedback.
3. Instruct learners that they will play a game. Split the class into teams of two. One learner from each team draws a card – one from the “task” deck of cards and the other from the “feedback” deck of cards.
 - » The learner who draws the task card must ask a question to elicit feedback about that task from the other learner. They can use the language examples as a starting point.
 - » The learner who draws the feedback card should provide both positive and negative feedback in response to the question. Note: each card includes only negative or positive feedback. The learner will need to come up with the missing feedback to complete the task.
 - » The learner who asked the feedback question should demonstrate good active listening skills either by responding appropriately (repeating back, rephrasing, clarifying, etc.) or with their body language.
4. Based on learner performance, you award points as follows:
 - » If each learner completed the task, then each learner gets to keep a card for their team.
 - » If one learner completed the task and the other did not, then the learner who gave the feedback gets to keep both cards.
 - » If neither learner completed the task satisfactorily, then the cards go back in the deck.
5. The game is finished when there are no cards left. Count the cards to see which team is the winner.

MATERIALS

- » [Module Four – Unit One – Task Cards](#)
- » [Module Four – Unit One – Feedback Cards](#)

GLOSSARY VOCABULARY

Bin
Prepare
Walk-in

Evaluation: Instructions

In this evaluation, learners will independently score themselves on a rubric.

Do the following to prepare and support the evaluation:

1. Review the conditions of the activity on the rubric. Learners are to check each condition that they met.
2. Read through each outcome and ask learners to reflect on their performance and circle the appropriate statement.
3. Ask learners to total their score for the activity.
4. Ask learners to think about their performance overall. What was easy? What was difficult? Ensure learners are specific in the comments they record on the rubric. Instruct them to mention their successes as well as what needs improvement. They will return to this rubric during the unit review.

MODULE FOUR – UNIT ONE – TAKING INITIATIVE

EVALUATION

Use the following rubric to record your performance in this activity.

- Read the descriptions for each outcome and give yourself a score. Circle the description that best matches your performance.
- Write comments about your performance. What was easy? What was difficult?

Audio Conversation 2 - Performance Activity

Read the conditions of this activity below:

- Before having a conversation I reviewed the information on the card.
- I used language examples.

Look at each of the outcomes below. Score your performance of each outcome in this activity.

| Outcome | Score = 0 | Score = 1 | Score = 2 |
|--|--|---|--|
| Elicit feedback | I had difficulty eliciting feedback. | I elicited feedback some of the time. | I elicited feedback most or all of the time. |
| Use active listening to be receptive to feedback | I had difficulty using active listening to be receptive to feedback. | I used active listening to be receptive to feedback some of the time. | I used active listening to be receptive to feedback most or all of the time. |

Comments:

Score:

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Industry Insider

Audio Summary

In this audio clip, the Industry Insider speaks about the benefits of drawing out feedback on your performance from co-workers. She also encourages newcomers not to worry about their English language proficiency when they start work.

This audio is fifty-three seconds long.

Industry Insider: Instructions

Do the following to prepare and support the discussion:

1. Discuss the job title of the Industry Insider and the type of establishment where the insider works. Give examples of similar establishments in the local community.
2. Listen to the audio.
3. Ask learners:
 - » What advice did the insider give that you can use right away?
 - » What did the insider say that was the same as what you already know?
 - » What did the insider say that was new or different from what you already know?
4. Discuss any unfamiliar vocabulary.

Suggestions for Adaptations

- » Consider chunking the audio on first and/or second listening to capture and discuss unfamiliar vocabulary, rephrase content, or summarize.

MODULE FOUR – UNIT ONE – TAKING INITIATIVE

INDUSTRY INSIDER

ELICIT FEEDBACK FROM OTHERS

In the four years that I've worked here, I've had co-workers from twelve different countries. Isn't that amazing? All of them were worried about their English when they started, but none of them needed to be. If you have good communication skills, you'll be fine.

I'll never forget one woman I worked with. She had just started learning English a few years earlier, yet she was so good at drawing out feedback from others. She asked direct questions about her performance, she always wanted to know what she could do better, she asked others to observe her while she served customers, and she observed everyone else to learn new ways of communicating. She always listened attentively.

I know that woman learned a lot working here, but I actually feel like I'm the one that learned from her. Since then, I talk about her to any new co-worker that thinks their English isn't good enough. I advise them to be like her, to seek out feedback from others, and to use what suits their own style.

Listen online at: bit.ly/MI_IL_INSIDER

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LEARNER WORKBOOK – PAGE 233

MODULE FOUR – TAKING INITIATIVE – UNIT ONE – TAKING INITIATIVE

MATERIALS

» [Industry Insider: Elicit Feedback from Others](#)

GLOSSARY VOCABULARY

Co-worker

Feedback

Observe

Unit Review

This review details the module content that was introduced in the unit. Learners will have an opportunity to record additional vocabulary that they have learned about the theme of Taking Initiative and reflect on new knowledge and skills.

The review concludes with a preview of the content in the next unit.

Unit Review: Instructions

Do the following to prepare and support the review:

1. Explain to learners the purpose of a unit review.
2. Read the review introduction as a class and review the learning objectives.
3. Ask learners to reflect on their learning. Did they achieve the learning objectives? Ask them to explain to a partner what they did to achieve the objectives.
4. Review the key content for the unit.
5. Ask learners to share an example of each content item in the list while working with a partner.
6. Direct learners back to the conversation transcripts in the unit. Ask them to reread the transcript and review their scores. Learners should record their listening scores out of ten in the space provided.
7. Repeat with both sets of language questions.
8. Ask learners to review the ideas they recorded in their listening evaluations. From these ideas, learners should select at least one and rephrase the idea as a language learning goal and record it in the space provided in their workbooks.
9. Repeat with the comments recorded in the performance activity rubrics.
10. Answer any questions about the unit as a whole.
11. Preview the next unit.

The screenshot shows a page from a learner workbook. At the top, it says 'MODULE FOUR – INTRODUCTION UNIT'. Below that is the title 'Unit Review'. The text explains that the exercises in this unit include an introduction to the module and its theme. It mentions that learners have reviewed the unit, learned vocabulary, and practiced it in an activity about skill building, skill descriptions, and career prospects. There is a list of three checkboxes for learners to mark: 'take chances', 'talk about your performance', and 'discuss your career pathway'. Below this is a large empty rectangular box for writing. At the bottom, there is a question: 'Do you feel prepared to learn more about these topics? What was important to you? Share with a partner some of the new skills and vocabulary that you have learned.'

LEARNER WORKBOOK – PAGE 234

Module Reflection

Industry Insider Review: Instructions

This exercise will help learners to review the information presented in the module by the industry insiders. It will give them an opportunity to summarize information, so that it is easily accessible for later review.

Do the following to prepare and support the exercise:

1. Read through the review introduction with the class.
2. Replay or reread each Industry Insider, if needed.
3. Invite learners to share their ideas aloud before recording summaries in their notebooks.
4. Have learners complete their industry insider reviews.

The screenshot shows a page from a learner workbook. At the top, it says 'MODULE FOUR – REFLECTION UNIT'. Below that is the title 'Module Reflection' in a large green font. A short paragraph follows, explaining the purpose of the module. Then, there is a section titled 'Industry Insider Review' with instructions to write summaries for each unit's insider. Two units are listed: 'Introduction Unit – Taking Initiative: Opportunities to learn new skills' and 'Unit 1 – Taking Initiative:olicit feedback from others'. Each unit has a circular profile picture of a person and several horizontal lines for writing. Below this is a 'Reflection Questions' section with a single question about taking advantage of opportunities. At the bottom, there is a footer with the text 'Here to Help: Workplace communication skills for food services' and 'globalaccess.bowvalleycollege.ca | © Bow Valley College, 2018 Page 237'.

LEARNER WORKBOOK – PAGE 237

Suggestions for Adaptations

- » Consider reviewing paraphrasing and summarizing skills prior to this exercise.
- » Consider identifying the key points made by each insider as a class, evaluating the suggestions made by learners.
- » Consider drafting summaries together as a class and having learners copy reviews into their workbooks.

Reflection Questions: Instructions

In this exercise, learners should use the reflection questions to prompt connections between Anna's experiences and their own. They will also need to identify what was the most useful content in the module.

Do the following to prepare and support the exercise:

1. Read through the reflection questions with the class.
2. Refer to audio summaries and transcripts, if needed.
3. Tell learners that when they select the most helpful learning in the module, they should provide a reason explaining how this information will help them specifically in the future.
4. Have learners answer the questions in their workbooks.

MODULE FOUR – REFLECTION UNIT

2. Anna asks her supervisor for additional feedback about her performance. Is this something you have done or would do at your own workplace? What would help make it easier to ask for feedback at your work?

3. In this module what did you find most useful? Why?

Evaluation Review

Review the language goals that you created in each of the unit reviews. Reflect on your goal progress. Use the space below to rewrite, revise, and comment on the goals you have set.

Language Goals

Your instructor will have a one-to-one evaluation with you. They will guide you through a conversation, and then give you feedback.

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LEARNER WORKBOOK – PAGE 238

Suggestions for Adaptations

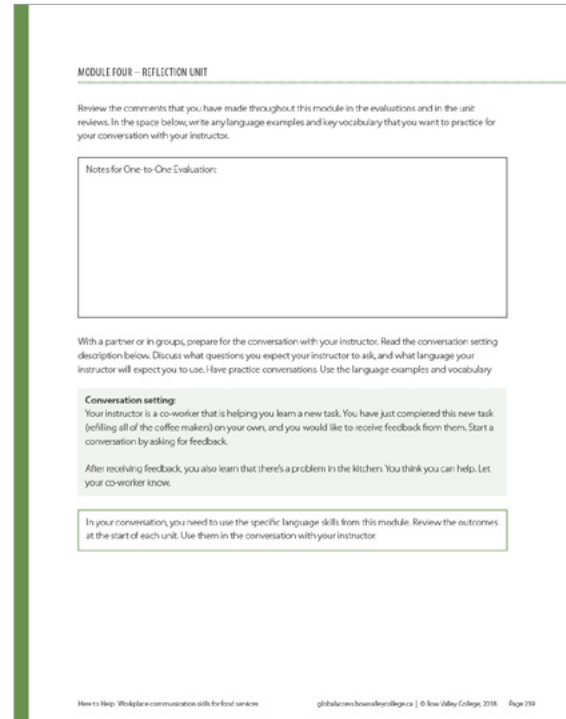
- » Consider having learners share answers with a partner before recording their own in their workbooks.
- » Consider making connections between Anna's experiences and your own life as an example for learners. Give both workplace and personal examples to learners.

Evaluation Review: Instructions

In this exercise, learners will look back at their self-evaluations throughout the module to review the goals and comments that they recorded. They will comment on their goals and revise them as necessary.

Do the following to prepare and support the review:

1. Direct learners to the reviews for each unit in their workbooks.
2. Direct learners to read the goals that they recorded and ask themselves if they have achieved these goals.
3. Direct learners to reflect on how they achieved their goals or why they haven't achieved them yet.
4. Direct learners to comment on their goals and revise them as needed.
5. Direct learners to identify key vocabulary and language examples that they need to rehearse in preparation for their guided conversation with you.



LEARNER WORKBOOK – PAGE 239

Suggestions for Adaptations

- » Consider modelling the reflection by conducting a think aloud for learners as you turn to the relevant pages of the workbook.
- » Consider modelling how to comment on an achieved goal with “I have” or “I can” statements.
- » Consider modelling how to revise a goal to make it more specific or achievable.

Guided Conversation: Instructions

In this guided conversation, learners will have the opportunity to demonstrate the skills they have been learning, and receive feedback from you about their strengths and opportunities for development.

Do the following to prepare and support the guided conversation:

1. Direct learners' attention to the outcomes for the module.
2. Read through the conversation setting that appears in the learner workbook.
3. Ask learners, in small groups, to discuss potential questions that they could be asked in this situation and the language examples and vocabulary they would need to answer these questions.
4. Ask learners, in pairs, to practice the conversation, taking turns to be the instructor and the learner.
5. Sit with each learner individually and work through the following conversation outline:

Conversation Outline

The learner will start the conversation by asking for feedback.

- » *Listen that they use language for asking for feedback. Respond with both positive and negative feedback (they refilled all the coffee machines correctly and quickly, but they should turn them back on immediately and they need to wipe the area because they left a mess). As you respond, watch for active listening. Respond to any follow up or clarifying questions they might have.*

As this part of the conversation winds down, mention that you need to go because you have to cover for one of the chefs. Say "I don't know how I'm going to get this prep work finished, and cover for one of the chefs!"

- » *Pause to let the learner suggest they help you. Listen for the learner using language to make a suggestion.*

Respond that you are not sure about their suggestion. Ask the learner why they think they can handle the prep work.

- » *Listen for the learner to describe some of their skills and experience.*

Ask a few follow up questions, if needed and at some point accept the suggestion.

6. Use the instructor evaluation rubric to score the guided conversation. Provide comments as needed.

MATERIALS

- » [Module Four – Instructor Evaluation Rubric](#)

Language Examples: Instructions

In this exercise, learners will add to the language examples from the module. Learners will record additional examples in their workbooks.

Do the following to prepare and support the exercise:

1. Read through each set of language examples.
2. Invite learners to share other examples they have collected in the classroom, community or the workplace.
3. Discuss any unfamiliar vocabulary.
4. Suggest that learners keep these pages with them throughout their day and at their workplace to help build their fluency.

MODULE FOUR – REFLECTION UNIT

Language Examples

You were introduced to the following language examples in this module. Can you add any additional language examples from class discussions or from your daily life?

Language for offering suggestions

- » It's just a thought, but...
- » Would it help if...
- » Why don't I...
- » I could...
- » How about if I...
- » Perhaps I could...

Questions to elicit feedback

- » I wanted to ask you what you thought about...
- » Can you go over some of what I did right and wrong when I...?
- » Did I do... ok?
- » I just finished... Am I doing it right?
- » Maybe you can point out some areas where I need to improve when I...
- » I'm not sure if I'm... correctly. Do you have any suggestions?
- » If you had a chance to observe me... is there anything I can do better next time?

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Materials

Module One – Introduction Unit – Activity Task Photos







INSTRUCTOR MATERIALS AND RUBRICS





INSTRUCTOR MATERIALS AND RUBRICS



Module One – Introduction Unit Photos – Unit Review Photos







Module One – Unit Two – Activity Cards

Employee

You would like to have tomorrow off. You just found out that your friend from out of town is visiting. She is visiting for one day only. She's an old friend from high school and recently got divorced.

ACTIVITY CARD 1

Employee

You want a week off to go camping with your family. You want to take it next month during the summer.

ACTIVITY CARD 2

Employee

You would like to come to work an hour late tomorrow. Your child's regular babysitter was in a bicycle accident and broke her arm. She just cancelled.

ACTIVITY CARD 3

Employee

In two weeks, you would like Friday off. You want to celebrate your boyfriend's/girlfriend's birthday.

ACTIVITY CARD 4

Employee

You have a change in your personal schedule. You can't work Mondays because your son needs the car every Monday.

ACTIVITY CARD 5

Employee

You have a change in your personal schedule. You can't work morning shifts anymore.

ACTIVITY CARD 6

Employee

You have a change in your personal schedule. You can't work Saturdays anymore. Your bus route has been cancelled.

ACTIVITY CARD 7

Employee

You would like to visit your friend out of town. You would like to take four days off.

ACTIVITY CARD 8

Employee

You would like to have the day off next Tuesday. You would like to attend a community meeting. You are happy to come in on another day to make up the shift.

ACTIVITY CARD 9

Supervisor

This is one of the busiest weeks of the year. You need everyone at work.

ACTIVITY CARD 10

Supervisor

This is one of the slowest weeks of the year. This is a good time for employees to take time off.

ACTIVITY CARD 11

Supervisor

Weekends and mornings are when you need your new employee the most. If they cannot work weeks and mornings, you may need to hire someone else.

ACTIVITY CARD 12

Supervisor

You need requests for days off at least one month in advance.

ACTIVITY CARD 13

Supervisor

You need requests for days off at least one week in advance.

ACTIVITY CARD 14

Supervisor

Employees are allowed a maximum of three days off in a row.

ACTIVITY CARD 15

Module One – Industry Insider Photos







| Instructor Evaluation – Module One | | Name: | |
|---|---|---|--|
| Outcome | Score = 0 | Score = 1 | Score = 2 |
| Use greeting and leave taking language | The learner had difficulty using greeting and leave taking statements. | The learner was able to use greeting and leave taking statements some of the time or with prompting. | The learner was able to use greeting and leave taking statements most or all of the time. |
| Ask and respond to follow up questions | The learner had difficulty asking and responding to follow up questions. | The learner was able to ask and respond to follow up questions some of the time or with prompting. | The learner was able to ask and respond to follow up questions most or all of the time. |
| Ask clarifying questions | The learner had difficulty asking clarifying questions. | The learner was able to ask clarifying questions some of the time or with prompting. | The learner was able to ask clarifying questions most or all of the time. |
| Use appropriate language to showcase personal strengths, skills, and past experiences | The learner had difficulty using appropriate language to showcase personal strengths, skills, and past experiences. | The learner was able to use appropriate language to showcase personal strengths, skills, and past experiences some of the time or with prompting. | The learner was able to use appropriate language to showcase personal strengths, skills, and past experiences most or all of the time. |
| Showcase personal strengths, skills, and past experiences | The learner had difficulty showcasing personal strengths, skills, and past experiences. | The learner was able to showcase personal strengths, skills, and past experiences some of the time or with prompting. | The learner was able to showcase personal strengths, skills, and past experiences most or all of the time. |
| Paraphrase and repeat back information | The learner had difficulty paraphrasing and repeating back information. | The learner was able to paraphrase and repeat back information some of the time or with prompting. | The learner was able to paraphrase and repeat back information most or all of the time. |
| Comments: | | | Score: |
| Instructor Signature: | | | Date: |

Module Two – Introduction Unit – Activity Task Photos



INSTRUCTOR MATERIALS AND RUBRICS



INSTRUCTOR MATERIALS AND RUBRICS



INSTRUCTOR MATERIALS AND RUBRICS











INSTRUCTOR MATERIALS AND RUBRICS





Module Two – Introduction Unit – Unit Review Photos



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Module Two – Unit Two – Problem Cards

There are no clean glasses. The sink is full of dirty dishes. The dishwasher is not working. There is no water coming into it. It's the middle of lunch service.

PROBLEM CARD 1

There are no clean glasses. The sink is full of dirty dishes. The dishwasher is not working. There is no water coming into it. It's the middle of lunch service.

PROBLEM CARD 2

You want to take vacation days off later this summer. It's now April. Your parents are visiting this summer. You filled out a form last week. You haven't asked anyone to cover for you.

PROBLEM CARD 3

You want to take vacation days off later this summer. It's now April. Your parents are visiting this summer. You filled out a form last week. You asked around but no one can take your shift.

PROBLEM CARD 4

You don't know how to make coleslaw. You don't know the ingredients for coleslaw. The coleslaw has run out. There are several orders waiting for coleslaw.

PROBLEM CARD 5

You don't know how to make coleslaw. You don't know the ingredients for coleslaw. The coleslaw has run out. There are several orders waiting for coleslaw.

PROBLEM CARD 6

There is a customer complaint. They are near the doors. A server told you to tell someone. They were here for the dinner special. They are complaining about the price.

PROBLEM CARD 7

There is a customer complaint. They are near the doors. A server told you to tell someone. They were here for the dinner special. They are complaining about the price.

PROBLEM CARD 8

Lettuce is running low. There's lots of pizza dough in the fridge. Only one container of food smells rotten. Pizza is the dinner special today.

PROBLEM CARD 9

INSTRUCTOR MATERIALS AND RUBRICS

Lettuce is running low. There's lots of pizza dough in the fridge. Only one container of food smells rotten. Pizza is the dinner special today.

PROBLEM CARD 10

Module Two – Unit Two – Role Cards

You are a chef.

It is the middle of service. You are checking the plates on the pass.

ROLE CARD 1

You are a chef.

The rush is over. You are starting to close the kitchen down.

ROLE CARD 2

You are a manager.

You are preparing for an important meeting. Your meeting starts in ten minutes.

ROLE CARD 3

You are a manager.

You are doing paperwork in your office. You have no meetings in your schedule.

ROLE CARD 4

You are a co-worker.

You are on your break. You are reading the news on your phone.

ROLE CARD 5

You are a co-worker.

You just arrived at work. Your shift starts in ten minutes.

ROLE CARD 6

You are a supervisor.

You are talking to a delivery driver. She is showing you photos of her family.

ROLE CARD 7

You are a supervisor.

You are talking to a delivery driver. She forgot the vegetables for today's special dish.

ROLE CARD 8

You are a host.

Many customers just arrived at the restaurant at the same time. They all have reservations.

ROLE CARD 9

You are a host.

The last customers in the restaurant are eating dessert.
Your station is prepared for the next shift.

ROLE CARD 10

Module Two – Unit Three – Menu



Module Two – Industry Insider Photos



INSTRUCTOR MATERIALS AND RUBRICS







| Instructor Evaluation – Module Two | | Name: | |
|---|---|---|--|
| Outcome | Score = 0 | Score = 1 | Score = 2 |
| Use appropriate language for interrupting | The learner had difficulty using appropriate language for interrupting. | The learner was able to use appropriate language for interrupting some of the time. | The learner was able to use appropriate language for interrupting most or all of the time. |
| Communicate information succinctly | The learner had difficulty communicating information succinctly. | The learner was able to communicate information succinctly some of the time. | The learner was able to communicate information succinctly most or all of the time. |
| Use and expand on set phrases | The learner had difficulty using and expanding on set phrases. | The learner was able to use and expand on set phrases some of the time. | The learner was able to use and expand on set phrases most or all of the time. |
| Provide descriptions | The learner had difficulty providing descriptions. | The learner was able to provide descriptions some of the time. | The learner was able to provide descriptions most or all of the time. |
| Ask clarifying questions | The learner had difficulty asking clarifying questions | The learner was able to ask clarifying questions some of the time. | The learner was able to ask clarifying questions most or all of the time. |
| Make requests for more information | The learner had difficulty making requests for more information. | The learner was able to make requests for more information some of the time. | The learner was able to make requests for more information most or all of the time. |
| Repeat back information | The learner had difficulty repeating back information. | The learner was able to repeat back information some of the time. | The learner was able to repeat back information most or all of the time. |
| Use politeness | The learner had difficulty being polite. | The learner was able to be polite some of the time. | The learner was able to be polite most or all of the time. |
| Comments: | | | Score: |
| Instructor Signature: | | | Date: |

Module Three – Introduction Unit – Activity Task Posters

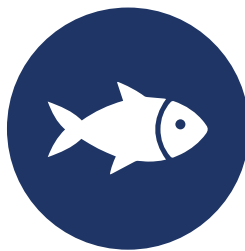


CHECK YOUR EQUIPMENT

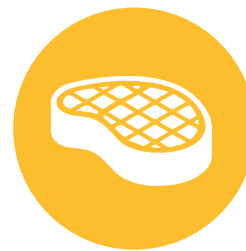
Are you using the correct colour coded chopping board and knife?



**Raw
Meat**



**Raw
Fish**



**Cooked
Meats**



**Salads &
Fruits**



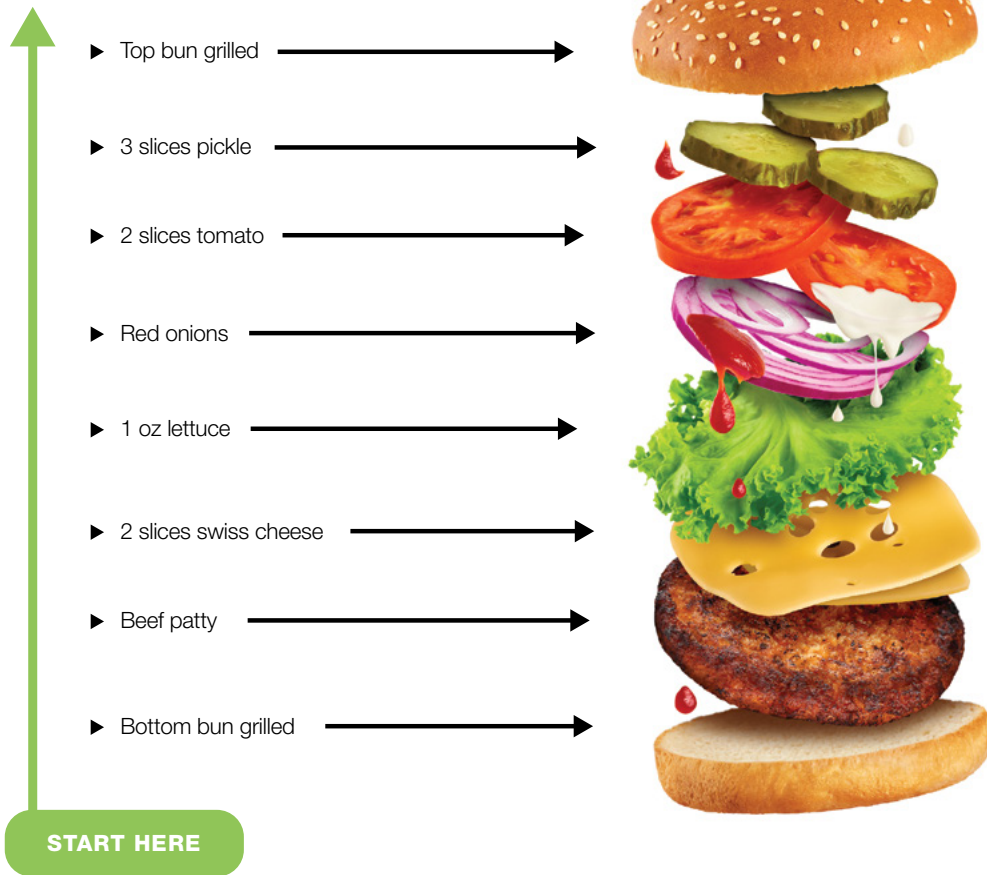
Vegetables



Dairy

Rocky Mountain Cheeseburger

- ▶ Check yourself – have you followed the hygiene requirements?
- ▶ Check your ingredients – is everything fresh? Do you have enough of everything?
- ▶ Check your station – is everything set up? Is everything sanitized?
- ▶ Build your burger.



Module Three – Introduction Unit – Unit Review Photos



INSTRUCTOR MATERIALS AND RUBRICS

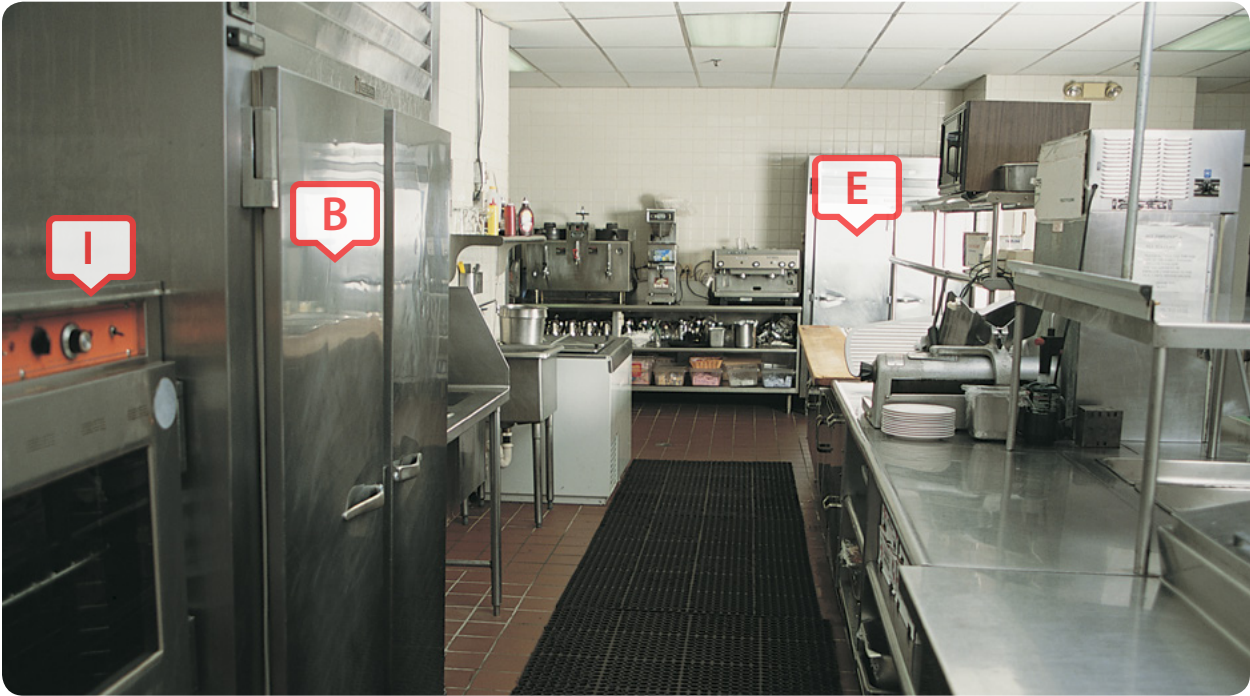




Module Three – Unit One – Activity Task Photos



INSTRUCTOR MATERIALS AND RUBRICS



INSTRUCTOR MATERIALS AND RUBRICS



Module Three – Unit Two – Performance Activity Photos



INSTRUCTOR MATERIALS AND RUBRICS



INSTRUCTOR MATERIALS AND RUBRICS



Module Three – Industry Insider Photos



INSTRUCTOR MATERIALS AND RUBRICS





| Instructor Evaluation – Module Three | | Name: | |
|---|---|---|--|
| Outcome | Score = 0 | Score = 1 | Score = 2 |
| Provide details | The learner had difficulty providing details. | The learner was able to provide details some of the time or with prompting. | The learner was able to provide details most or all of the time. |
| Use direct language | The learner had difficulty using direct language. | The learner was able to use direct language some of the time or with prompting. | The learner was able to use direct language most or all of the time. |
| Voice decisions and reasons | The learner had difficulty voicing decisions and reasons. | The learner was able to voice decisions and reasons some of the time or with prompting. | The learner was able to voice decisions and reasons most or all of the time. |
| Express feelings and opinions | The learner had difficulty expressing feelings and opinions. | The learner was able to express feelings and opinions some of the time or with prompting. | The learner was able to express feelings and opinions most or all of the time. |
| Recognize directives in softened language by repeating back the directive | The learner had difficulty recognizing directives in softened language. | The learner was able to repeat back the directive some of the time or with prompting. | The learner was able to repeat back the directive most or all of the time. |
| Comments: | | | Score: |
| Instructor Signature: | | | Date: |

Module Four – Introduction Unit – Sample Resume

Jack Costa
#123, 456 7th Avenue SW
Calgary, AB
403-123-4567
jcosta@email.com

Personal Statement

A positive and professional customer services assistant. Before I moved to Canada I had five years of work experience in a clothing store. I am looking for learning opportunities in a busy environment.

Work Experience

2016 - present

Calgary, AB

Cashier – My Mama's Pasta

- » Serve customers quickly
- » Restock product shelves
- » Prepare catering orders

2010 – 2015

Santiago, CHILE

Retail Assistant – New Four

- » Make style recommendations
- » Help customers find sizes
- » Handle cash and credit/debit machine

Education

2007 - 2011

Santiago, CHILE

West High School

Additional Skills and Interests

I volunteer in my community and help senior citizens practice their English skills. I enjoy playing soccer, tennis and running.

Module Four – Introduction Unit – Unit Review Photos







Module Four – Unit One – Task Cards

taking an order

TASK CARD 1

preparing soup

TASK CARD 2

washing the bins

TASK CARD 3

taking out the trash

TASK CARD 4

putting away food

TASK CARD 5

arriving for work

TASK CARD 6

stocking the condiments

TASK CARD 7

washing dishes

TASK CARD 8

cutting vegetables

TASK CARD 9

sharpening knives

TASK CARD 10

cleaning the walk-in fridge

TASK CARD 11

talking to a customer

TASK CARD 12

making salads

TASK CARD 13

sweeping the floor

TASK CARD 14

wrapping food

TASK CARD 15

preparing salads

TASK CARD 16

cutting pizza

TASK CARD 17

washing vegetables

TASK CARD 18

opening boxes

TASK CARD 19

kneading dough

TASK CARD 20

Module Four – Unit One – Feedback Cards

You made a mess.

FEEDBACK CARD 1

You were late.

FEEDBACK CARD 2

You used the wrong food.

FEEDBACK CARD 3

You put them/it in the wrong place.

FEEDBACK CARD 4

You said something strange.

FEEDBACK CARD 5

You were slow.

FEEDBACK CARD 6

You didn't do a routine task.

FEEDBACK CARD 7

You didn't hear me.

FEEDBACK CARD 8

You didn't tell anybody about a problem.

FEEDBACK CARD 9

You did something unsafe.

FEEDBACK CARD 10

You were rude to a customer.

FEEDBACK CARD 11

You were fast.

FEEDBACK CARD 12

You were clean.

FEEDBACK CARD 13

You were organized.

FEEDBACK CARD 14

You were polite.

FEEDBACK CARD 15

You used all the right ingredients.

FEEDBACK CARD 16

You communicated clearly.

FEEDBACK CARD 17

You cleaned up after yourself.

FEEDBACK CARD 18

You put everything away correctly.

FEEDBACK CARD 19

You were early.

FEEDBACK CARD 20

Module Four – Industry Insider Photos





| Instructor Evaluation – Module Four | | Name: | |
|--|---|--|---|
| Outcome | Score = 0 | Score = 1 | Score = 2 |
| Elicit feedback | The learner had difficulty eliciting feedback. | The learner was able to elicit feedback some of the time or with prompting. | The learner was able to elicit feedback most or all of the time. |
| Use active listening to be receptive to feedback | The learner had difficulty using active listening to be receptive to feedback. | The learner was able to use active listening to be receptive to feedback some of the time or with prompting. | The learner was able to use active listening to be receptive to feedback most or all of the time. |
| Offer suggestions | The learner had difficulty offering suggestions. | The learner was able to offer suggestions some of the time or with prompting. | The learner was able to offer suggestions most or all of the time. |
| Talk about strengths, skills, and past experience to persuade others | The learner had difficulty talking about strengths, skills, and past experience to persuade others. | The learner was able to talk about strengths, skills, and past experience to persuade others some of the time or with prompting. | The learner was able to talk about strengths, skills, and past experience to persuade others most or all of the time. |
| Comments: | | | Score: |
| Instructor Signature: | | | Date: |

FURTHER READING

Further Reading

The following links will provide learners and instructors with more information and resources about working in food services:

<https://alis.alberta.ca/>

From website: Plan your Career; Explore Education and Training; Look for Work; Succeed at Work; Inspire and Motivate; Tools and Resources

<https://open.alberta.ca/publications/2292-8863>

From website: Annual profiles of Alberta's accommodation and food services industry. Information and statistics on demographics, wages and employment trends and outlook are included.

<https://open.alberta.ca/publications/food-retail-and-foodservices-code>

From website: The Food Retail and Foodservice Code consists of model requirements for safeguarding public health and assuring food safety. Working through the Canadian Food Inspection System, government and industry have developed a model regulation, the Food Retail and Foodservices Regulation, as well as this accompanying code of practice for the foodservice and food retail industries.

<https://work.alberta.ca/documents/employment-standards-guide-for-hospitality-industry.pdf>

From website: This brochure covers the basic standards employees can expect. It outlines the law in everyday language.

<https://work.alberta.ca/index.html>

From website: Ministry of Labour. Ensures Alberta has a skilled workforce and safe, thriving workplaces to keep growing our economy. Services and information.

REFERENCES

Resources

Centre for Canadian Language Benchmarks. (2012). *Canadian Language Benchmarks* [PDF]. Retrieved from: <https://www.canada.ca/content/dam/ircc/migration/ircc/english/pdf/pub/language-benchmarks.pdf>

Government of Alberta. (2017). *Industry Profiles 2017: Accommodation and Food Service Industry* [PDF]. Retrieved from: <https://open.alberta.ca/dataset/defaa049-a5ad-438a-849a-b4be5000bf8f/resource/996a79b1-5e21-42ed-96cb-e19c21fe7ae8/download/industry-profile-accommodation-and-food-services.pdf>

Images

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