



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



LEARNER WORKBOOK

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Here to Help: Workplace communication skills for food services

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Overview

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.

You will have the opportunity to practice and develop:

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

Summary

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

MODULE 1 - INTERVIEWING AND ONBOARDING

MODULE 2 - KNOWING YOUR ENVIRONMENT

MODULE 3 - STAYING SAFE

MODULE 4 - TAKING INITIATIVE

Each module contains audio and video resources. *Here to Help* will help you prepare for workplace experiences and demonstrate skills for your language learning portfolio. The resource will support you to assess and guide your own learning through reflection and goal setting activities.

INTRODUCTION

Module Themes

Each module of *Here to Help: Workplace communication skills for food services* includes:

- » Learning objectives
- » Language skill outcomes
- » Workplace culture and communication outcomes

A summary of each module theme is provided below.

MODULE 1: INTERVIEWING AND ONBOARDING

Food services workplace settings vary widely. Interviewing and onboarding at a national restaurant chain will be very different from the interviews and training at a small, family-run catering company. Developing your understanding of common expectations and vocabulary across the food services industry in Alberta will assist you when you begin work at a new employer.

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

MODULE 2: KNOWING YOUR ENVIRONMENT

The operations of the front and back of the house are different at each establishment. However, across the industry there are common expectations for communicating in these settings. The materials and language learning instruction in this module provide you with opportunities to develop and rehearse language skills necessary for effective communication in food services.

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

INTRODUCTION

MODULE 3: STAYING SAFE

Health and safety training for food services settings varies. However, across the industry there are communication practices and skills that can help to create a safe environment in busy settings. This module will demonstrate how to manage conflicts that arise from misunderstandings.

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

MODULE 4: TAKING INITIATIVE

You are responsible for your learning and career pathway. This module will prepare you to take advantage of opportunities to develop your skills and talk about your performance. This workplace knowledge will also help you if you transition into other industries.

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

INTRODUCTION

Module Structure

You will practice the four main language skills: listening, speaking, reading, and writing. Throughout the modules you will need to evaluate your learning in the exercises and activities. In the reflection units at the end of the modules you will review your evaluations. In the reflection units you will also be assessed by your instructor in a one-to-one conversation.

Each module in *Here to Help: Workplace communication skills for food services* is organized in the same way.

Introduction Unit	Content
Summary, Objectives, and Outcomes	A summary of the module content as well as learning objectives, language skill outcomes, and workplace culture and communication outcomes of the module.
Industry Knowledge Exercise	Series of discussion questions. » Exercise Discussion Questions
Introduction Video	A synopsis of the video is provided with a link to the video file. The videos introduce the key themes of the module. The Video Exercise includes: » Focus Questions » Video Transcript » Comprehension Questions » Activity Task
Industry Insider	Helpful industry information that complements the learning objectives and outcomes.
Unit Review	Review of the unit plus instructor-led discussions.

Numbered Unit(s)	Content
Summary, Objectives, and Outcomes	Learning objectives, language skill outcomes, and workplace culture and communication outcomes for the unit. » Key Content

INTRODUCTION

Numbered Unit(s)	Content
Audio Conversation 1	<p>A synopsis of the conversation is provided with a link to the audio file. Includes:</p> <p>Listening Exercise – Fill in the missing words while listening to the audio.</p> <ul style="list-style-type: none"> » Focus Questions » Conversation Transcript » Language Questions » Evaluation <p>Performance Activity – Use the language for the unit in an activity.</p> <ul style="list-style-type: none"> » Language Examples » Activity Task » Evaluation
Audio Conversation 2	<p>A synopsis of the conversation is provided with a link to the audio file. Includes:</p> <p>Listening Exercise – Fill in the missing words while listening to the audio.</p> <ul style="list-style-type: none"> » Focus Questions » Conversation Transcript » Language Questions » Evaluation <p>Performance Activity – Use the language for the unit in an activity.</p> <ul style="list-style-type: none"> » Language Examples » Activity Task » Evaluation
Industry Insider	Helpful industry information that complements the learning objectives and outcomes.
Unit Review	Review of progress in the unit.

INTRODUCTION

Reflection Unit	Content
Module Reflection	Reflection of learning in the module. Includes: <ul style="list-style-type: none">» Industry Insider Review» Reflection Questions» Evaluation Review» Language Examples

MODULE ONE

Interviewing and Onboarding

Introduction Unit

Summary, Objectives, and Outcomes

This module will help you develop your interviewing and communication skills for entry level jobs in the food services industry in Alberta. The activities and resources will also help you prepare for successful onboarding with your current or future employer.

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

- » identify skills that will help you in the food services industry;
- » showcase your personal strengths, skills, and past experiences; and
- » begin your workplace training successfully.

The Interviewing and Onboarding module is structured as follows:

Unit	Theme	Objectives
Introduction Unit	Interviewing and Onboarding	» Introduction to the theme, concepts, and vocabulary
Unit 1	In the Interview	<ul style="list-style-type: none"> » 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	<ul style="list-style-type: none"> » 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

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?

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: bit.ly/M1-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?

 VIDEO TRANSCRIPT

Part 1: Preparing for an Interview

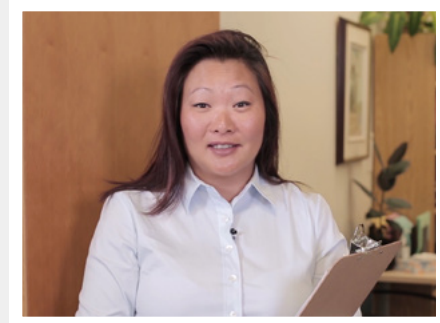
Thanks again. Take care.

Thank goodness! She's exactly who we're looking for and only the third interview of the day. I'm currently preparing documents for a staff training workshop and Chef has already called me twice to see if someone can start tomorrow.

I walk into every interview wanting to hire the person who is sitting across from me. Our kitchen runs on teamwork and if a team member is missing, someone else is doing their work for them.

Vacancies need to be filled quickly, so be efficient in your interview and demonstrate right out of the gates that you're the best person for the job. Sometimes I ask the person to start right away, and that could be you, so bring everything you need with you.

Let me send this follow-up email.



Part 2: During an Interview

I've worked in the food service industry for over twenty years and I've conducted hundreds of interviews.

I've hired lots of people who don't have previous experience in the food service industry. You don't need it for every job – we'll train you when you start.

Think about your past jobs and life experiences. What skills made you successful, and how can you transfer those skills to the busy world of food services?

Think about your experience organizing your tasks to meet deadlines, working as part of a team, organizing projects, or managing people.

All of those experiences are so valuable in this industry. You do have transferable skills and experiences, so make sure you include them on the application form and talk about them in your interview.



Part 3: During Onboarding

I started working at a fast food concession when I was a teenager, and then I worked for a catering company when I was at college. Since then, I've been in every kind of industry setting you can imagine.

Every employer conducts orientation and onboarding differently. Maybe you'll be asked to complete an orientation online, maybe you'll be given manuals like these to read, or maybe you'll be asked to sit down and train with a supervisor or co-worker to learn about the workplace and your job.

No matter where you work, you will most likely be partnered with a co-worker who will teach you how to do your job. They will model a skill or task, you will observe them, then perform the skill or task yourself.

Formally or informally, your employer will make sure that you're successful at your tasks. Ask a lot of questions if you are unclear. It is your responsibility to identify what you don't know and to do something about it.



COMPREHENSION QUESTIONS

1. The Hiring Manager says she wants to hire every person that she interviews. Why?

2. Do you need previous food services experience to work in the food services industry? Explain.

3. Name two ways that employers share information with new staff.

4. What does the word “transfer” mean in Part 2 of the video? What is a “transferable skill”?

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: _____

MODULE ONE – INTRODUCTION UNIT

Profile 2

This person worked in a dentist's office. He/she booked patient appointments and ordered medical and office supplies. He/she has lots of computer software experience. He/she is very good at following instructions. He/she has good communication skills.

Role: _____

Profile 3

This person worked for a company that builds elevators. He/she likes to use their hands to work. He/she sees small details and has a good memory. He/she likes to do work that repeats and to work as part of a team.

Role: _____

Profile 4

This person was a community organizer. He/she planned events and managed budgets. He/she is a good listener and is good at solving problems. He/she is good at building relationships and meeting deadlines.

Role: _____

Profile 5

This person worked for an electricity company. He/she trained new staff to work in the call centre. He/she has excellent communication skills. He/she enjoys solving problems and is talented at multi-tasking.

Role: _____

Profile 6

This person was a travel agent. He/she booked tickets and made reservations for customers. He/she enjoys talking to customers and helping them make decisions. He/she is used to multi-tasking and can use credit/debit machines.

Role: _____



INDUSTRY INSIDER



Restaurant Executive
Major Chain

Listen online at: bit.ly/M1_INTRO_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.

Unit Review

The exercises in this unit included an introduction to the module and to the theme of interviewing and onboarding.

In this unit you previewed the units in this module and discussed your prior knowledge about the module topic. You learned vocabulary related to interviewing and onboarding, and practiced this vocabulary in an activity about food service industry roles and job descriptions. You also watched a video where a hiring manager gave you advice about what type of people will be successful in their industry.

The knowledge and language you were introduced to in this unit will help you to:

- identify skills that will help you in the food services industry;
- showcase your personal strengths, skills, and past experiences; and
- begin your workplace training successfully.

Write down some of the new vocabulary that you have learned:

Do you feel prepared to learn more about these topics? What was important for you? Share with a partner some of the new skills and vocabulary that you have learned.

MODULE ONE – INTRODUCTION UNIT

In the video exercise in this unit, you watched a hiring manager as they talked about job interview and hiring practices.

Look at the photos below. Based on the video that you watched, write a statement below each photo. Imagine what the person in the photo might be saying, or imagine the advice they might be giving, or just describe the situation in the photo. Watch the video again or read the video transcript for review, if needed.







The next unit focuses on skills more specific to preparing and interviewing for a food services industry job. You will need to identify your own transferable skills and communicate them to a possible employer.

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	» Preview unit
Audio Conversation 1 - Listening Exercise	» Listen for details » Recognize types of language functions
Audio Conversation 1 - Performance Activity	» 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	» Listen for details » Recognize types of language functions

MODULE ONE – UNIT ONE – IN THE INTERVIEW

Section	Outcomes and Purpose
Audio Conversation 2 - Performance Activity	<ul style="list-style-type: none">» Use greeting and leave taking language» Use appropriate language to showcase personal strengths, skills, and past experiences
Industry Insider	<ul style="list-style-type: none">» Topic: Advice for job interviews
Unit Review	<ul style="list-style-type: none">» Review content and outcomes

Throughout the unit you will need to evaluate your learning in the exercises and activities. In the reflection unit at the end of this module you will review your evaluations. In the reflection unit you will also be assessed by your instructor in a one-to-one conversation.

Key Content

The key content for this unit is listed below. See the module reflection unit for a list of language examples.

Follow up questions

Questions that you ask to get more information from someone. You can ask follow up questions after someone replies to a question that you asked them.

Example: When did you start doing that?

Appropriate language to showcase personal strengths, skills, and past experiences

When people talk about themselves, they use specific words or phrases to talk about things they do well or things they have done in the past. They also use specific words and phrases to avoid being boastful.

Example: This might not sound like much...

Greeting and leave taking

In a new environment, you will meet people and end conversations. People use specific words, phrases, and tone to do this.

Example: Hi, thanks for meeting with me today.

Showcasing personal strengths, skills, and past experiences

In Canada, people are expected to talk about things they do well using the words "I" or "We". You should do this when you interview for a job. In some cultures this may be considered being boastful, but in Canada you should try to become comfortable showcasing yourself.

Example: One of my best skills is...

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 online at: bit.ly/M1_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.

FOCUS QUESTIONS

1. What are some of Anna’s past experiences?

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

3. 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?

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 stuff, 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

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

Score /5

MODULE ONE – UNIT ONE – IN THE INTERVIEW

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.

Performance Activity

Write down some of your past experiences and skills (work and leisure) that might be relevant to talk about in an entry level job interview.

In pairs, have an informal conversation about your past experiences.

- » Start the conversation by asking your partner, “What are your past experiences?”
- » Your partner answers using their notes and the language examples to showcase their strengths, skills, and past experiences.
- » Ask your partner a follow up question from the language examples.
- » After you have had a chance to ask and answer questions, find a new partner.



LANGUAGE EXAMPLES

Asking others about their experiences

- What are some of your past experiences?
- That’s interesting, tell me more.
- What was that like?
- Was that _____? (busy, fun, exciting, good, useful, etc.)
- How did you get started doing that?
- Did you enjoy that?

Language for showcasing personal strengths, skills, and past experiences

- Some of my skills are...
- I’m good at...
- I’m used to...
- This might not sound like much...
- I learned how to...
- One of my best skills is...

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			
<p>Read the conditions of this activity below:</p> <ul style="list-style-type: none"> <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. <p>Look at each of the outcomes below. Score your performance of each outcome in this activity.</p>			
Outcome	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:

In the Interview – Audio Conversation 2

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.

Listen online at: bit.ly/M1_U1_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 experiences does Anna talk about in the interview?

2. When Anna talks about working on her farm, what is one skill that she mentions?

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 can'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. Anyways, 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 neighborhood.
Hiring Manager:	Hmm, 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 serving 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

MODULE ONE – UNIT ONE – IN THE INTERVIEW

Hiring Manager:	food orders 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. Listen, _____(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:	Ok, 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

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

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 about the words you underlined.

Performance Activity

Mingle around the classroom and have conversations with classmates. As you meet your classmates, have a short conversation. Using the language examples as a starting point, you should:

- » Greet each other politely.
- » Ask an interview question.
- » Respond to the question you are asked, using appropriate language for talking about your skills.
- » End the conversation with an appropriate statement.



LANGUAGE EXAMPLES

Greetings

- Hi, nice to meet you.
- Hello, how are you today?
- Hi, thanks for meeting with me today.
- Hello, my name is _____.
- Hello, I'm _____, nice to meet you.

Interview questions that you might hear at a job interview

- 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?
- When can you start working?

Language to showcase personal strengths, skills, and past experiences

- Some of my skills are...
- I'm good at...
- I'm used to...
- This might not sound like much...
- I learned how to...
- One of my best skills is...

Leave taking

- Thank you for your time.
- It was nice talking with you.
- I'm glad to meet you. Have a nice day.
- Thank you, enjoy the rest of your day.
- Thanks for meeting with me. I hope to see you again soon.

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: <ul style="list-style-type: none"> <input type="checkbox"/> I used language examples. <input type="checkbox"/> 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:



INDUSTRY INSIDER



Human Resources Officer
Catering Company

Listen online at: bit.ly/M1_U1_INSIDER

ADVICE FOR JOB INTERVIEWS

There is some general advice I'd 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. Then, ask some relevant questions to show your interest.

Second, be early for the interview. This shows that you are considerate and reliable. Allow extra travel 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.

Unit Review

In this unit you developed language skills needed for an interview in the food services industry. You need to be able to talk about yourself, showcase your skills, and be able to ask and respond to follow up questions. Proper greetings and leave taking statements will help make a good first impression. Communicating about yourself to the person conducting the interview will give them the information they need.

These were the learning objectives for this unit:

- 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

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:

- Follow up questions
- Appropriate language to showcase personal strengths, skills, and past experiences
- Greeting and leave taking
- Showcasing personal strengths, skills, and past experiences

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

MODULE ONE – UNIT ONE – IN THE INTERVIEW

Review the ideas that you wrote down in each of the listening exercise evaluations. Which of these ideas are the most useful and practical for you? Decide on one or two ideas that you want to try and write them down below. Begin your statements with “To improve my listening I will...”.

Listening goal(s):

In the performance activities for this unit you practiced using language to:

- 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
- Use greeting and leave taking language

Review the evaluations for each performance activity and reread the comments that you wrote down. Consider which language examples you used well, and which language examples you need to improve. Write one or two goals for improving your use of language examples. Begin your sentence with “To practice using _____, I will...”.

Speaking goal(s):

The next unit focuses on skills that will help you after you have completed an interview, have been hired, and begin work at an entry level job in food services.

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	» Listen for details » Recognize types of language functions
Audio Conversation 1 - Performance Activity	» Ask clarifying questions
Audio Conversation 2 - Listening Exercise	» Listen for details » Recognize types of language functions
Audio Conversation 2 - Performance Activity	» Use and recognize softening language to make requests » Paraphrase and repeat back information » Communicate personal information

Section	Outcomes and Purpose
Industry Insider	» Topic: Onboarding looks different everywhere
Unit Review	» Review content and outcomes

Throughout the unit you will need to evaluate your learning in the exercises and activities. In the reflection unit at the end of this module you will review your evaluations. In the reflection unit you will also be assessed by your instructor in a one-to-one conversation.

Key Content

The key content for this unit is listed below. See the module reflection unit for a list of language examples.

Clarifying questions

Questions that a listener asks to help them understand.

Example: What do you mean by _____?

Softening language to make requests

When asking for something, people use words to make the request feel smaller than it is.

They also use specific language to make the request more polite. This shows the other person that they appreciate their help.

Example: Would it be possible to get...?

Paraphrasing and repeating back information

Repeat back what someone says, but use your own words. The other person can correct or confirm any misunderstanding. You can also repeat what a speaker says. Both repeating and paraphrasing show that you are listening.

Example

Person 1: Let me know if you can work that shift.

Person 2: Right. I will give you a call when I know if I can work or not.

Communicating personal information

Share information about your personal life. At a Canadian workplace you should share personal information if it affects your work. Employers, managers, and supervisors can be flexible if they know some details about your situation. However they usually will not ask personal questions. There is a balance between communicating personal information and sharing too much about yourself.

Example: I have a family emergency and I need to leave.

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 online at: bit.ly/M1_U2_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”?

 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. _____(a)?
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. Anyways, 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 _____(b). This way I know that you've seen and understand it. This is important.
Anna:	Okay. _____(c)?
Hiring Manager:	Yes, sure. Let me know if you have any questions, as well.
Anna:	Okay, _____(d).
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, _____(e).
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 chefs 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 straight forward. Here, let's look at a filled in one. This column is where you add the temperature.

Score /5

LANGUAGE QUESTIONS

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

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

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

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

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

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.

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...?

ACTIVITY TASK

Document Names:

1. Performance Appraisal Form ____
2. Health and Safety Regulations ____
3. Build Cards ____
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.

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: <ul style="list-style-type: none"> <input type="checkbox"/> I completed the matching exercise. <input type="checkbox"/> I checked my answers to the matching exercise with a partner. <input type="checkbox"/> 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:

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 online at: bit.ly/M1_U2_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. 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?

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 chit-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 that 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:	Heh, 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 then. I kept those days clear.
Co-Worker:	Good, I'll let him know.

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. _____ _____ (e). I doubt this will happen often.
Co-Worker:	Okay, great, I'll let him know anyway. So where were we?
Anna:	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

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

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.

Performance Activity

Have a conversation with a classmate. Your instructor will give each of you either an employee card or a supervisor card.

- » On the employee card is a request.
- » On the supervisor card is a restriction.

Have a conversation about the request on the employee card.

- » The learner with the employee card begins by making the request. Use 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.
- » 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.

After you finish a conversation, trade cards and find a new partner.



LANGUAGE EXAMPLES

Making requests

- Could you please ...
- Can I ask a small favor?
- I need to...so would it be possible to...?
- ...is that ok?
- I'll ask you to... (usually a polite form of giving a command)

Paraphrasing and repeating back information

- Just to be clear, you want to...?
- So, you're asking me...?
- Ok, I understand, _____.
- I think I know what you mean, you want...?
- Ok, _____ right?

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: <ul style="list-style-type: none"> <input type="checkbox"/> Before having a conversation I reviewed the information on the card. <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.			
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:



INDUSTRY INSIDER



Server
National Chain Restaurant

Listen online at: bit.ly/M1_U2_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 mini-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.

Unit Review

In this unit you developed language skills needed to start working at a new job in food services. To communicate clearly with your co-workers and supervisors you need to clarify and repeat back information. You will also need to communicate personal information about yourself.

These were the learning objectives for this unit:

- 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

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:

- Clarifying questions
- Softening language to make requests
- Paraphrasing and repeating back information
- Communicating personal information

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

MODULE ONE – UNIT TWO – ONBOARDING

Review the ideas that you wrote down in each of the listening exercise evaluations. Which of these ideas are the most useful and practical for you? Decide on one or two ideas that you want to try and write them down below. Begin your statements with “To improve my listening I will...”.

Listening goal(s):

In the performance activities for this unit you practiced using language to:

- Ask clarifying questions
- Use and recognize softening language to make requests
- Paraphrase and repeat back information
- Communicate personal information

Review the evaluations for each performance activity and reread the comments that you wrote down. Consider which language examples you used well, and which language examples you need to improve. Write one or two goals for improving your use of language examples. Begin your sentence with “To practice using _____, I will...”.

Speaking goal(s):

The next unit introduces the unique environment of a food services industry job. You will begin to learn the language and vocabulary of workplace structure, communicating with urgency, and building trust at work.

Module Reflection

In this module you were introduced to workplace information to develop your interviewing and communication skills for jobs in food services. The units in the module were: In the Interview and Onboarding. You learned about transferable skills, the benefits of showcasing strengths and experiences, and how to successfully begin onboarding with a new employer.

Industry Insider Review

Write a summary for each unit's Industry Insider. Include the key points. Share your answers with the class.

Introduction Unit – Interviewing and Onboarding: Being reliable



Unit 1 – In the Interview: Advice for job interviews



Unit 2 – Onboarding: Onboarding looks different everywhere



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.

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.

MODULE ONE – REFLECTION UNIT

Conversation setting:

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.

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?

Asking others about their experiences

- » What are some of your past experiences?
- » That's interesting, tell me more.
- » What was that like?
- » Was that _____? (busy, fun, exciting, good, useful, etc.)
- » How did you get started doing that?
- » Did you enjoy that?

Language for showcasing personal strengths, skills, and past experience

- » Some of my skills are...
- » I'm good at...
- » I'm used to...
- » This might not sound like much...
- » I learned how to...
- » One of my best skills is...

Interview questions that you might hear at a job interview

- » 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?
- » When can you start working?

Greetings

- » Hi, nice to meet you.
- » Hello, how are you today?
- » Hi, thanks for meeting with me today.
- » Hello, my name is _____.
- » Hello, I'm _____, nice to meet you.

Clarifying questions

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

Leave taking

- » Thank you for your time.
- » It was nice talking with you.
- » I'm glad to meet you. Have a nice day.
- » Thank you, enjoy the rest of your day.
- » Thanks for meeting with me. I hope to see you again soon.

Making requests

- » Could you please...?
- » Can I ask a small favor?
- » I need to...so would it be possible to...?
- » ...is that ok?
- » I'll ask you to... (usually a polite form of giving a command)

Paraphrasing and repeating back information

- » Just to be clear, you want to...?
- » So, you're asking me...?
- » Ok, I understand, _____.
- » I think I know what you mean, you want...?
- » Ok, _____ right?

MODULE TWO

Knowing your Environment

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	» 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	» Reflect on the skills and language in the module

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.

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.

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?

 VIDEO TRANSCRIPT

Part 1: Everything is Urgent

There's not a lot of downtime in this industry. We've got a lot to do before lunch service today, so I thought I'd come in early and catch up on some admin items. It's just me and my Sous Chef here right now.

About an hour from now the whole team will be here, and everything will start to happen at a mile a minute. If you've never worked in food service before, you need to prepare yourself for the urgency of the environment.

Everything happens quickly and there's not a lot of time to communicate. When I ask someone to do something, I am not gonna use a lot of words. I assume that everyone in my kitchen understands what I say, when I say it. Oh, and if someone doesn't understand, I expect them to tell me right away.

No. Not yet.

Excuse me for a moment.

Part 2: The Right Questions at the Right Time

Hey, just to be clear, why did you send the mushrooms back? And what did you say we're getting instead? Okay. Thanks man.

If you're new to my kitchen, I expect you to ask questions when you don't understand. However, consider when is the right time to ask questions and who's the best person to ask.

If I'm talking to the servers about the new main course on today's menu, don't ask me about shifts next week. Know what I mean?

Wherever you work, you need to know that you're part of a team. It doesn't matter if there are twenty people on the line, or four – the person beside you will help you out because we all want to get the job done.

So, ask questions to develop your understanding. Your lead wants you to be successful because he or she wants to rely on you. That trust is critical to the success of the restaurant.

Just a sec.



Part 3: The Stress of Service

I won't lie, it's not easy to get all of the food out during a rush, but hey, who likes easy anyway? This is a fast-paced environment which makes all of us stressed out from time to time.

We may shout at each other during service, but we respect each other here. We're a family.



COMPREHENSION QUESTIONS

1. When the restaurant is very busy, the chef says that things happen “at a mile a minute”. In your opinion, what could “mile a minute” mean? Explain.

2. You can ask the chef questions at any time about anything. Is this statement true or false?

3. The chef is speaking in the kitchen of her restaurant. In a restaurant, the kitchen is called the “back of the house”. What do you think are some of the differences between the back of the house and the front of the house? Think about the roles of staff, customers, and communication.

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. Got 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 feta!"
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."



INDUSTRY INSIDER



Line Cook
Hotel Restaurant

Listen online at: bit.ly/M2_INTRO_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!

Unit Review

The exercises in this unit include an introduction to the module and the theme of knowing your environment.

In this unit you previewed the units in this module and discussed your prior knowledge about the module topic. You learned vocabulary related to knowing your environment, and practiced this vocabulary in an activity about food services industry settings and situations. You also watched a video where a chef described the atmosphere where she works and the type of communication expected there.

The knowledge and language you were introduced to in this unit will help you to:

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

Write down some of the new vocabulary that you have learned:

Do you feel prepared to learn more about these topics? What was important for you? Share with a partner some of the new skills and vocabulary that you have learned.

MODULE TWO – INTRODUCTION UNIT

In the video exercise in this unit, you watched a chef as they talked about teamwork in a busy kitchen.

Look at the photos below. Based on the video that you watched, write a statement below each photo. Imagine what the person in the photo might be saying, or imagine the advice they might be giving, or just describe the situation in the photo. Watch the video again or read the video transcript for review, if needed.







The next unit focuses on skills more specific to workplace structure. You will need to learn how to assess different types of problems so that you can communicate them to the right people, or begin to solve them yourself.

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	» Preview 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

MODULE TWO – UNIT ONE – WORKPLACE STRUCTURE

Throughout the unit you will need to evaluate your learning in the exercises and activities. In the reflection unit at the end of this module you will review your evaluations. In the reflection unit you will also be assessed by your instructor in a one-to-one conversation.

Key Content

The key content for this unit is listed below. See the module reflection unit for a list of language examples.

Rephrasing information

Repeat back what someone says, but use your own words. This shows the person that you are listening and that you understand what they are saying.

Example

Person 1: Shut it down on your way out.

Person 2: Got it. I will turn off the machine when I leave tonight.

Set phrases

Phrases that you repeat many times in the workplace. Set phrases will help you speak quickly when needed, and give you a starting point for building your workplace language skills.

Example: I can exchange it for a new one for you.

Politeness

Behaviour that respects other people. Politeness can be confusing because different situations require different levels of formality. Politeness is an essential skill for many workplaces in Canada.

Example: Thanks for waiting, can I help the next person?

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 online at: bit.ly/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?

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:	Exactly. 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)?

MODULE TWO – UNIT ONE – WORKPLACE STRUCTURE

Co-Worker:	Maybe one of the sauces 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

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

Score /5

MODULE TWO – UNIT ONE – WORKPLACE STRUCTURE

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.

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 _____

MODULE TWO – UNIT ONE – WORKPLACE STRUCTURE

8. The mop is really dirty and will need to be replaced soon.

It can wait / Right now _____

9. The cups and napkins at the self-serve coffee station are running low.

It can wait / Right now _____

10. The chefs all stepped out of the kitchen and something smells like it is burning.

It can wait / Right now _____

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: <ul style="list-style-type: none"> <input type="checkbox"/> I identified different types of problems. <input type="checkbox"/> I wrote rephrasing and explanation notes. <input type="checkbox"/> 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:

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 online at: bit.ly/M2_U1_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. 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?

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

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.

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.

ACTIVITY TASK

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

2. My coffee tastes old.

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?

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: <ul style="list-style-type: none"> <input type="checkbox"/> I used a set phrase to write down my responses. <input type="checkbox"/> I checked my answers orally with a partner. <input type="checkbox"/> 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:



INDUSTRY INSIDER



Evening Front of House Manager
Cocktail Lounge

Listen online at: bit.ly/M2_U1_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.

Unit Review

In this unit you developed language skills needed to assess and learn your particular workplace hierarchy and structure. The decisions you make at your job will require you to communicate with the appropriate person at the appropriate time. Rephrasing information will help you to communicate with co-workers. Set phrases and polite language will enable you to address customer concerns to your best ability.

These were the learning objectives for this unit:

- 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

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:

- Rephrasing information
- Set phrases
- Politeness

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

MODULE TWO – UNIT ONE – WORKPLACE STRUCTURE

Review the ideas that you wrote down in each of the listening exercise evaluations. Which of these ideas are the most useful and practical for you? Decide on one or two ideas that you want to try and write them down below. Begin your statements with “To improve my listening I will...”.

Listening goal(s):

In the performance activities for this unit you practiced using language to:

- Rephrase information
- Use and expand on set phrases
- Use politeness

Review the evaluations for each performance activity and reread the comments that you wrote down. Consider which language examples you used well, and which language examples you need to improve. Write one or two goals for improving your use of language examples. Begin your sentence with “To practice using _____, I will...”.

Speaking goal(s):

The next unit focuses on skills that will help you to communicate in the often urgent environments of food services workplaces.

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

MODULE TWO – UNIT TWO – COMMUNICATING WITH URGENCY

Section	Outcomes and Purpose
Audio Conversation 2 - Performance Activity	<ul style="list-style-type: none">» Use appropriate language for interrupting» Communicate information succinctly» Make requests for more information» Interrupt appropriately
Industry Insider	<ul style="list-style-type: none">» Topic: Your supervisor is on your side
Unit Review	<ul style="list-style-type: none">» Review content and outcomes

Throughout the unit you will need to evaluate your learning in the exercises and activities. In the reflection unit at the end of this module you will review your evaluation. In the reflection unit you will also be assessed by your instructor in a one-to-one conversation.

Key Content

The key content for this unit is listed below. See the module reflection unit for a list of language examples.

Repeating back information

Repeat what a speaker says. The speaker can correct or confirm any misunderstanding. It shows the speaker that you are listening.

Example: Here's what I got....

Communicating information succinctly

Use fewer words to share information. Food services workplaces are busy and communication happens quickly. This will help you be more clear and direct.

Example: Table Eight needs water.

Requests for more information

Ask for more details to help your understanding.

Example: How long has it been broken for?

Appropriate language for interrupting

In a busy food services environment, you will need to interrupt people. Use specific phrases to make your interruption more polite, or more urgent. Choose your language and tone to match the situation.

Example: Excuse me....

Interrupting

In a busy food services environment, you will need to interrupt people. Depending on the situation, you might need to be loud, polite or abrupt. In Canadian workplaces, you need to be comfortable interrupting people when it is needed, even if they are a manager or supervisor.

Example: Hey Boss! I need your help!

Direct and abrupt communication

Communicate clearly and briefly. In a busy environment, people need information quickly. Remove small talk and extra information. Tell people only what they need to know. In some cultures this may be considered rude, but you should be comfortable communicating this way if your workplace is a busy one.

Example: When will those pizzas be done?

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 online at: bit.ly/M2_U2_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. 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?

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

LANGUAGE QUESTIONS

1. In which fill in the blank answer does the Head Chef interrupt Anna to get her attention? _____
2. In which fill in the blank answer does Anna repeat back information that the Head Chef has told her? _____
3. Which fill in the blank answer is a request for more information about the problem? _____
4. In which fill in the blank answer does the Head Chef rephrase what he said earlier? _____
5. In which fill in the blank answer does Anna interrupt appropriately to get the Head Chef's attention? _____

Score /5

MODULE TWO – UNIT TWO – COMMUNICATING WITH URGENCY

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.

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

- Hey _____
(name or position)
- Excuse me...
- Hi, do you have a second?
- Can I ask you something?
- I need help ...

Abrupt and direct questions

- Where's the _____? Where are the _____?
- When will those pizzas be done?
- Did that delivery arrive?
- How much _____ is left? / How many _____ are there?
- Who's making that order?

Language for repeating back information

- So that's...
- Ok, I got...
- Here's what I got...
- _____, anything else?
- Just to check, that's _____, correct?

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: <ul style="list-style-type: none"> <input type="checkbox"/> I wrote three abrupt and direct questions. <input type="checkbox"/> 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:

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 online at: bit.ly/M2_U2_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. 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?

MODULE TWO – UNIT TWO – COMMUNICATING WITH URGENCY

3. Do Anna's responses get longer or shorter as the conversation progresses? Why do you think this happens?

CONVERSATION TRANSCRIPT

Anna:	Hey, Chef! _____ (a)?
Head Chef:	What is it? _____ (b)?
Anna:	I was just in the walk-in fridge and I felt like the temperature was a bit warm in there and so I was thinking it might be the...
Head Chef:	Wait, I'm going to stop you right there. Which walk-in?
Anna:	Number one.
Head Chef:	And what's the problem with walk-in one?
Anna:	It feels warmer than usual. I was thinking that maybe something's wrong with the...
Head Chef:	What's the temperature reading?
Anna:	I think five degrees, I didn't really look at it, I just felt it was...
Head Chef:	_____ (c), Anna.
Anna:	Okay _____ (d). The temperature log says it was one point five earlier.
Head Chef:	What was the entry before one point five?
Anna:	Ummm, two degrees.
Head Chef:	Has the door been open?
Anna:	No. I don't think so.
Head Chef:	Okay, something might be wrong. Is there space in walk-in two?
Anna:	I don't know, why?
Head Chef:	I'll call the repair guy. Make room in walk-in two. We'll need to move some of the food into there.
Anna:	Okay, that makes sense, I'll go look in there now.
Head Chef:	Don't just look, make room and start moving food in there. Do it quickly. Get Marco to help you.
Anna:	Okay, will do.
Head Chef:	_____ (e)! Hot tray!
Anna:	Oh, thanks.

Score /5

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 /5

MODULE TWO – UNIT TWO – COMMUNICATING WITH URGENCY

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.

Performance Activity

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.



LANGUAGE EXAMPLES

Interrupting language

- Hey _____ (name or position)
- Excuse me...
- Hi, do you have a second?
- Can I ask you something?
- I need help ...

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: <ul style="list-style-type: none"> <input type="checkbox"/> Before having a conversation I reviewed the information on the card. <input type="checkbox"/> 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:



INDUSTRY INSIDER



Senior Bartender
Steakhouse

Listen online at: bit.ly/M2_U2_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.

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

MODULE TWO – UNIT TWO – COMMUNICATING WITH URGENCY

Review the ideas that you wrote down in each of the listening exercise evaluations. Which of these ideas are the most useful and practical for you? Decide on one or two ideas that you want to try and write them down below. Begin your statements with “To improve my listening I will...”.

Listening goal(s):

In the performance activities for this unit you practiced using language to:

- Use appropriate language for interrupting
- Repeat back information
- Use direct and abrupt communication
- Communicate information succinctly
- Make requests for more information
- Interrupt appropriately

Review the evaluations for each performance activity and reread the comments that you wrote down. Consider which language examples you used well, and which language examples you need to improve. Write one or two goals for improving your use of language examples. Begin your sentence with “To practice using _____, I will...”.

Speaking goal(s):

The next unit focuses on skills to help you signal to others that you are reliable, can be trusted to complete your tasks, and be a valuable member of the team.

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

MODULE TWO – UNIT THREE – BUILDING RELATIONSHIPS AND TRUST

Section	Outcomes and Purpose
Industry Insider	» Topic: When a suggestion is actually a request
Unit Review	» Review content and outcomes

Throughout the unit you will need to evaluate your learning in the exercises and activities. In the reflection unit at the end of this module you will review your evaluations. In the reflection unit you will also be assessed by your instructor in a one-to-one conversation.

Key Content

The key content for this unit is listed below. See the module reflection unit for a list of language examples.

Rephrasing information

Repeat back what someone says, but use your own words. This shows the person that you are listening and that you understand what they are saying.

Example:

Person 1: Shut it down on your way out.

Person 2: Got it. I will turn off the machine when I leave tonight.

Questioning

Asking managers or supervisors lots of questions may be culturally unfamiliar for you, but in many workplaces it is an expected learning strategy.

Example: Can you please show me where that is?

Clarifying questions

Questions that a listener asks to help them understand.

Example: What do you mean? I don't understand.

Providing descriptions

Give more details or information to explain about something.

Example: There are four different spinach salads on our menu.

Politeness

Behaviour that respects other people. Politeness can be confusing because different situations require different levels of formality. Politeness is an essential skill for many workplaces in Canada.

Example: Hello, can I help who is next?

Repeating back information

Repeat what a speaker says. The speaker can correct or confirm any misunderstanding. It shows the speaker that you are listening.

Example: So that's...

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 online at: bit.ly/M2_U3_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 role is Anna learning in Audio Conversation 1?

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

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'd 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 hadn't 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?

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

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

Score /5

MODULE TWO – UNIT THREE – BUILDING RELATIONSHIPS AND TRUST

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.

Performance Activity

Read the requests for help. For each request write down a clarification question. Use the language examples or create one of your own. Then, write down a response to the clarification question. To respond to the clarification questions, you will need to rephrase the original requests. Use one or a combination of the following strategies:

- » Be more specific
- » Use fewer words
- » Use simpler language
- » Give clear direction

Write your answers in the space provided and read them out loud to yourself to listen for any mistakes and for clarity.

In pairs, practice speaking your requests and responses. Communicate using your voice, not by reading each other's workbook. Try to ask clarification questions from memory, not by reading.



LANGUAGE EXAMPLES

Clarification questions

- What do you want me to do?
- What did you say? I didn't hear.
- What do you mean? I don't understand.
- I don't know how to...
- I have never done...

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: _____.

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			
<p>Read the conditions of this activity below:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I completed the fill in the blank activity. <input type="checkbox"/> I checked my own answers by reading them out loud. <input type="checkbox"/> I checked my answers orally with a partner. <p>Look at each of the outcomes below. Score your performance of each outcome in this activity.</p>			
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:

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 online at: bit.ly/M2_U3_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 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?

MODULE TWO – UNIT THREE – BUILDING RELATIONSHIPS AND TRUST

3. 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

LANGUAGE QUESTIONS

1. Which fill in the blank answer starts a description of the types of fries that they serve? _____
2. In which fill in the blank answer does Anna ask a clarifying question to help figure out what the customer wants? _____
3. In which fill in the blank answer does Anna repeat back what the customer has ordered? _____
4. Which fill in the blank answer is a polite way of asking for the next customer? _____
5. In which fill in the blank answer does Anna make a succinct request for more information? _____

Score /5

MODULE TWO – UNIT THREE – BUILDING RELATIONSHIPS AND TRUST

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.

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

Polite greetings

- Hello, welcome to _____.
- Hi, can I take your order?
- Hi, how are you? Are you ready to order?
- Hello, can I help who's next?
- Hi, what can I make for you?

Polite clarification questions to use with customers

- I'm sorry, we don't have _____. We have _____.
- Did you mean _____?
- Did you mean _____ or _____?
- What kind of _____ do you want?
- Sorry, those only come in _____. (size, flavor)

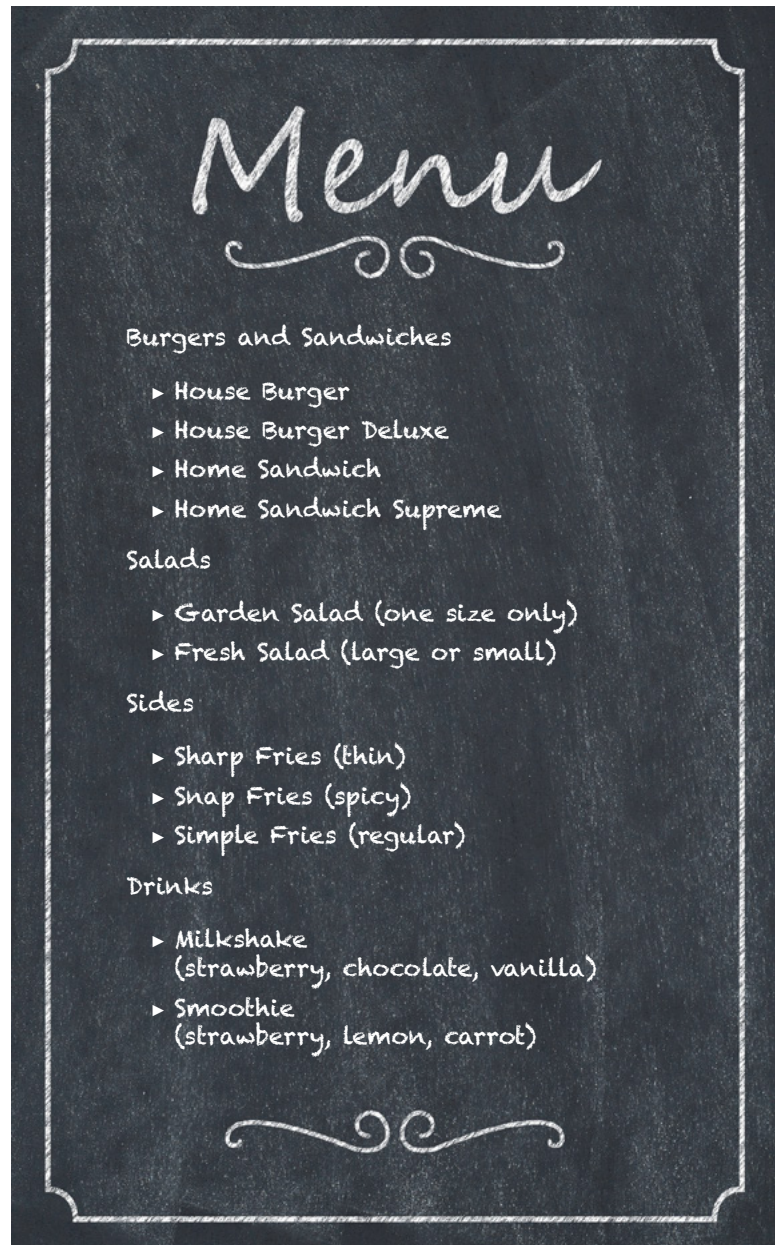
Language for repeating back information

- So that's...
- Ok, I got...
- Here's what I got...
- _____, anything else?
- Just to check, that's _____, correct?

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 Home 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.



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:



INDUSTRY INSIDER



Host
Brewery Restaurant

Listen online at: bit.ly/M2_U3_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.

Unit Review

In this unit you developed language skills needed to work on a team in a busy food services workplace. The skills of active listening, which include clarifying, rephrasing, providing descriptions, and repeating back information will help to signal that you are aware of your co-workers and the overall work that you are trying to accomplish. You will feel like you fit in when you are comfortable asking lots of questions and know how to be polite.

These were the learning objectives for this unit:

- 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

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:

- Rephrasing information
- Questioning
- Clarifying questions
- Providing descriptions
- Politeness
- Repeating back information

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

MODULE TWO – UNIT THREE – BUILDING RELATIONSHIPS AND TRUST

Review the ideas that you wrote down in each of the listening exercise evaluations. Which of these ideas are the most useful and practical for you? Decide on one or two ideas that you want to try and write them down below. Begin your statements with “To improve my listening I will...”.

Listening goal(s):

In the performance activities for this unit you practiced using language to:

- Rephrase information
- Questioning
- Ask clarifying questions
- Provide descriptions
- Use politeness
- Repeat back information

Review the evaluations for each performance activity and reread the comments that you wrote down. Consider which language examples you used well, and which language examples you need to improve. Write one or two goals for improving your use of language examples. Begin your sentence with “To practice using _____, I will...”.

Speaking goal(s):

The next unit introduces some of the concepts around safety in the workplace, including how and where to access relevant information, and how to approach conflict situations.

Reflection Unit

Module Reflection

In this module you were introduced to workplace information to develop your understanding of how food services establishments and settings operate. The units in the module were: Workplace Structure, Communicating with Urgency, and Building Relationships and Trust. You developed your awareness of food services roles and responsibilities and developed strategies to communicate and make decisions in urgent environments. You developed your understanding of how to build trust with co-workers in this industry.

Industry Insider Review

Write a summary for each unit's Industry Insider. Include the key points. Share your answers with the class.

Introduction Unit – Knowing Your Environment: Observe others and find someone willing to help



Unit 1 – Workplace Structure: Daily tasks and multi-tasking



Unit 2 – Communicating with Urgency: Your supervisor is on your side



MODULE TWO – REFLECTION UNIT

Unit 3 – Building Relationships and Trust: When a suggestions 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?

MODULE TWO – REFLECTION UNIT

5. In this module, Anna repeats back information when she communicates with her supervisor about a new task. Have you ever needed to repeat back information to someone? What was the situation?

6. Anna talks with a customer a second time in the unit 3, audio conversation 2. What do you think is the most important thing she does to help her communicate with this customer?

7. 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.

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.

MODULE TWO – REFLECTION UNIT

Conversation setting:

You work at a deli. At this deli, if a customer wants to buy a canned drink, frozen imported pasta, or any packaged sushi, they must serve themselves at the cooler, and then wait in the take-out line. If they are ordering something off of the menu, then they should order at the counter, pay at the register, and then choose a table.

Your instructor is a customer who enters the deli where you work. He/She looks confused, so you need to help him/her. Start a conversation and try to answer any questions.

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?

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.

Polite language

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

Abrupt and direct questions

- » Where's the _____?
Where are the _____?
- » When will those pizzas be done?
- » Did that delivery arrive?
- » How much _____ is left? / How many _____ are there?
- » Who's making that order?

Language for repeating back information

- » So that's...
- » Ok, I got...
- » Here's what I got...
- » _____, anything else?
- » Just to check, that's _____, correct?

Clarification questions

- » What do you want me to do?
- » What did you say? I didn't hear.
- » What do you mean? I don't understand.
- » I don't know how to...
- » I have never done...

Polite greetings

- » Hello, welcome to _____.
- » Hi, can I take your order?
- » Hi, how are you? Are you ready to order?
- » Hello, can I help who's next?
- » Hi, what can I make for you?

Polite clarification questions to use with customers

- » I'm sorry, we don't have _____.
We have _____.
- » Did you mean _____?
- » Did you mean _____ or _____?
- » What kind of _____ do you want?
- » Sorry, those only come in _____.
(size, flavor)

MODULE THREE

Staying Safe

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	» 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	» Reflect on the skills and language in the module

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?

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: bit.ly/M3-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?

VIDEO TRANSCRIPT

Part 1: Following Regulations

I'm proud to work in this restaurant. Everything has a place and everything is spotless. Being organized and sanitized is what keeps all of us and our customers safe.

Robbie, I'd like to check the temperature logs for the walk-ins. Will you please drop them off on my desk? Thanks.

During dinner service, there are over thirty people working in or coming in and out of this space, and Chef expects everybody to do their job safely, efficiently, and to the best of their ability.

It doesn't matter if you're the dishwasher or serving customers in the front of the house. There are steps you must follow in order to meet Food Safety regulations, as well as our own restaurant's high standards.

In this kitchen, you'll see instructions, regulations, and information posted everywhere and it's your responsibility to make sure that you follow policies and standards at all times.



Part 2: Managing Conflict

In addition to having your certifications in food safety, you'll need to learn how your particular kitchen works. Learn the language of your new kitchen. Good communication is critical in creating a safe workplace.

Kitchen Helper:
Hot behind!

It's noisy, hot, and crowded in here and so, from time to time, mistakes and misunderstandings can occur. And misunderstandings can cause conflict in this environment.

There isn't always time to discuss the misunderstanding right away, but you don't want to ignore it. In my opinion, issues can get worse over time and I always tell my team, "You need to find a quiet moment where you can talk about what happened and resolve the problem."



Part 3: Dietary Requirements

Chef is going to put five new dishes on the menu next week. On Friday we're all getting together for a tasting session. It's important that we can all talk about each dish as well as answer questions about the ingredients. Especially the servers.

They must be able to talk to their guests about their personal dietary requirements as well as offer alternative suggestions. We want all of our guests to enjoy their dining experience, regardless of their food sensitivities or allergies. Customer safety is paramount.

Right, I'm outta here. Early day tomorrow.



COMPREHENSION QUESTIONS

1. Who is responsible for following regulations and meeting high standards? Explain.

2. The Supervisor tells viewers to “Learn the language of your new kitchen.” What does he mean?

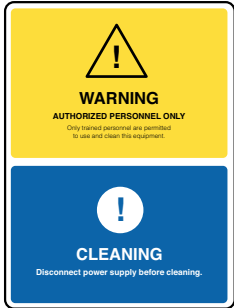

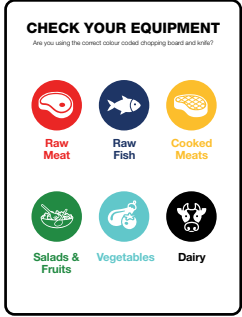
3. Can you think of a misunderstanding that could happen in a busy kitchen environment?

4. What are some features of posters and signs that contain important information? What do these posters or signs look like? Punctuation, colour, etc.?

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
<p>Warning Notice A poster that gets your attentions. It points out a potential danger.</p>		<p><i>Use of capital letters</i></p>	<p><i>authorized</i></p>
<p>Instructional Poster A poster that provides information about how to do something.</p>			
<p>Classification Poster A poster that shows labels and groups for items.</p>			



INDUSTRY INSIDER



Kitchen Helper
School Cafeteria

Listen online at: bit.ly/M3_INTRO_INSIDER

THE RIGHT TO HEALTH AND SAFETY INFORMATION

You will often hear about W.H.M.I.S. or “whmis” in this industry, or about G.H.S.. W.H.M.I.S. 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.

G.H.S. 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 responsibilities 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.

Unit Review

The exercises in this unit include an introduction the module and to theme of staying safe.

In this unit you previewed the units in this module and discussed your prior knowledge about the module topic. You learned vocabulary related to staying safe and practiced this vocabulary in an activity about workplace signs and features of the food service industry setting. You also watched a video where a supervisor talked about what is needed to communicate successfully in a busy workplace.

The knowledge and language you were introduced to in this unit will help you to:

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

Write down some of the new vocabulary that you have learned:

Do you feel prepared to learn more about these topics? What was important for you? Share with a partner some of the new skills and vocabulary that you have learned.

MODULE THREE – INTRODUCTION UNIT

In the video exercise in this unit, you watched a supervisor as they talked about communication in a busy kitchen.

Look at the photos below. Based on the video that you watched, write a statement below each photo. Imagine what the person in the photo might be saying, or imagine the advice they might be giving, or just describe the situation in the photo. Watch the video again or read the video transcript for review, if needed.







The next unit focuses on skills more specific to knowing your rights about safe and unsafe situations at work and how to communicate when situations appear to be unsafe.

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

MODULE THREE – UNIT ONE – KNOWING YOUR RIGHTS

Section	Outcomes and Purpose
Audio Conversation 2 - Performance Activity	» Provide details » Use direct language
Industry Insider	» Topic: The right to refuse unsafe work
Unit Review	» Review content and outcomes

Throughout the unit you will need to evaluate your learning in the exercises and activities. In the reflection unit at the end of this module you will review your evaluations. In the reflection unit you will also be assessed by your instructor in a one-to-one conversation.

Key Content

The key content for this unit is listed below. See the module reflection unit for a list of language examples.

Finding key information in workplace signs

Identify important information in workplace notices and posters. Notices and posters have different purposes and can include a lot of information. Reading workplace signs correctly is important.

Example: Caution! Hot water.

Providing details

Give information to explain what you did. Sometimes you will need to explain the reason for your actions.

Example: The reason I chose this is because it...

Using direct language

Use language that is clear and brief to share your message. In a busy environment, people need information quickly. Remove small talk and extra information. Tell people only what they need to know.

Example: I didn't want to...

Voicing decisions and reasons

Share your decisions and thoughts with co-workers. In a Canadian workplace, even managers and supervisors will expect you to be comfortable sharing information and opinions.

Example: It seems to me...

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 online at: bit.ly/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?

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 cleaning 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? Wasn'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?

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

1. In which fill in the blank answer does Anna’s co-worker indirectly state something that she should do? _____
2. Which fill in the blank answer describes Mark’s tone when he voiced his reasons for not doing a task? _____
3. Which fill in the blank answer does Anna use before expressing an opinion? _____
4. In which fill in the blank answer does Anna provide details about why she did not complete her task? _____
5. In which fill in the blank answer does Anna’s co-worker directly state that she misunderstood him? _____

Score /5

MODULE THREE – UNIT ONE – KNOWING YOUR RIGHTS

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.

Performance Activity

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.

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.



LANGUAGE EXAMPLES

Language for providing reasons and details

- I think...
- It seems to me that...
- I chose ____ because...
- The reason I chose this is because it...
- It needs to be...(close to, near, visible, etc)

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!”



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: <ul style="list-style-type: none"> <input type="checkbox"/> I completed the matching activity. <input type="checkbox"/> 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:

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 online at: bit.ly/M3_U1_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?

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

LANGUAGE QUESTIONS

1. In which fill in the blank answer does Anna respond to her supervisor's question with a direct answer? _____
2. Which fill in the blank answer is a direct statement that provides details? _____
3. Which fill in the blank answer does Anna use right before expressing an opinion about an unsafe task? _____
4. Which fill in the blank answer does Anna use right before expressing an opinion? _____
5. Which fill in the blank answer is language used at the start of a softened directive? _____

Score /5

MODULE THREE – UNIT ONE – KNOWING YOUR RIGHTS

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.

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/didn't think...
- I wanted to/didn't want to...
- I haven't been shown...

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)

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: <ul style="list-style-type: none"> <input type="checkbox"/> I wrote down my fill in the blank answers. <input type="checkbox"/> 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:



INDUSTRY INSIDER



Daytime Catering Supervisor
Convention Centre

Listen online at: bit.ly/M3_U1_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.

Unit Review

In this unit you developed language skills needed to know where to find workplace information and to be able to find, recognize, and extract information from workplace signs. You also worked on skills to provide details and use direct language, which will help you to voice your concerns when you determine that a situation at work is unsafe.

These were the learning objectives for this unit:

- 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

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:

- Finding key information in workplace signs
- Providing details
- Using direct language
- Voicing decisions and reasons

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

MODULE THREE – UNIT ONE – KNOWING YOUR RIGHTS

Review the ideas that you wrote down in each of the listening exercise evaluations. Which of these ideas are the most useful and practical for you? Decide on one or two ideas that you want to try and write them down below. Begin your statements with “To improve my listening I will...”.

Listening goal(s):

In the performance activities for this unit you practiced using language to:

- Find key information in workplace signs
- Voice decisions and reasons
- Provide details
- Use direct language

Review the evaluations for each performance activity and reread the comments that you wrote down. Consider which language examples you used well, and which language examples you need to improve. Write one or two goals for improving your use of language examples. Begin your sentence with “To practice using _____, I will...”.

Speaking goal(s):

The next unit focuses on skills to help you identify the miscommunication that may lead to conflict and skills to address and talk about conflict when it happens in the workplace.

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

MODULE THREE – UNIT TWO – CONFLICT IN THE WORKPLACE

Section	Outcomes and Purpose
Unit Review	» Review content and outcomes

Throughout the unit you will need to evaluate your learning in the exercises and activities. In the reflection unit at the end of this module you will review your evaluations. In the reflection unit you will also be assessed by your instructor in a one-to-one conversation.

Key Content

The key content for this unit is listed below. See the module reflection unit for a list of language examples.

Directives in softened language

When people give instructions or orders, they add language to make it more polite or to show that it is a smaller request. The “basic request” is the core message that you need to understand.

Example: I was hoping...

Expressing feelings and opinions

Talk about what you feel and think. This will help others understand your opinion and how their action affected you.

Example: I feel _____.

Appropriate language to initiate conversations about conflict

When people talk about problems they choose their words carefully. The words they use to start the conversation are very important because this sets the mood of the conversation.

Example: Do you mind if we talk?

Addressing conflict appropriately

There are many different reasons for conflict in the workplace. Sometimes you will need to solve the problem yourself and sometimes you will need to tell others so that they can address the situation.

You need to be comfortable taking action and responsibility.

Example: I've been thinking...

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 online at: bit.ly/M3_U2_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?

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 pastas. One alfredo, the other rigatoni.
Co-Worker:	Well, pastas 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. _____ (e) I would have repeated back what you said.
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

LANGUAGE QUESTIONS

1. In which fill in the blank answer does the Head Chef use a direct question to initiate a conversation? _____
2. In which fill in the blank answer does the Head Chef provide further details about the situation? _____
3. In which fill in the blank answer does the Head Chef use softened language? _____
4. In which fill in the blank answer does the co-worker use softened language to provide details about what they usually do? _____
5. In which fill in the blank answer does the co-worker use direct language to give a reason why he didn't do what the Head Chef asked? _____

Score /5

MODULE THREE – UNIT TWO – CONFLICT IN THE WORKPLACE

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.

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 voice, 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...

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.

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			
<p>Read the conditions of this activity below:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I reviewed the language examples. <input type="checkbox"/> I identified basic requests. <input type="checkbox"/> I checked my answers orally with a partner. <p>Look at each of the outcomes below. Score your performance of each outcome in this activity.</p>			
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:

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 online at: bit.ly/M3_U2_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 was the problem that Sarah misinterpreted?

2. Why did Steve insist on talking about the misunderstanding when Sarah did not want to?

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 goin' 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 didn'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...oh...

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.

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

1. In which fill in the blank answer does Steve use softened language to initiate a conversation? _____
2. In which fill in the blank answer does Sarah use an open-ended question to engage in and continue the discussion? _____
3. In which fill in the blank answer does Steve use a question to invite further conversation? _____
4. In which fill in the blank answer does Steve use direct language to state he is confused? _____
5. In which fill in the blank answer does Steve express his feelings? _____

Score /5

MODULE THREE – UNIT TWO – CONFLICT IN THE WORKPLACE

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.

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 I 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...

ACTIVITY TASK

Problems:

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. _____

Responses:

- 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.

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			
<p>Read the conditions of this activity below:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I completed the matching activity. <input type="checkbox"/> I checked my answers orally with a partner. <input type="checkbox"/> I used language examples to initiate a conversation. <p>Look at each of the outcomes below. Score your performance of each outcome in this activity.</p>			
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:



INDUSTRY INSIDER



Prep Cook
Diner

Listen online at: bit.ly/M3_U2_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.

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

MODULE THREE – UNIT TWO – CONFLICT IN THE WORKPLACE

Review the ideas that you wrote down in each of the listening exercise evaluations. Which of these ideas are the most useful and practical for you? Decide on one or two ideas that you want to try and write them down below. Begin your statements with “To improve my listening I will...”.

Listening goal(s):

In the performance activities for this unit you practiced using language to:

- Recognize directives in softened language
- Address conflict appropriately
- Express feelings and opinions
- Use appropriate language to initiate conversations about conflict

Review the evaluations for each performance activity and reread the comments that you wrote down. Consider which language examples you used well, and which language examples you need to improve. Write one or two goals for improving your use of language examples. Begin your sentence with “To practice using _____, I will...”.

Speaking goal(s):

The next unit introduces the concept of taking initiative at work to develop your skills that will help you on your own career path.

Reflection Unit

Module Reflection

In this module you developed your understanding of safe working practices in food services. The units in the module were: Knowing your Rights and Conflict in the Workplace. You developed knowledge and language to help you identify health and safety information and refuse work that is unsafe. You developed strategies to communicate in conflict situations and practiced speaking assertively and directly.

Industry Insider Review

Write a summary for each unit's Industry Insider. Include the key points. Share your answers with the class.

Introduction Unit – Staying Safe: The right to health and safety information



Unit 1 – Knowing Your Rights: The right to refuse unsafe work



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?

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.

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...

Language for providing reasons and details

- » I think...
- » It seems to me that...
- » I chose _____ because...
- » The reason I chose this is because it...
- » It needs to be... (close to, near, visible, etc)

Appropriate language to initiate conversations about conflict

- » Hey, can I 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?

Direct language

- » I decided to...
- » I'm going to...
- » I think/didn't think...
- » I wanted to/didn't want to...
- » I haven't been shown...

MODULE FOUR

Taking Initiative

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

MODULE FOUR – INTRODUCTION UNIT

This unit introduces the themes, concepts and vocabulary to take initiative in food services workplaces.

Module Four: 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: 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?



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.

View online at: bit.ly/M4-Intro-Video

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?

MODULE FOUR – INTRODUCTION UNIT

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



VIDEO TRANSCRIPT

Part 1: Careers in Food Services

Yeah, a two week notice period. I'm gonna miss you guys. Let's go out next week before I leave.

I started here three years ago as a cashier. I came in to buy a sandwich, saw the sign, spoke to a manager, and was hired on the spot.

Back then, I didn't have a plan to move into management, but it's funny how life changes. I've learned a lot about the food service industry here and I have a great supervisor who has supported my career development.

In two weeks, I start my new job as the manager of an independent coffee shop downtown.



Part 2: Taking Chances

I really enjoy working with other people to help solve problems and get things done. There's always something to be done here. This is a busy deli.

In a busy environment there are lots of opportunities to show initiative. Situations pop up and the team must find solutions quickly. My supervisor says, "It's always best to have someone trying to help than having no one to help at all."

When she asked if I could help with the scheduling for the holiday period, I jumped at the chance. I helped her and demonstrated how organized I am.

She liked the work that I did. After that, she let me take other chances.

If the business is running successfully, your supervisor might not think about giving you other responsibilities. My supervisor is wonderful, but she's a very busy person.



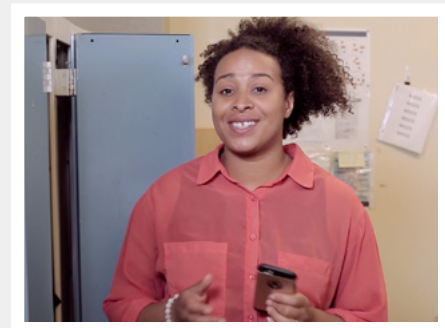
Part 3: Professional Development

You can't expect your supervisor to read your mind. As my co-worker said to me, "You've got to drive your own boat." I scheduled a formal conversation about my professional development with my supervisor.

I asked for specific feedback on my strengths and weaknesses. I asked for clear examples so I understood her expectations.

I had a few job interviews before I accepted the offer at the place downtown. At each interview, I was told that my resume clearly demonstrated taking initiative at work.

Okay, time to tell my regulars that I'm leaving. I hope they come and visit me at my new place.



COMPREHENSION QUESTIONS

1. Describe the change in career the expert is making.

2. Did the expert's manager have a plan to promote her? Explain.

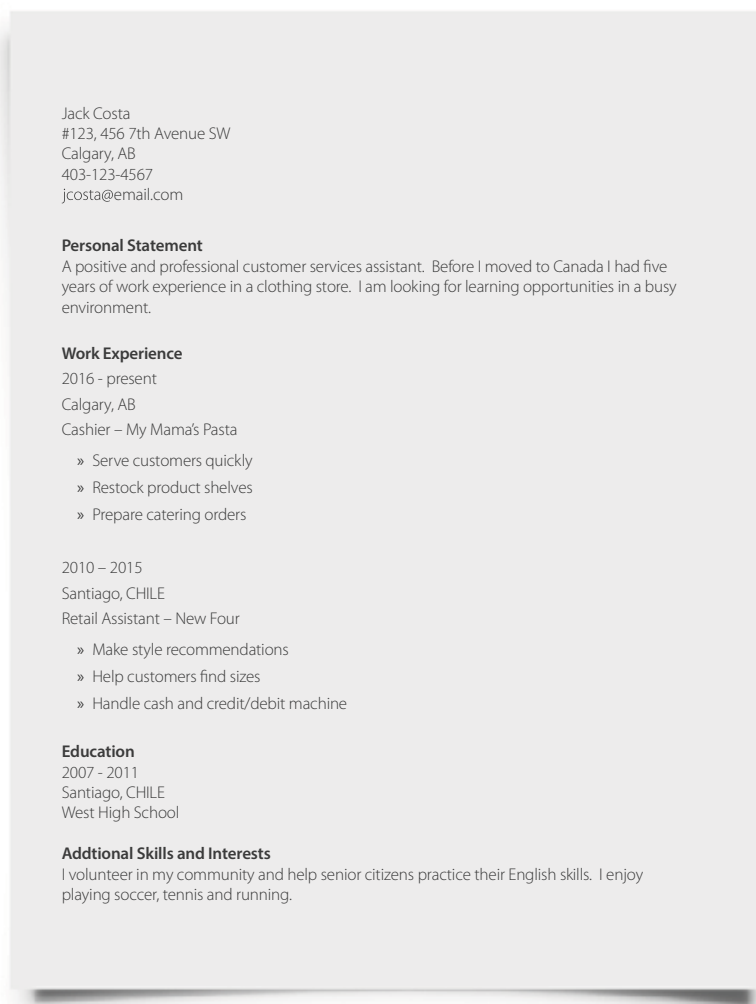
3. What does she mean by "drive your own boat"? What did she do to "drive her own boat"?

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 those jobs.





INDUSTRY INSIDER



Cashier
Bakery

Listen online at: bit.ly/M4_INTRO_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.

Unit Review

The exercises in this unit include an introduction the module and to the theme of taking initiative.

In this unit you previewed the unit in this module and discussed your prior knowledge about the module topic. You learned vocabulary related to taking initiative, and practiced this vocabulary in an activity about skill building, skill descriptions, and career prospects. You also watched a video where a server shares her story about moving into a new position as a manager and how she developed the skills that enabled her to get hired for this position.

The knowledge and language you were introduced to in this unit will help you to:

- take chances;
- talk about your performance; and
- discuss your career pathway.

Write down some of the new vocabulary that you have learned:

Do you feel prepared to learn more about these topics? What was important for you? Share with a partner some of the new skills and vocabulary that you have learned.

MODULE FOUR – INTRODUCTION UNIT

In the video exercise in this unit, you watched a server as she talked about her career path.

Look at the photos below. Based on the video that you watched, write a statement below each photo. Imagine what the person in the photo might be saying, or imagine the advice they might be giving, or just describe the situation in the photo. Watch the video again or read the video transcript for review, if needed.







The next unit focuses on skills more specific to taking initiative and building skills in the food services industry workplace. You will need to make suggestions and persuade others to create opportunities to learn new skills on the job.

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

MODULE FOUR – UNIT ONE – TAKING INITIATIVE

Section	Outcomes and Purpose
Audio Conversation 2 - Performance Activity	» Elicit feedback » Use active listening to be receptive to feedback
Industry Insider	» Topic: Elicit feedback from others
Unit Review	» Review content and outcomes

Throughout the unit you will need to evaluate your learning in the exercises and activities. In the reflection unit at the end of this module you will review your evaluations. In the reflection unit you will also be assessed by your instructor in a one-to-one conversation.

Key Content

The key content for this unit is listed below. See the module reflection unit for a list of language examples.

Offering suggestions

Share your ideas or opinions with others. In the workplace, supervisors will expect you to offer suggestions to solve problems and make improvements.

Example: Would it help if...

Eliciting feedback

Get someone to share their opinion about your work. You can ask someone questions or ask someone to observe you. They will confirm what you are doing well and offer suggestions for improvement.

Example: I just finished _____. Am I doing it right?

Talking about personal strengths, skills, and past experience to persuade others

Share information about yourself. In Canada, people are expected to talk about themselves using the words "I" or "We". In some cultures this may be considered being boastful, but in Canada you should try to become comfortable talking about what you can do.

Example: I'm good at...

Using active listening to be receptive to feedback

Show someone they have your attention by using physical and verbal cues. You will repeat and rephrase information. You will also use eye-contact, nodding, and body language. This is expected in Canadian workplaces, and shows people that they have your attention.

Example: So, you think I should...

Taking Initiative – Audio Conversation 1

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.

Listen online at: bit.ly/M4_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 is the problem that the supervisor explains to Anna?

2. What two tasks does Anna offer to do?

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. Nicky'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

LANGUAGE QUESTIONS

1. Which fill in the blank answer does Anna use at the end of a sentence where she offers a suggestion? _____
2. Which fill in the blank answer does the supervisor use to get Anna's attention? _____
3. Which fill in the blank answer is a statement phrased as a question to help Anna to persuade her supervisor?

4. Which fill in the blank answer does Anna use right before she showcases some of her skills, in order to persuade her supervisor? _____
5. Which fill in the blank answer does Anna use at the start of a sentence where she offers a suggestion? _____

Score /5

MODULE FOUR – UNIT ONE – TAKING INITIATIVE

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.

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 I...?
- Perhaps I could...?

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:	Hrmmm. 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 needed.
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.

MODULE FOUR – UNIT ONE – TAKING INITIATIVE

2. The establishment you work at offers a variety of services: sit down dining, take out, cafeteria style ordering, and event catering. In the six months that you've worked there you've worked in all of the areas, except for catering. Your hours have been limited recently and you would like to work more often.

This weekend is a full day catering event and you would like to work. One of your closest friends at work is scheduled and she said she doesn't mind helping you to learn what to do during a catering event. You're almost always free on weekends and evenings when most of the events take place, so you would be a perfect person to work in catering. You also had experience years ago working at a formal country club.

Fill in the speaking parts for the employee. Use language to interrupt appropriately and to offer a suggestion. Then, provide reasons why you would be a good choice to work this event.

Employee (you):	_____? <i>(interrupt appropriately)</i>
Supervisor:	Sure, I have about five minutes. What's on your mind?
Employee:	Well, I heard about the catering event this weekend and _____ _____ <i>(language for offering suggestion)</i> work the catering event.
Supervisor:	Oh, I hadn't thought about that. You haven't worked an event before, have you?
Employee:	No, I haven't, but Maria said _____ _____.
Supervisor:	Well, that would be helpful. Maria is great and knows what she's doing.
Employee:	I do have some experience _____ _____.
Supervisor:	Okay, I didn't know that. Your experience could come in handy. Are you free this weekend? It's a full day event, you know.
Employee:	Yes, I'm free. Actually, most _____ _____.
Supervisor:	Okay then, you might make a good addition to our catering team.
Employee:	Really? Great!
Supervisor:	But, we already have enough people for this weekend. Next weekend we have another similar event though, would you be able to work that?
Employee:	Sure, that would be great.

MODULE FOUR – UNIT ONE – TAKING INITIATIVE

3. You have been working in a kitchen for a while and know your co-workers well. You enjoy working with them. This morning, Sandy, one of the most experienced chefs in the kitchen, asked you to take a shift for her next week. Sandy has often covered for you and changed shifts with you, and you would really like to help her out. No one else is able to switch shifts.

Sandy does tasks that many people in the kitchen don't do, so covering her shift may be difficult. There won't be any other chefs to help out during that shift. There are some tasks, like preparing the soup, that she can do the night before. She's offered to teach you a few items on the grill next week.

The day that she wants off isn't a busy day of the week. All of the close down procedures are detailed in a binder in the kitchen. This is a great chance for you to become more versatile at your work, but your supervisor is reluctant to say yes.

Fill in the speaking parts for the employee. Most of the employee parts have been taken out. Use your best judgement to offer suggestions and provide reasons why you should be allowed to take Sandy's shift next week.

Employee:	Hi supervisor, _____?
Supervisor:	Sure, what do you want to talk about?
Employee:	Sandy really needs someone to take her shift next week. _____ _____.
Supervisor:	Oh, right, she mentioned that to me this morning. I'm not sure about that. . .
Employee:	_____.
Supervisor:	That's true, but we have to think about the reputation of the restaurant. What if we get lots of customers and lots of orders that day?
Employee:	_____.
Supervisor:	That is true. . .
Employee:	And besides _____ _____.
Supervisor:	These are all very good points, but it's still a matter of experience.
Employee:	I understand, but I really want to help her out. No one else _____ _____.
Supervisor:	I do know what you mean about how everyone in the kitchen gets along so well. I really appreciate what you've said here.
Employee:	_____.
Supervisor:	Okay, let's see how your training goes this week. Let me think about it. I'll talk to her and you again in a few days.
Employee:	Okay, thanks.

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: <input type="checkbox"/> I wrote down my answers. <input type="checkbox"/> 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:

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 online at: http://bit.ly/M4_U1_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'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?

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:	Phew, 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:	Huh?
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 felt 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 chefs.
Anna:	Okay, sure. I'll do what I can for now.

Score /5

LANGUAGE QUESTIONS

1. In which fill in the blank answer does Anna ask her supervisor for feedback about her work? _____
2. In which fill in the blank answer does Anna show a willingness to receive her supervisor's feedback openly?

3. In which fill in the blank answer does Anna ask her supervisor for additional training? _____
4. In which fill in the blank answer does Anna persuade her supervisor by giving a reason that the timing is suitable for more training? _____
5. In which fill in the blank answer does Anna ask her supervisor for additional training, after offering a persuasive reason? _____

Score /5

MODULE FOUR – UNIT ONE – TAKING INITIATIVE

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.

Performance Activity

You will play a game with your class. The class will be split into two teams. One learner from each team draws a card, one from the 'task' deck of cards and the other from the 'feedback' deck of cards.

If you draw a task card:

- » You must ask a question to elicit feedback about that task from the other learner.
- » Use the language examples as a starting point.
- » You should demonstrate good active listening skills by responding appropriately (repeating back, rephrasing, clarifying, etc.), and with your body language.

If you draw a feedback card:

- » You should provide both positive and negative feedback in response to the question.
- » Note: each card includes only negative or positive feedback. You will need to give missing feedback to complete the task.

Based on your performance, the instructor will decide the points:

- » If a learner completes the task, they keep the card for their team.
- » If one learner completes the task and the other learner does not, the learner who gave the feedback gets to keep both cards.
- » If neither learner completes the task successfully, the cards go back in the deck.

The game is finished when there are no cards left. Count the cards to see which team is the winner.



LANGUAGE EXAMPLES

Questions for eliciting 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 _____ okay?
- 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?

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: <ul style="list-style-type: none"> <input type="checkbox"/> Before having a conversation I reviewed the information on the card. <input type="checkbox"/> 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:



INDUSTRY INSIDER



Food Assembler
Hospital

Listen online at: bit.ly/M4_U1_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.

Unit Review

In this unit you developed language skills needed to become versatile and build new skills sets that will help you on your career path. You worked on skills to elicit and receive feedback. As well, you worked on skills for offering suggestions and persuading.

These were the learning objectives for this unit:

- 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

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:

- Offering suggestions
- Eliciting feedback
- Talking about personal strengths, skills, and past experience to persuade others
- Using active listening to be receptive to feedback

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

MODULE FOUR – UNIT ONE – TAKING INITIATIVE

Review the ideas that you wrote down in each of the listening exercise evaluations. Which of these ideas are the most useful and practical for you? Decide on one or two ideas that you want to try and write them down below. Begin your statements with “To improve my listening I will...”.

Listening goal(s):

In the performance activities for this unit you practiced using language to:

- Offer suggestions
- Talk about strengths, skills, and past experience to persuade others
- Elicit feedback
- Use active listening to be receptive to feedback

Review the evaluations for each performance activity and reread the comments that you wrote down. Consider which language examples you used well, and which language examples you need to improve. Write one or two goals for improving your use of language examples. Begin your sentence with “To practice using _____, I will...”.

Speaking goal(s):

Reflection Unit

Module Reflection

In this module you were introduced to information to help you develop your skills in food services workplaces. In the Taking Initiative unit you identified ways to build your skill set over time and learned about the benefits of being versatile. You developed knowledge and language to prepare you to take chances at work, talk about your performance and discuss your career pathway.

Industry Insider Review

Write a summary for each unit's Industry Insider. Include the key points. Share your answers with the class.

Introduction Unit – Taking Initiative: Opportunities to learn new skills



Unit 1 – Taking Initiative: Elicit feedback from others



Reflection Questions

Reflect on the following questions. Write your answers down.

1. In this module, Anna uses an opportunity at work to take on more responsibility. Have you ever been in a similar situation? Did you take advantage of the opportunity? Explain.

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.

MODULE FOUR – REFLECTION UNIT

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

Conversation setting:

Your instructor is a co-worker that is helping you learn a new task. You have just completed this new task (refilling all of the coffee makers) on your own, and you would like to receive feedback from them. Start a conversation by asking for feedback.

After receiving feedback, you also learn that there's a problem in the kitchen. You think you can help. Let your co-worker know.

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 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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GLOSSARY

Key vocabulary from all of the modules is listed alphabetically below.

Word	Form	Meaning
ability	noun	the mental or physical talent to do something
accommodate	verb	to give someone what they need
accordingly	adverb	doing something appropriate
admin (abbreviation of administration)	noun	the plans and paperwork that are necessary to run a business
allergy	noun	illness caused by eating a particular food or having contact with a particular substance
annoy	verb	to make someone angry or frustrated
application	noun	an official request for something
appraisal	noun	a meeting where an employee and a supervisor discuss the employee's performance at work
backed up	adjective	slowed down or delayed because too much is happening
back of the house	noun	the areas in a food services establishment for employees only
bakery	noun	a place where bread and other pastries are made
bartender	noun	someone who makes and serves drinks at a bar
bin	noun	a storage container
brewery	noun	a place where beer is made
cafeteria	noun	a place where customers collect their own food and pay a cashier
cashier	noun	a person that handles cash and serves customers
cater	verb	to provide or serve food
catering	noun	a job that is involved in the making or serving of food
chain	noun	a group of connected businesses
close down	verb	to stop business for the day
cocktail	noun	a drink made by mixing two or more different drinks together

GLOSSARY

Word	Form	Meaning
code of conduct	noun	a set of rules about the expected behavior at an organization
complain	verb	to state that you are unhappy or unsatisfied about something
complaint	noun	a statement that you are unhappy or unsatisfied about something
concession	noun	a small food service establishment, usually at sport venues, fairs or theatres
conduct	verb	to plan, organize, and do an activity
conference	noun	an event where people make presentations about a similar theme
confident	adjective	being positive and assertive
confirm	verb	to check
conflict	noun verb	a disagreement between people to argue or disagree
consider	verb	to think about a decision before making it
convention centre	noun	a building used for large events and conferences
cover	noun verb	something put over an object to protect it a customer who eats a meal to do someone's job for them when they are absent
co-worker	noun	someone that works with you
crowded	adjective	full of people
deep fryer	noun	a piece of kitchen equipment filled with hot oil
deli (informal for delicatessen)	noun	a store or area of a supermarket where cheese and cooked meats are sold
demonstrate	verb	to show something clearly to other people
diagram	noun	an image or plan to show how something works
diet	noun verb	the foods a person eats regularly to change or control the food you eat to lose weight
dietary requirement	noun	a restriction of what someone can eat because of health or religious reasons

GLOSSARY

Word	Form	Meaning
diner	noun	an establishment with a long counter where customers can sit and eat someone who is eating in a restaurant
dinner rush/dinner service	noun	the busiest period in the evening at a food services establishment
dish	noun verb	a container used to cook or serve food food that is prepared a specific way to put food onto plates
downtime	noun	a time at work when things are slower than usual
dozen	noun	twelve of something
duty	noun	something you must do as part of your job
efficient	adjective	well-organized
entrée	noun	the main course of a meal
establishment	noun	a place of business
expect	verb	to think that something is going to happen or someone is going to do something
fast-paced	adjective	happening very quickly
feedback	noun	information that explains how successful something was or how something could be improved
food sensitivity	noun	a condition that creates discomfort and illness caused by digesting specific foods, also called a food intolerance
formal	adjective	official
front of the house	noun	the areas of a food service establishment that are open to customers
fundamental	adjective	necessary, very important
gauge	noun verb	a measuring instrument to calculate or measure
gig	noun	a job, a performance

GLOSSARY

Word	Form	Meaning
gluten	noun	a protein contained in wheat and other grains
go over	verb	to check the details of something
grill	noun verb	a surface of metal bars used to cook food at high temperatures over fire or hot flames to cook food over fire or hot flames
handful	noun	an approximate measure of something, fills up your hand
handle	noun verb	a part of an object used to carry or open the object to manage a situation or problem
hazard	noun	something that is dangerous
hire	verb	to give someone employment
holiday period	noun	the period of time generally between the end of November and beginning of January
host	noun	a person who welcomes guests or customers
hotel pan	noun	a stainless steel pan, of various sizes, used in food service establishments
identify	verb	to know and say what something is or who someone is
illustration	noun	a picture, a drawing
incident	noun	an unpleasant event
industry	noun	companies that are involved in the same kind of business
informal	adjective	relaxed
initiate	verb	to start something
initiative	noun	the opportunity to do something before someone else does
instill	verb	to put an idea into someone's mind
interrupt	verb	to stop someone from speaking by doing or saying something
job title	noun	the name of a position in an organization

GLOSSARY

Word	Form	Meaning
lead	noun	a person who demonstrates how to do something, models behavior for others
	verb	to demonstrate how to do something, to model behavior for others
legal	adjective	related to the law
line	noun	the part of the kitchen where the cooking is done and cooks usually stand side-by-side
line cook	noun	a food service employee who prepares ingredients for cooking and arranges food on plates for customers
log	noun	a book or online document in which something is recorded
	verb	to make an official record of something
lounge	noun	a place where people can sit down and relax
	verb	to relax, sit down
lunch rush	noun	the busiest period at lunchtime at a food services establishment
manual	adjective	doing something with the hands
	noun	a handbook of instructions
miscommunication	noun	a failure to communicate clearly or without confusion
mishear	verb	to hear what someone says incorrectly
misinterpret	verb	to understand incorrectly
misunderstanding	noun	a situation when someone doesn't understand correctly
model	verb	to show someone how to do something
multi-task	verb	to do many things at the same time
notice	noun	a warning about something that is going to happen
	verb	to see or hear something
observe	verb	to watch something happen
off-season	noun	a period of time where there is less business activity
onboarding	noun	a process of helping new employees understand the expectations employers

GLOSSARY

Word	Form	Meaning
orientation	noun	a training program for new employees
outline	noun verb	the main ideas of something to give the main ideas about something
overdo	verb	to do too much of something
paperwork	noun	the part of a job that involves writing documents and completing forms
party	noun	a group of people involved in an activity together
pass	noun	the place where food that is ready for customers is collected by servers
perform	verb	to do a task
performance appraisal/performance review	noun	a method of documenting and evaluating how well an individual does at his/her job
personable	adjective	pleasant, pleasing personality
persuade	verb	to make someone do something or agree with something
pick up	verb	to collect something to learn a new skill
policy	noun	a document that explains a company's way of doing something
prep. (abbreviation of prepare)	verb	to get someone or something ready
prepared	adjective	being ready to do something
priority	noun	something that needs to be completed before other things
procedure	noun	a series of actions that are the official way to do something
process	noun verb	a series of actions that are followed to complete a task to deal officially with a document or request
professional development	noun	training given to employees to develop their knowledge and skills

GLOSSARY

Word	Form	Meaning
profile	noun verb	a short description of someone's life and work experience to describe a person
reference	noun	a letter written by someone to describe you and your performance at work
refuse	verb	to say that you do not want to do something
regulation	noun	a rule that must be followed
reliable	adjective	someone or something that can be trusted
relevant	adjective	relating to a subject or topic in an appropriate way
report	noun verb	a written description of an event to tell someone in authority about a problem; to make an official statement about something
reputation	noun	the opinion that people have about another person
reservation	noun	an arrangement to keep something ready for someone to use later, like booking a table or a hotel room
resolve	verb	to fix a problem
responsibility	noun	something that is your job to do
role	noun	the position of someone in an organization
rush	verb	to move quickly
salad spinner	noun	a utensil that removes water from salad vegetables
sanitized	adjective	clean and free of bacteria
section	noun	a part of something, an area of a building or workplace
self-responsible	adjective	being able to take care of yourself and your responsibilities
self-serve	verb	to collect food yourself
senior	adjective noun	being higher in rank in an organization an elderly person, a senior citizen
service	noun	the period of time when an establishment is serving food

GLOSSARY

Word	Form	Meaning
setting	noun	a working environment the positions of controls on a piece of equipment
shadow	verb	to follow an employee to learn about their job
shift	noun verb	a period of time that employees work to move from one position to another
short-staffed	adjective	not having the necessary amount of employees
showcase	noun verb	an event to show the best qualities of something to show the best qualities of something
side dish	noun	a part of a meal that is served with a main course, customers can often choose from a selection
situation	noun	things that are happening at a specific time
slammed	adjective	very busy, almost too much to do
sous chef	noun	the chef's assistant in the kitchen
spotless	adjective	very clean
solve	verb	to fix a problem or situation
standard	noun	a rule that should be obeyed
station	noun	a specific place used for a specific type of work
stock	noun	supplies
stock up	verb	to build a supply of something
strict	adjective	following rules very exactly
structure	noun	the way that a business or building is organized
supervisor	noun	a person who oversees the work of other people
surface	noun	the top part of something
task	noun	a piece of work to complete
tone	noun	the feeling or emotion that someone expresses in their voice
track	verb	to follow, to keep a record of actions

GLOSSARY

Word	Form	Meaning
transfer	noun	the movement of something or someone from one place to another
	verb	to move something or someone from one place to another
unsafe	adjective	not safe
urgent	adjective	needing attention right now, before anything else
utensil	noun	a tool used to eat, prepare or serve food
versatile	adjective	being able to do many different things, to change easily from one activity to another
walk-in	adjective	large enough for a person to walk around inside
	noun	a refrigerated storage room