

COMMON GROUND

ENGLISH IN THE WORKPLACE



NorQuest | CENTRE FOR EXCELLENCE IN
COLLEGE **INTERCULTURAL EDUCATION**

TRAINING MANUAL

Acknowledgements

Douglas Parsons and **Paul Holmes**,
the *Common Ground* project team, would like
to express appreciation to:

The Centre for Excellence in Intercultural Education
(NorQuest College) for lending their individual
skills, ideas, and support throughout the various
development stages of the project: Karen Berg, Todd
Odgers, Cheryl Whitelaw, Darcy McDonald, Erin Waugh,
Jaimy Miller, Jake Evans, Sarah Apedaile, Kim Kearns,
Holly Stanisky, Kerry Louw and Val Palladino;

Carolyn Dieleman for her labour market insights
and project support (as Manager, Language Training
Programs for Alberta Employment and Immigration);

Anna DeLuca, Dean of Language Training and
Adult Literacy for NorQuest College, for her useful
suggestions and insight into the future of the
Common Ground project;

Deanna Kiss, Sandy McIntosh, Carol Oczkowska,
Bill Thompson, Jeremy Derksen and
Backstreet Communications for their editing and
formatting of the project;

Andrea Kaiser for illustrating the idioms in this guide;
Nick Croken for photography;

Karen Hammond, Julie Salembier, Doug Gregory,
Berniece Gowan, Carolyn Kent, Lorene Anderson, Sherry
McCall, Kara Chwaklinski, Tom Jiry, Judy Bortnik, Leah
Poetzsch, Jaret Meade, and Violet Poon for providing
valuable feedback to the content;

The staff and employees of Supreme International,
Sepallo Foods, The Little Potato Company, and the
Days Inn for piloting *Common Ground* at their sites.

SPECIAL ACKNOWLEDGEMENTS

The Centre for Excellence in Intercultural Education
(NorQuest College) would like to express its
appreciation to Alberta Employment and Immigration
for its support throughout this project and for its
ongoing commitment to enhancing workplace language
development programs in Alberta.

There are individuals in every field who are trailblazers
– those who bring the imagined into reality. The Centre
for Excellence in Intercultural Education was fortunate
to be associated with a true trailblazer in the field
of ESL and the delivery of ESL to the rural centres of
Alberta. **Dawn Seabrook-DeVargas** championed for the
resource you have in your hands. Thank you Dawn, for
everything – you are greatly missed!

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The Centre for Excellence in Intercultural Education

Excellence through innovative intercultural solutions

Our mission

The NorQuest College Centre for Excellence in Intercultural Education transforms communities and organizations through customized, innovative and practical intercultural training grounded in evidence-based research. We achieve this by building strong collaborative partnerships with our clients and stakeholders.

Our vision

We are regionally and nationally recognized as a leader in integrated intercultural solutions for the community and the workplace.

Our values

Our values guide the development and growth of the Centre and align closely with the business model principles of NorQuest College.

Leading

We are responsive to emerging trends and current realities, and generate fresh approaches and opportunities for our clients and stakeholders.

Transformative

Our innovative approach integrates intercultural and language training to build community and organizational capacity through changed behaviour and expanded world views.

Practical

We generate realistic solutions and perspectives that improve the effectiveness and quality of our clients' professional and social lives.

Evidence-based

Our approach produces outcomes through the integration of applied research and customized training.

Sustainable

We offer solutions that last by building community and corporate capacity.

Collaborative

Solutions are meaningful to our clients and stakeholders, and appropriate to their specific situations.

MODULES

EWP Guide

General Learning Outcomes

In this course, the learner will:

- understand Canadian safety policy specific to the workplace
- practice pronunciation clarity for the workplace
- learn about working in a multicultural organization
- expand industry-specific and idiomatic vocabulary

Modules One through Ten

Safety	Pronunciation Clarity	Intercultural Awareness	Conversation How-To
Introduction	Introduction	Introduction	Introduction
Injury and Accident Reporting	Speed	What is Culture?	How to Correctly Interrupt a Conversation
Hazards at Work	Pause	What is Culture Shock?	How to Make a Request
Personal Protective Equipment	Multi-Syllable Words	Concept of Time	How to Clarify Instructions or Directions
Fire Safety	Sentence Stress	Understanding Small Talk	How to Make an Apology or Excuse
WHMIS and MSDS	Conciseness vs. Wordiness	Direct vs. Indirect Communication	How to Make a Suggestion
Emergency Responses	Interjections	Unwritten Rules of Behaviour	How to Ask For and Give an Opinion
Electrical Safety	Stop Consonants	Possible Conflict in Communication	How to Agree or Disagree
Working in a Confined Space	Volume	Hierarchy	How to Complain
Employer and Employee Responsibilities	Two-Minute Presentation	Multicultural Teams	How to Handle Conflict



MODULE ONE

Introduction

The first module is an introduction to the *Common Ground* course. The layout for the Introduction module differs from Modules 2 through 10 as your initial class(es) serve to create a classroom environment that is welcoming to all. Group work, pair work, and classroom discussion are included in all modules. The first few classes will allow you to create the learning rules you hope to have perfected by the end of the instruction.

Take the time to know your students. Learn their styles, their strengths and their challenges, and decide how you can use this knowledge to create a positive learning climate.

Allow time for praise and making sure the learners' thoughts are valued while at the same time respecting cultural boundaries and learners' personal decisions.

Suggested Activities

Listed in the first module are a number of suggested activities. These are but a few of the many icebreakers you can use. The aim of the welcoming activities is for you to get to know your students in a learning environment, for the students to know more about each other, and to create a welcoming atmosphere in the

classroom. Icebreakers that are included in Module One can be used to begin every class you teach in any of the remaining modules.

Activity 1: Asking Questions (Group)

The purpose of this activity is to have the students circulate around the room to ask each other everyday questions. The students will gain information about their classmates and you will witness which students actively participate and which simply "go through the motions."

It is a good idea to demonstrate the proper way of asking questions. Questions should start with the basic "Do you...?" or "Have you...?" beginning. Students will write the name of the student they interviewed and that person's answer in the space provided on the sheet.

Example:

- | | |
|----------------|-------------------------------------|
| Have a pet? | Speak two languages? |
| Have children? | Watch hockey? |
| Own a car? | Visited another province in Canada? |
| Like winter? | Enjoy listening to music? |
| Whistle? | Enjoy cooking? |
| Gone skating? | Have a brother or sister? |

Activity 2: Asking Questions (Pairs)

For this activity, pair the students. The students in each pair will take turns asking each other questions. The questions will allow the students to get to know each other better while giving you the chance to circulate around the classroom to witness their language levels.

Do some individuals have difficulty with certain words? Is one person in the pair doing all the work?

Here are a few examples of questions:

What is your name?
Where do you live?
How long have you lived here?
What time is it?
What do you want to learn in this class?
What is the weather like today?
What do you like to do for fun?

Activity 3 – Brainstorming

As a class, or in small groups, the students will brainstorm ideas concerning various topics. The purpose of this activity is to establish what the learners know about a topic and what additional information is needed. It is important to stress when brainstorming that all ideas are useful and will not be criticized. The words and/or ideas are to be written on the board or on a flip chart and can be reviewed by reading the words aloud while practicing correct pronunciation. Topics are general in nature and should be of interest to the employee (food, weather, children).

Activity 4 – Cultural "Oops"

Guide the learners in the class in a discussion about times when they made mistakes with language or made social errors. In order to elicit conversation, the learners will need to feel comfortable. If there is more than one cultural group in your class, ask if a particular mistake made in Canada would be considered a mistake in another country. For example: In some cultures burping after a meal is considered a sign to the cook that the food was very good (a sign of respect); however, in Alberta, burping is usually considered disgusting. Discussion of these topics allows for listeners to learn similarities and differences they have with others around them.

Activity 5 – Similarities and Differences

In small groups, have the learners say something that makes them different from everyone in their group (for example, the student may have three sisters). The group must identify at least one difference per student for everyone in their group. After completing this task, have the same group decide in what ways everyone in the group is the same.

As a larger discussion, ask the class if they found it more difficult to come up with differences or similarities. Why?

Activity 6 – Guess the Letter – Guess the Word!

Write a message with vocabulary words missing (or, for lower levels, remove only some letters from the vocabulary words). Read the message together and have the students guess the missing words. For lower levels, write the alphabet across the top of the board and cross off the letters as they are selected by the students (similar to Wheel of Fortune).

After a few welcoming activities, the learners will be more comfortable about what will be offered to them in the *Common Ground* course. In this introductory section you will be more formal in your delivery.

This is the time when you can:

Talk about how *Common Ground* came to be at the worksite, the intended goals, where the students fit in with the course and how this program will help support them at the worksite.

Cover attendance expectations and the implications for unjustified absences. As this is an English in the Workplace program, attendance and absenteeism should match the company's rules regarding these matters. Create an attendance sheet.

Briefly describe the topics that will be discussed and the reasons why what they're learning is important to them and to the company.

Add any explanations you feel the learners require to make the introduction of the *Common Ground* course as complete as possible.

Classroom Rules

This is the time to set rules. You will have a few rules that you feel are important; however, keep your own list short and enforceable. The purpose of creating a welcoming classroom is to have the learners be involved in creating the atmosphere.

Separate students into small groups. With the use of flip chart paper and felt pens, ask the students to consider what rules they expect to abide by in the classroom. Have one student per group write down the answers.

Next, have the students post their paper on the wall. Students will circulate around the room to read what others have decided are good classroom rules. Then, read out loud the statements on the posters and put a check mark beside the rules everyone agrees upon. Some rules will be similar to each other... clarify with the group if their intended meaning was the same.

Now is the time for you to bring up your own ideas about the classroom suggestions. If the students agree, add these ideas to the poster. Once the rules of the classroom have been agreed upon, leave the rules visible in the classroom. They can be referred to if an issue comes up.

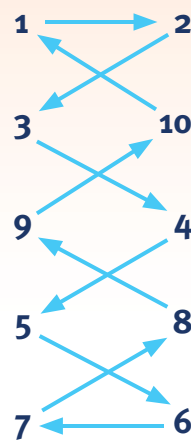
What do you do if a student is late for class?

Having a student late for class can greatly disrupt the flow and timing of your lesson. Students should be aware of what happens if they are late for class. There may be consequences from a company standpoint regarding this issue, so be sure to clarify with the company if there are rules in place regarding lateness.

Icebreakers

It will be important to begin your classes with icebreakers or instructions that establish a routine. Students who are late for class should be able to quickly understand what to do without your having to repeat the explanation.

Lace Up



One way to begin a class is called a "Lace up". For this activity, line students up in two rows opposite each other. Weaker students should be in the first few spaces. The strongest students should be in the last few spaces, with the average students in the middle.

Student #1 asks a question of student #2. Student #2 answers the question, then asks a question of Student #3. This continues until everyone has been asked a question and has given a response.

Alternatively, you may want to begin the class with a question-and-answer period in which students can ask you questions. Or, the class can begin with students sharing interesting stories about what has happened to them recently. With this type of beginning you must be sure to keep the discussion to a time limit. In addition, you may find the same storytellers speaking every week. It is essential that all students have the opportunity to express themselves.

General Discussion Questions/Prompts

For your first few classes you will need to gather information about your students. The following is a list of questions that can be asked of the whole class or in separate groups. If you place the learners in a group, have them offer each other suggestions and then share with the rest of the class.

Why do you want to improve your English?

- What do you think is easy to say in English?
- What do you think is difficult to say in English?
- How long did it take you to learn your first language?
- How long does it take for a Canadian-born person to learn English?

The learners can answer true or false statements. These statements can be used for discussion.

- If you speak English quickly, it means you are an advanced communicator. *False*
- All languages have words with more than one syllable. *False*
- If you master a second language you will lose some of your first language. *False*
- I use English in more than half of my daily activities (including at home). *Personal answer*

- At least 50 per cent of the time, I have to translate from my first language into English. *Personal answer*

There are a number of other activities (icebreakers) that can be used during your first sessions with the learners. On pages 100 to 102 of the *Common Ground English in the Workplace Training Manual* are further activity ideas that can be used throughout each module. Be flexible, and do not be afraid to try new ways of teaching!

Why are Journals useful in an EWP course?

Journals have a number of benefits for the learner and the facilitator. The benefits include:

Self Reflection

- quiet time
- summarizing
- diagnosis aids and feedback for the teacher
- reinforcement of key concepts
- pulling out relevant learning
- paraphrasing
- discipline for writing practice
- validation of thoughts and feelings

A journal should have a structure to it.

Use the following as a structure to the employee’s reflective journals:

- "Something I learned today was..."
- "Something I felt..."
- "Something I need to work on..."
- "I need to practice... "
- "Today I learned that"... (not how)"
- "Today I felt..."
- "Today I discovered I need to learn..."

Persistence is more important than intelligence. It is not a matter of IF, but WHEN.

How can I use journals in the class to benefit the employee’s learning?

MODULE TWO

Safety

Injury and Accident Reporting

The purpose of this exercise is to emphasize that both the employer and the employee are responsible for workplace safety. Some employees will come from countries that do not have the formal rules and regulations that are found in Alberta. It is important to explain what to do if an injury or an accident takes place at the worksite.

Suggested Activities or Questions to Ask

- Where do you go to receive help if there is an injury or accident?
- Who do you talk to when you or someone else needs help?
- What is safety?
- What is an accident? What is an incident? Discuss the difference between an accident and an incident at the worksite.
- If you were injured at work, how would your life change?
- Have the employees complete the following sentence: "Personal safety is important because..."

Through the use of Safety at Work posters, discuss the following safe work practices in a "hands on" setting:

- taking the time to do the job right
- following directions carefully
- wearing PPE (Personal Protective Equipment)
- reporting unsafe conditions to the supervisor (If conditions are dangerous, the employee has the right to refuse.)
- remembering to use safety features on machines
- asking questions for information or clarification
- keeping your workspace clean and tidy

Resources of Note

- Work Safe Alberta: <http://employment.alberta.ca>
- Workers' Compensation Board: www.wcb.ab.ca
- Alberta Learning Information Service: www.alis.gov.ab.ca
- www.worksafely.org

Booklets available online:

- *Developing a First Aid Plan*
- *Safe Operating Procedures for Seismic Drilling*
- *Safe Work Permits*
- *Securing Pipe and Other Cargo on Vehicle*

Additional facilitator resource:

www.alis.gov.ab.ca/pdf/cshop/xtremesafety.pdf



Injury and Accident Reporting

It is very important to report accidents at work. Reporting an injury or an accident will save lives. You need to tell the supervisor if there is a fire, accident or safety problem. Your company has a plan for fire, leaks, and other safety problems in your workplace.

- **Report an accident, event or problem.**
- **Tell the lead hand or the supervisor what is wrong.**
- **Know the emergency plan!**
- **Have your injuries treated as soon as possible (ASAP).**

Fill out an accident form.

1. What are the safety rules of your workplace?

2. Have you ever had an accident at work? Have you ever seen an accident at work? What did you do?

Pronunciation Clarity

Speed

Speed is how fast you speak English. Although English speakers may sound like fast speakers to a second-language learner, they are usually slower than you think. English sounds fast to second-language learners because their listening skills need to become better with time. Some people think that speaking quickly makes their English sound better, but it often has the opposite effect. The more control you have over your how fast you talk, the better everyone will understand you.

For the newcomer to Alberta, it is most important to stress clarity, not proficiency. Many other languages are spoken two or three times as fast as English. Clarity can be described as "don't complicate it if you don't need to." The best way to communicate with a Canadian is to take difficult ideas and make them simple. It is not important to have the largest vocabulary, but rather enough vocabulary to express yourself clearly and in a simple manner. Speed can hinder clarity, especially when the non-native speaker speaks fast in order to "cover up" grammatical errors.

Emotions are a big part of speaking. We can read emotions through a person's body language or the expressions on his/her face. Emotions affect speed. Speaking can get faster or slower depending on the emotions of the speaker.

Suggested Activities and Questions

1. Write one sentence on the board and have the learners translate the sentence into their own languages. Ask them to read the two sentences out loud and point out to them how fast they talk in their language. Also, you can demonstrate how to speak with a soft or fast voice, as well as the importance of pause. By doing this type of exercise you are validating their own languages, which creates buy-in for the class.
2. Have the learners sit back to back, pretending to be talking on the telephone. In this exercise you are not able to use facial expressions or hand gestures to make your points come across.

By slowing down, the learners will be able to communicate with their partners. Have one person do the talking about any appropriate subject. While listening, the partner is not allowed to interrupt or ask for clarification. Next, have the partner repeat what he/she heard. This could be an eyeopening exercise for those who believe that talking quickly means credibility in the English language.

3. Listening to taped radio broadcasts in the classroom will bring forth the idea of speed and clarity. Use a spoken clip from the CBC and compare and contrast the language used with a clip from a hard rock radio station. Listening to brief clips of both will bring up ideas of speed and clarity for the learner. The purpose of this exercise is to show that speed does not equal proficiency.

Discuss the following questions with the class.

- When someone doesn't understand you and you have to repeat yourself, is it frustrating? Why?
- When you repeat yourself, do you slow down your speaking?
- As a listener, do you have problems listening to and understanding non-native speakers or native speakers who speak too quickly?



Pronunciation Clarity – Speed

Speed is how fast you speak in English. But speaking fast in English does not mean your English is perfect! People will not understand you if you speak too quickly.

English speakers may sound fast to you, but they speak slower than you think. Your listening skills will become better with more practice and time.

It is important to slow down and say the entire word. It is not a race!

Practice

Workplace Words to Practise

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Intercultural Awareness

What is Culture?

To include intercultural education as part of your English in the workplace program, you will need to begin with a common understanding of the notion of culture.

Culture is the different ways in which groups of people act in order to make a society. Culture is the shared beliefs and values of a group of people, our learned way of doing things. It is what we think, are taught, feel and do in a given situation. For example, Germans usually speak directly about what they don't like but the Chinese often speak more indirectly and do not always say what they dislike with words – they may use silence. This is not always true about all Germans and Chinese, so we call it a tendency. These cultural facts cannot always be true about every German or Chinese person because there are also differences between men and women, older and younger people, different personalities, English skills and how people act in different workplaces. No two people are the same.

Culture shapes the way we see the world. For example, a smile in Japan does not always mean the same thing in Russia or Canada. When we interact with people from our own culture, we are aware of the "rules" that guide standards for behaviour. However, when we talk and work with people who have been raised in a

different country, difficulties often arise because we do not always share the same standards. For example, hard work is important to all cultures, but is measured differently by all.

Culture can be compared to an iceberg. An iceberg has a visible section above the waterline, and a larger, invisible section below the waterline. Culture has some aspects that are observable (for example: food, language and holidays) and others that can only be suspected or imagined (for example: communication style, teamwork expectations and concept of time). Like an iceberg, the part of culture that is visible (observable behaviour) is only a small part of a much bigger whole.

Our behaviour is a direct result of what we believe in and value. My behaviour makes sense to me, and yours does to you and others in your culture. Discussing similarities and differences in culture is important as it leads to mutual respect between cultures.

For immigrants, understanding Canadian workplace culture is a huge responsibility. Discussing topics like their cultural understandings of time, hierarchy, belonging to community and verbal/non-verbal communication is a good way to build trust. It creates a way to talk about the norms that are unique to your Canadian workplace culture.

The learner page is designed for the learners to compare and contrast different aspects of their culture to what they have found here in Alberta. For some of the

learners, Canadian culture may be very similar to what they have experienced at home, whereas other cultures will face dramatic differences. From listening to their answers, you will be able to follow up on their ideas with further questions allowing them to answer with greater clarity.

Some further probing questions would include:

- Where did you learn the rules about gender and family roles? How do your cultural rules compare or contrast with Canadian ideals or those of your classmates?
- What part of Canadian culture has been the easiest for you to relate to?
- What are some aspects about your culture that you feel everyone should know about?



Idioms

On the following page you will find an idiom illustration for "An accident waiting to happen". Enlarge the idiom illustration and use the drawing to discuss language, context and the potential hazards shown within the picture. The illustration can be used to introduce vocabulary (workplace and non-workplace) as well as story starters. It has the sentence and definition written down on the learners' handout. Have the students tell you if they have a similar idiom in their language. Space is provided on the learner handout for them to write their replies.

An accident waiting to happen

Sentence: Because of the speed at which workers drive into the parking lot, there's an accident waiting to happen.

Definition: A dangerous situation in which an accident is likely to occur.

After discussion and explanation of the illustration, have the students write down the meaning of more idioms they will encounter at the worksite. Space is provided on their handout to write out what the idiom means in their own words.

The idioms below are a small sample of the many we use every day. What are common idiomatic sayings that are used at your worksite? Include these idioms in your teachings in addition to (or to replace) what is found here. The employees may not be able to identify an idiom and may come back with slang or nothing. Idioms are generally one of the last things that ESL learners will be comfortable with and be able to use – they are the hardest to understand and produce. You may need to give a lot of guidance.

Don't stick your neck out

Sentence: Don't stick your neck out if you don't want to cause trouble!

Definition: Do not take a risk.

Out of the blue

Sentence: The new job came out of the blue.

Definition: No one was expecting it.

Cost an arm and a leg

Sentence: The new equipment for the worksite cost an arm and a leg.

Definition: Very expensive

A long face

Sentence: Why do you have such a long face?

Definition: Unhappy expression

Activity Suggestion

Assign one or two idioms for pairs or small groups and have them decide on the meanings. After an appropriate length of time, have each group present their interpretation of the meaning.



Idioms

An accident waiting to happen

Sentence: "Look at the speed at which workers drive into the parking lot! There's an accident waiting to happen."

Definition: A dangerous situation where there is a good chance that an accident will happen.

Is there a similar saying in your own language?

Yes No

What is it?

What words can you think of to describe what is happening in the picture?



Idiom: _____

Sentence: _____

Definition: _____

In your own language? _____

Conversation How-To

How to Correctly Interrupt a Conversation

If and how one chooses to interrupt a conversation can be quite different from culture to culture. Learning how to interrupt politely in the Alberta workplace is vital for success. There may be employees at the worksite who will "barge in" to a conversation at inappropriate times or you may have employees who will stand quietly to the side waiting to be invited to take part in the conversation. This is cultural, and these people have had previous success with this method. To them this is the correct way.

Questions you may ask when you introduce the topic include:

- What are some reasons for interrupting?
- When would it be appropriate to interrupt someone?
- Do you know how to interrupt your supervisor if you have a question?
- What are polite and impolite ways to interrupt someone in your first language or in your country?
- What do you think is an impolite interruption?
- How do you interrupt someone in Canada?

There are a number of different ways a person can interrupt a conversation. Some phrases that can be used are:

"Sorry for interrupting, but..."
"I'm sorry but I don't understand what you are talking about."
"Oh, before I forget..."
"I don't mean to change the subject, but..."

After the third party has interrupted the conversation and received the information he or she needed, the group can get back on topic by using the following phrases:

"Now as I was saying..."
"Let's get back to..."
"What were we talking about...?"

It will be important to have the phrases for interrupting posted in the classroom for everyone to read. If there is time available, change roles and scenarios.

Role-Playing

Separate your class into groups of three or four. Assign situations and roles to the students in the groups. Have two students begin a conversation, then have another group member interrupt. Assign the learners an appropriate length of time to create their conversation and have the third group member appropriately interrupt the conversation. If there is time, have the students demonstrate their role play in front of the class (if they are comfortable doing so).

Listed here are suggested scenarios. Modify and adapt these scenarios to fit the company for which the employees work.

A.	Two workers at the coffee machine are discussing their past weekend activities. You need to interrupt to get direction about a job that is due within the hour.
B.	Your boss has his/her back to you and is working. You need to interrupt him/her to get clarification about some work due later in the morning.
C.	A staff member is monopolizing the discussion during a staff meeting. You want to make a point by interrupting him/her.

How to Correctly Interrupt a Conversation

There are some correct ways to interrupt two people when they are having a conversation. Remember to be friendly with your voice. Do not make demands (demands means saying what you want in a rude way)!

Here are some phrases to use when you need to interrupt a conversation:

"Sorry for interrupting, but..."	"I'm sorry but I don't understand what you are talking about."
"Oh, before I forget..."	"I don't mean to change the subject, but..."

Role Play

You will be placed in groups of 3. Two people will be having a conversation. The third person in your group will interrupt the conversation.

After the third person gets the information they need, it is important to continue the conversation that the two group members were having before. They can do this by saying:

"Now as I was saying..."	"Let's get back to..."	"What were we talking about... ?"
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1. How do people interrupt a conversation in Alberta?

2. How do people interrupt a conversation in your country?

MODULE THREE

Safety

Safety and Hazards at Work

All work can be dangerous and the responsibility is on both the employer and employee to recognize hazards at the worksite. Statistics have shown that most injuries occur during the first six months on the job. Proper orientation, training and retraining are vital for proper safety on the job.

It is important to be able to identify hazards. This will enable employees to control hazards and lessen the risk of injury or death.

There are five types of hazards to be aware of at the worksite:

1. Chemical
2. Biological
3. Physical
4. Psychological (stress)
5. Ergonomic (tools/equipment)

Suggested activities or questions to ask

1. Define "hazard." (Any action that could cause an accident)
2. Define "safety." (Freedom from harm, danger or loss)
3. Ask questions about how to maintain health and safety at their company.
4. Have the employee complete an assessment of hazards found at the worksite and/or at home. As a class or one-on-one, develop a list of hazards at

the worksite, identify the risk for each factor, and discuss what can be done to reduce or eliminate the concern.

5. Discuss safety training, specifically difficulties workers face when they are given new materials. What strategies can the learners use in order to get the most out of their training?
6. Discuss who is responsible for health and safety at the workplace.
7. Reading posters, graphs, tables, and charts for essential information is important. Through the use of visuals, practice reading. Have the learners compare and contrast statements to describe the information.
8. Discuss the colours that are used on signs for safety, warnings and hazards.

Additional Safety Resources

- www.safecanada.ca
- Alberta Employment, Immigration and Industry
- Chemical Hazards – Gases, Liquids, and Dusts
- Ammonia at the Work Site
- Asbestos at the Work Site
- Carbon Monoxide at the Work Site
- Handling Sulphur
- Hydrogen Sulphide at the Work Site
- Lead in the Workplace
- Solvents at the Work Site



Safety and Hazards at Work

Work can be dangerous. You can be injured at work, but your company has a plan in place to keep you safe. No one wants you to be injured. There are rules at your worksite to keep you as safe as possible. Be sure to follow the rules at all times! If you don't understand the rules, ask your supervisor.

- All accidents can be avoided.
- Check that the equipment works properly.
- Be careful with chemicals and blood.
- Dress "in layers" for the cold.
- Workplace safety programs help prevent worker injury.
- Label and store chemicals properly.
- Be cautious. All work can be dangerous.
- You must be told of any dangers on the job site.

1. What is a hazard?

2. What are the different types of hazards?

3. What should you do if you see a hazard?

Pronunciation Clarity

Pause

Pausing refers to the short stops between ideas in a sentence. When you read a sentence in English you pause at commas and periods. Reading without pausing at commas and periods is like driving through a red light or a stop sign. English speakers always pause when they are speaking. Other languages may be spoken faster or slower, affecting where pauses are placed in a sentence.

Pausing shows the listener which ideas are most important. In English, we pause between thought groups (ideas). If you speak without pausing, your listener will not be able to follow your ideas. Many non-native speakers pause in the wrong place because they are still translating in their minds. The idea behind this lesson is to identify that pauses are needed. Appropriate pause will cut down on speed as well as bring greater clarity to the speaker's message.

Pausing means silence. Although the idea of interjections is discussed in another module, it would be good to mention that interjections (um, mmm, uh) can be very distracting to the listener. Interjections can take away from the intended message.

Suggested Activities

1. Write a series of workplace-related sentences on the board. As a class, have the learners identify where the pause should occur in each sentence.

For example:

Should we meet now/ or after the break?

When operating machinery / think of the noise level, / safety / and clean up.

English sentences must have good speed, / pause / and volume.

2. Give the learners a short piece of text or workplace material to read. Working in pairs, the partners will identify where the pauses should be. Then, one person will read a section to the

other and the second person will repeat what he/she has heard. The emphasis here is on clarity. Remember to keep the text short and to the point.

3. Have Student A read aloud to Student B. Student B marks where Student A pauses. Switch. Then go over it together on the board. Did the students stop in the right spots? Was the intended message given clearly?
4. Write a group of phone numbers on the whiteboard and have the students read them aloud. Look for where they put the pause. Explain that English speakers speak in 'thought groups' in order to express themselves. For example, 7805553456 should be 780 (pause) 555 (pause) 3456.

Further Discussion

Have the students answer the following statements with a true or false answer. Their answers may lead to discussion in the classroom.

1. When I read in English I pause at commas and periods.
2. Commas and periods frame the writer's ideas.
3. Reading without pausing at commas and periods is like driving through a red light or a stop sign.
3. Pausing is important in both reading and speaking.
4. *Listening* for pause is the first step in improving my use of pause when speaking.

Intercultural Awareness

Culture Shock

The most important things to remember when talking about "culture shock" are helping the employee understand the concept and reassuring them that the process is "normal." Every newcomer will go through different emotions when first arriving in Canada. It can take up to four or five years for a newcomer to feel comfortable living in their new environment. The process is not a quick one.

The process of adjusting to a new culture can be very different from one person to the next. Adapting to life in Alberta may take more or less time for one new Canadian than for another. Many new Canadians go through a period of personal frustration or disenchantment with their new environment, known as cultural transition or "culture shock." This is a normal part of adapting to a new place. Culture shock is a feeling we get when we are trying to learn the "unwritten rules" or expectations of a new culture.

Although new Albertans' experiences may vary, these are the typical stages of cultural transition:

1. **Honeymoon stage:** When new Canadians first arrive, they may experience exhilaration, anticipation, nervousness and excitement. Settling in to a new country takes a significant amount of time and energy.
2. **Hostility stage:** After some time, they may begin to notice annoying details about their new environment. It may seem as if people here don't understand them or have difficulty understanding them. They may feel frustrated or depressed when they have trouble communicating or getting things done in the way they are used to. They might wish things could be as they are at home. Usually these feelings will fade.
3. **Acceptance stage:** After some time, they may start to appreciate the differences between their home country and their new environment. They may regain a sense of humour and feel more balanced.

4. **Adaptation stage:** Eventually, they may begin to feel at home and find greater satisfaction personally and in their work.

Talking about difficulty in adapting to Canada is a very difficult conversation for newcomers. No one wants to admit they are feeling weak, especially if they fear their answer could be used against them in any way. Building trust will go a long way to having your learners answer truthfully in a safe environment. Talk about coping with cultural transition. Here are some tips to discuss:

- give time to adjust to the new environment
- get involved in clubs and activities to meet new people and make friends faster
- talk with other new Albertans about cultural transition and see how many others have had similar experiences

Further questions you can ask include:

- Imagine you are going to the airport to pick up someone from another country. What advice would you have for him/her?
- Imagine you were being picked up at the airport in someone else's country. What questions would you have for him/her?
- What is one thing you would bring back to your home country from Canada?

Suggested Activity

Have students stand up and look at each other for 30 seconds, making note of details about their appearance. Students turn back to back and change one thing. The students will turn to face each other again and try to identify the change in their partner. Discuss expectations, stressing that the students should not expect too much of themselves. Integration does not mean they have to change everything about themselves. Instead, they should concentrate on what's most important for success.

What is Culture Shock?

It will take you time to get used to living in Alberta. Life in Alberta is very different from what you are used to. There will be times when you are happy, sad or even angry. All these emotions are normal to have.

Here are the different stages that most newcomers go through. Which stage do you think you are in?

Stage 1 – You feel excited, nervous and hopeful about being in Canada

Stage 2 – You feel anger; you don't understand many things; you feel frustrated and depressed.

Stage 3 – You understand differences between your culture and here, and you accept your new life.

Stage 4 – You feel at home in Alberta, feel satisfied and you are happy living here.

I think I am in Stage [___] because _____

1. What things have you enjoyed about living in Alberta?

2. In what ways is living in Alberta different than living in your country?

Idioms

On the following page you will find an idiom illustration for "Race Against the Clock". Enlarge the idiom illustration and use the drawing to discuss language, context, and the potential hazards shown in the picture. The illustration can be used to introduce vocabulary (workplace and non-workplace) as well as story starters. It has the sentence and definition written down on the learner handout. Have the students tell you if they have a similar idiom in their language. Space is provided on the learner handout for them to write their reply.

Race against the clock

Sentence: It will be a race against the clock to finish our lunch before the meeting begins.

Definition: Will have to go quickly to finish

After discussing and explaining the illustration, have the students write down the meaning of more idioms they will encounter at the worksite. Space is provided on their handout to write what the idiom means in their own words. The idioms below are a small sample of the many we use every day. What are common idiomatic sayings used at your worksite? Include these idioms in your teachings in addition to (or to replace) what is found here.

Down to earth

Sentence: The teacher was very down to earth with us.

Definition: Sensible

Once in a blue moon

Sentence: Once in a blue moon I eat chicken.

Definition: Very rarely

Pain in the neck

Sentence: It was a pain in the neck trying to open the box until I found the key.

Definition: Something troublesome

To see eye to eye

Sentence: My work team sees eye to eye with each other.

Definition: To agree on something

Activity Suggestion

Matching Idiom to Definition

Photocopy the idioms and their definitions on two different colours of paper. In pairs or groups, the students "race" to match the idioms with their meanings.



Idioms

Race against the clock

Sentence: It will be a race against the clock to finish our lunch before the meeting begins.

Definition: Will have to go quickly to finish on time

Is there a similar saying in your own language?

Yes No

1. What is it?

2. What words can you think of to describe what is happening in the picture?



Idiom: _____

Sentence: _____

Definition: _____

In your own language? _____

Conversation How-To

How to Make a Request

It is important for all new Canadians to learn how to make requests in English. Often newcomers are reluctant to make requests for fear of losing face. Also, women from more traditional cultural backgrounds might feel it is not polite to make requests that should be made by their husbands, even for work-related matters. Newcomers may use avoidance strategies or be indirect in their communication style. The interactive nature and the social function and consequences of requests are embedded deeply within culture.

To make a request is not a trivial matter and is often tied up with the new Canadian's survival, wellbeing, and productivity in the workplace. Often, new Canadians will be so indirect in their request that Canadians are not sure what they want. For many new Canadians it is a "facethreatening" act to make a request.

There are a number of different ways a person can make a request. Possible phrases to use when making a request:

Would you mind... ?

Could you (please)... ?

Can you... ?

Is it possible to... ?

Would it be OK if... ?

I was wondering if you could tell me... ?

Role Playing

Separate your class in groups of two or three. Assign situations and roles to the students in each group. Give an appropriate length of time for learners to create a conversation and have one group member appropriately interrupt the conversation to make a request. If there is time, have the students demonstrate their role play in front of the class.

Here are some suggested scenarios. Modify and adapt these scenarios to fit the company for which the employees work.

- | | |
|----|---|
| A. | Have a worker interrupt a conversation to request a work schedule that is better for him. |
| B. | Have workers make a request for respectful behaviour from co-workers. |
| C. | Have workers make a request for a reasonable amount of workspace. |



How to Make a Request

Have you wanted to ask someone for help, but did not know how to begin the conversation?

Remember to be polite! In Canada, you should not make demands. It is important to learn how to make a polite request in English at your worksite.

Here are some possible phrases to use when making a request:

Would you mind... ?	Could you (please)... ?
Can you... ?	Is it possible to... ?
Would it be OK if... ?	I was wondering if you could tell me... ?

1. How do you make a request in Alberta?

2. How do you make a request in your country?

MODULE FOUR

Safety

Personal Protective Equipment (PPE)

Personal Protective Equipment (PPE) is equipment used to reduce injuries from hazards. PPE can protect eyes, head, feet, ears, arms, legs, air passages and lungs. PPE includes gloves, goggles, respirators, hearing protection, foot protection and hard hats. Statistics have shown that about half of all workplace injuries are to the head, eyes, feet, hands or face.

Suggested Activities or Questions to Ask

1. Have the employee record the PPE they see being used at the worksite. As a class, list all the PPE the learners have seen.

How and where was it used? How was it maintained?

2. Compile catalogues of PPE available from companies that supply safety equipment. Compare and contrast the uses of similar items.

What would be the advantages? What would be the disadvantages?

3. Show the PPE and how it is worn. Explain the purpose for wearing the PPE.
4. Invite a safety supply representative, safety rep, HR person from the company or a volunteer from a local fire department to come in and demonstrate safety equipment.

Additional Safety Resources

- Canadian Centre for Occupational Health and Safety: www.ccohs.ca
- Safety World: www.safetyworld.com
- Work Safe Alberta: <http://employment.alberta.ca>

Find these booklets:

- Eye Injury Prevention in Industry — Standards for Protective Eyewear
- Guideline for the Development of a Code of Practice for Respiratory Protective Equipment
- Protective Headwear and Turbans
- Respiratory Protective Equipment: An Employer's Guide



Pronunciation Clarity

Multi-Syllable Words

The 11 most commonly used words in English make up 25 per cent of all communication. These words are: I, you, the, a, and, to, is, it, that, of, in. Other studies indicate that the 50 most commonly used words in English are all one syllable. The simplest word is often the best word to use.

Many words in English have Germanic, Latin, and Greek roots; so the words are longer than in many other languages. Many ESL learners find it "out of character" to say such long words, so they drop middle syllables when they speak. Some people don't understand this, especially if they come from cultures in which speed and a broad vocabulary are used to impress or persuade. For example, many newcomers assume that an impressive vocabulary and rapid speech establish credibility in Canada and don't realize that, since the opposite is true, it can actually damage their standing among peers and clients. To complicate matters, many other languages are spoken somewhat faster than English. Put two and two together and you have very fast incomprehensible speech or quite wordy or unclear speech.

When you speak, be careful to pronounce all the syllables in a word. Often learners drop the middle syllable because the word "feels" too long or the learner speaks English too fast. Canadians value clear speaking and simple words. Word endings carry meaning so it is important not to drop the 's' at the end of a word or the -ed sounds (t, d, -ed).

Discussion Questions

Have students answer the following statements with a true or false answer. Discussion can be based on the answers given.

- If you speak English quickly, it means you are an advanced communicator. *False*
- All languages have words with more than one syllable. *False*

- Every syllable in an English word has the same stress. *False*
- If the stress of a word is incorrect, some people may misunderstand the meaning. *True*
- It is important not to drop any syllables when I speak in English. *True*

Your listener will decide whether or not these words are verbs or nouns by the stress you use, so it is very important to stress the correct syllable.

TIP THERE ARE MANY TWO-SYLLABLE WORDS THAT CAN BE BOTH NOUNS AND VERBS.

Here are some of the most common words that can be both a noun and verb:

conduct	present	suspect
object	produce	discount
contest	perfect	protest
reject	survey	



Intercultural Awareness

The Concept of Time

Read the following story (or critical incident), which is an example of people from different cultures not understanding each other.

Antonio is a welder and the quality of his work is the best. Yet, one morning his supervisor tells him that his expressions of frustration whenever he is asked to pick up the pace are causing concern. Antonio explains that the quality of his work is very important to him. He doesn't think it is fair to expect him to do the job in less time. He also states that by rushing jobs, some of the welded engine parts will end up being returned. The supervisor says that this is part of the way things work, and not to be concerned about it – that is why there is a warranty on the parts in the first place. Antonio is NOT WORRIED about keeping schedules. He says, "My job just doesn't match the way I use my time."

Explanation: Canadians look at and value time in the same way as the German, Swiss, and industrialized Asian cultures do. This is different from other cultures, often resulting in confusion and frustration.

Typically, Canadians follow a linear approach to time:

- Canadians do one thing at a time.
- Canadians feel deadlines and schedules are important.
- Canadians are highly time-conscious.

Multi-focus approach to time: (Latin American and Middle Eastern cultures)

- Some cultures are more comfortable with multi- or simultaneous tasking.
- Some cultures emphasize process and group work rather than a focus on working to meet a deadline.
- Some cultures do not feel that punctuality is an issue or is important.

Worksites will experience difficulties regarding the concept of time. Beginning work at 8 a.m. for one

culture means being on the work floor and working by 8 a.m. whereas another culture may see 8 a.m. as the time to arrive and will slowly make it to the floor after that time.

Discussion Questions:

1. What does time mean to you?
2. What are some proverbs about time in your language? Some examples in English are "A stitch in time saves nine," "The early bird catches the worm," and "Time is money."
3. What does "late" mean to you?
4. What do you typically do if you are late?
5. How do you feel when someone keeps you waiting for a long time?
6. Do you find yourself rushing the conversation when you know you have very little time to spend with someone?



The Concept of Time

Albertans do things differently than you may be used to in your own country. Your supervisor will expect you to follow the rules of the company. One of the rules will be how you spend your time at work.

Canadian use of time includes:

- Usually doing one thing at a time.
- Keeping to deadlines and schedules. Time is well organized.
- Beginning work on time. Time is NOT open and flexible.

IMPORTANT IF YOU ARE GOING TO BE LATE FOR WORK OR YOU ARE NOT ABLE TO MEET A DEADLINE, YOU NEED TO PHONE OR SPEAK TO YOUR SUPERVISOR. YOU NEED TO GIVE A GOOD REASON. YOU SHOULD NOT BE WORRIED ABOUT LOSING YOUR JOB IF YOU ARE LATE, BUT BEING LATE MUST NOT BE A HABIT. A HABIT IS SOMETHING THAT HAPPENS A LOT.

1. How is time spent at the workplace in Alberta – is it the same as it was in your country?

2. Do people in Alberta spend their time at work differently than you are used to? In what ways is it different?

Idioms

On the following page you will find an idiom illustration for "Time is Money". Enlarge the idiom illustration and use the drawing to discuss language, context, and the potential hazards shown in the picture. The illustration can be used to introduce vocabulary (workplace and non-workplace) as well as story starters. It has the sentence and definition written down on the learner handout. Have the students tell you if they have a similar idiom in their language. Space is provided on the learner handout for them to write their replies.

Time is money

Sentence: "Time is money – let's not waste time!"

Definition: Time is as valuable as money, so do not waste it.

After discussion and explanation of the illustration, have the learners write down the meaning of more idioms they will encounter at the worksite. Space is provided on their handout to write what the idiom means in their own words. The idioms below are a small sample of the many we use every day. What are common idiomatic sayings that are used at your worksite? Include these idioms in your teachings in addition to (or to replace) what is found here.

On the alert

Sentence: "Be on the alert when you are working on the floor."

Definition: Watchful and prepared for danger, emergency or opportunity.

Keep the ball rolling

Sentence: Let's keep the ball rolling and finish the job before we take a break.

Definition: Continue working

Be on the ball

Sentence: Mary was always on the ball when it came to safety.

Definition: Be aware – be in control of the situation

Bite the bullet

Sentence: John had to bite the bullet when he had to make a decision.

Definition: To make a decision that is painful – hard to make

Suggested Activity

Grab an Idiom

Divide the class into groups and hand out one envelope per group. Each envelope will contain lists of idioms. One person chooses an idiom that has been taught, reads it silently and then states the definition out loud. The group guesses the idiom. The group that correctly answers the most idioms wins.



Conversation How-To

How to Clarify Instructions or Directions

Albertans may communicate more directly than other cultures (but less directly than Americans). Employees, depending on their cultural background, may find their supervisors to be very direct or not very direct in instructions or directions. This can lead to frustration for both the employer and the employee.

New Albertans must not be afraid or ashamed to ask for help. You may discover a "leader" within a given group – someone who does the talking for everyone else. While this may be convenient at the worksite, the purpose of EWP training is to provide language training and confidence to all.

The phrases listed below can be used in asking to clarify instructions or directions.

"I'm sorry, I..."

"Pardon me, but..."

"Could you repeat... "

"Could you say that again please?"

"Excuse me, but..."

"I didn't quite hear..."

Role Playing

Separate your class in groups of two or three. Assign situations and roles to the students in the groups and give them an appropriate length of time to create their conversation. Then, have one group member appropriately interrupt the conversation to ask for clarification of an instruction. If there is time, have the students demonstrate their role play in front of the class.

During the exercise, have one of the employees pretend he/she does not clearly hear the answer to his/her request.

Listed here are suggested scenarios. Modify and adapt these scenarios to fit the company for which the employees work.

- | | |
|----|---|
| A. | Clarify instructions regarding safe use of a new piece of equipment. |
| B. | Clarify a question about when a staff meeting is to take place. |
| C. | Clarify the time to meet the supervisor for the Common Ground lesson. |



How to Clarify Instructions

You must not be shy or afraid to ask for help. To do the job right, it is very important to ask for help at the beginning of a task, not halfway through or at the end. Who is the best person to ask for help? Sometimes it is your supervisor, sometimes it is your co-workers. It is okay to ask more than once. It is better to ask than to get it wrong. If Canadians need to have instructions repeated, they will not be shy to ask.

It is important to know the way to ask for instructions to be explained again. It is also important to ask for directions to be sure you understand.

The phrases listed below can be used in asking to understand instructions or directions.

"I'm sorry, I..."	"Pardon me, but..."	"Could you repeat... "
"Could you say that again please?"	"Excuse me, but..."	"I didn't quite hear..."

1. How do you ask for instructions at work in Alberta?

2. How do you ask for instructions at work in your country?

MODULE FIVE

Safety

Fire Safety in the Workplace

Fire spreads quickly. It can take less than 30 seconds for a small flame to turn into a major fire. The heat of a fire can reach 316 degrees Celsius – three times hotter than boiling water and more dangerous than the flames. Fire uses up air. Breathing smoke and gases can cause you to become sleepy and dazed. Fire prevention can stop unwanted fires. Having an escape plan for work is very important. Every second counts.

Suggested Activities or Questions to Ask

- Contact the plant/shift supervisor or the local fire department and arrange for them to display fire extinguishers and demonstrate how to use them.
- As a class, review the fire policies for the workplace using authentic material. What are the employees to do in case of fire?
- Look at emergency evacuation plans. Do the plans make sense? Where are the escape routes? Is it reasonable and efficient?
- Role play evacuation orders to each other. What is to be done to move someone who is handicapped or injured?
- Have the employees choose one item they would save from their home in case of fire (assuming that all people are safe).
- What is the biggest enemy once a fire starts?

Teach foreign workers how to follow the REACT response model:

Rescue people in danger.

Evacuate the area and meet at the designated meeting area.

Activate the fire alarm system.

Call the fire department.

Try to put out the fire.

If you use a fire extinguisher, follow the PASS method:

Pull the pin on the extinguisher.

Aim the extinguisher nozzle at the base of the flames.

Squeeze the trigger while holding the extinguisher upright.

Sweep the extinguisher nozzle from side to side.

Additional Safety Resources

- Fire Prevention Canada www.firepcan.ca
- Canadian Fire Safety Association www.canadianfiresafety.com
- Work Safe Canada

Go to <http://employment.alberta.ca/whs> to find these publications:

- A Code of Practice for Firefighters
- Application for a Permit to Handle, Prepare and Fire an Explosive
- Combustible Gas Meters—Function Testing
- Appropriate Work Wear for Flash Fire and Explosion Hazards

Fire Safety in the Workplace

Fire spreads quickly. It makes smoke and dangerous gas that is bad for you. Breathing the smoke and gas can make you confused and sleepy. It is easy to panic if there is a fire.

Knowing what to do if there is a fire will help you!

Shout "FIRE" to tell others in the area.	Pull the nearest fire alarm.
Do not use water on a grease, oil or chemical fire.	Shut doors and windows if you have a fire.

If the fire alarm sounds:

Turn off the equipment that you are using.	Leave the building through the nearest fire exit.
Meet in a "designated" area and report to your supervisor.	Wait for an "all clear" signal before going back into the building.

NOTE: Training in how to prevent fires should come before training in how to fight fires.

1. What is the fire escape plan for your worksite?

2. Why is having a fire escape plan important?

Pronunciation Clarity

Sentence Stress

Sentence stress (which is what gives English its rhythm or "beat") is the stress on a word or group of words in a sentence. Spoken English actually sounds like a telegram: the most important words are spoken louder (stressed more) than the other words. Many other languages don't have this pattern. These languages sound almost flat, making it necessary to listen attentively and follow the message carefully. When people speak English without stressing words, it is difficult to follow the message.

Sentence stress (stressing certain content words in a sentence) can be one of the most difficult skills to master.

- Even more difficult is word stress, or stressing certain syllables in a word (e.g., Workshop has two syllables but work has the emphasis. This is important for some words as in "dessert" that you eat and "desert" as in the Sahara.) Teach word stress for words that are job-specific.
- *Note:* Working on speed, pauses and pronouncing words clearly (stop consonants and multi-syllable clarity) should take priority in a short-term English in the Workplace program.

Suggested Activities

1. Telegrams are an excellent way of thinking about sentence stress in English. Telegrams contain only important words and everything that is not important is left out. For example, "Could you send the parcel by airmail, please?" becomes ... "Send parcel airmail." A good way of using the telegram activity is to follow a "Test, Teach, Test" pattern rather than "Teach, Test, Teach." Allow the learner to attempt the activity first – then you can step in for correction if needed.
2. Write sentences on the board and, in groups, determine where the stress in the sentence should be placed. Where would the stress be

in the sentence if the speaker is experiencing different moods (happy, sad, mad)? Who is saying it (boss, coworker, secretary)?

3. Take a sentence and look at what happens when: (a) every word is stressed (b) content words are stressed (c) nothing is stressed. From this demonstration you can have a discussion on what sounds right to them and what is needed in English.
4. Write both of these sentences on the board:
The beautiful mountain appeared transfixed in the distance.
He can come on Sundays as long as he doesn't have to do any homework in the evening.

The first sentence is short, but pretty much all content words. The second is longer, but has few content words. Once you have introduced sentence stress and they have had time to practice with a few examples, use this as a kind of sum-up activity. Ask two participants to come to the front and read them. Ask the class, "Who is going to finish speaking their sentence first?"

This activity usually requires a native speaker to read the second sentence, to demonstrate it effectively. Native speakers about take the same amount of time to read these two sentences if they read with good speed, pausing and sentence stress. Students are surprised when they finish at the same time. The sentences listed here are only examples and may be too difficult for some of your employees. You may use sentences from the safety topics or other authentic workplace materials.

Pronunciation Clarity – Sentence Stress

Sentence stress is the stress on a word or group of words in a sentence. The most important words are said louder (stressed).

If you do not put a stress on a word, it can be very difficult for someone to understand what you are saying.

Activity

Write down sentences from a newspaper or workplace document. The first one has been done for you.

1. *Can you send the parcel by airmail, please?*

2. _____
3. _____
4. _____

Using the sentences written above, pick out the most important words and create a telegram.

1. *Send parcel airmail*

2. _____
3. _____
4. _____

Workplace Words to Practise

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Intercultural Awareness

Understanding Small Talk

Small talk is informal conversation that is not usually about important issues. We use small talk to get to know people and to be polite. In most English-speaking countries, it is customary to make "small talk" in certain situations. Small talk is a casual form of conversation that "breaks the ice" or fills an awkward silence between people. It is a wonderful way to meet someone or to start a conversation.

It is sometimes considered rude to say nothing. Conversation is a two-way street. If one person is repeatedly asking questions they may be considered to be 'too pushy.' On the flip side, if you only answer with one or two words, that could be interpreted as being disinterested. There are certain topics that people tend to discuss during these moments, and some that are considered inappropriate or rude. Generally, small talk involves topics of general interest such as local events, the weather, work or school. The topics can be discussed easily as you do not have to know the other person very well.

Suggested Activities

1. **Brainstorm** a list of what are acceptable or unacceptable topics for conversation in the lunchroom.

Acceptable topics include:

- The country you or the other person is from. What is it like? How does your country compare to life in Alberta?
- The work the other person has done for a living. What kind of work did you do? What did you enjoy about it? How did you decide to enter into this career?
- Alberta/ Canada. What do you like about living in Alberta/ Canada? What interesting things have happened to you since you have come here? How does this experience compare to your country?
- Family • School • Current Events

Unacceptable topics, especially when you do not know the other person well, are listed below. Mentioning these subjects may cause the person you are talking with to take offence, even though you did not mean to be offensive.

- a person's age
 - how much money one has or makes
 - sexual subjects
 - a person's weight
 - class status or racial issues
 - how much money someone paid for something
2. **Ask**, "How does this list compare to your former country's norms about small talk? What are the differences between acceptable/non-acceptable Canadian topics and topics from your home country? What can you learn from comparing and contrasting the two cultures? For example, "How much did you spend on your shoes?" is not an appropriate question in Canada, whereas talking about prices is all right in some countries even if you don't know the person.
 3. **Role play** – Have the students move around the room and engage others in small talk. Were the students able to meet more than two people? Have the students practice introducing their new friend to other students.
 4. **Ask the students:** Did making introductions become easier for you? Why? What kind of small talk did you make? Did you talk about the weather, sports or careers? Did you experience any problems? What were they?

Idioms

On the following page you will find an idiom illustration for "Add fuel to the Fire". Enlarge the idiom illustration and use the drawing to discuss language, context, and the potential hazards shown in the picture. The illustration can be used to introduce vocabulary (workplace and non-workplace) as well as story starters. It has the sentence and definition written down on the learner handout. Have the students tell you if they have a similar idiom in their language. Space is provided on the learner handout for them to write their replies.

Add fuel to the fire

Sentence: "The team leader is already wondering, so be careful what you say or you'll add fuel to the fire."

Definition: To make a situation worse than it already is

After discussing and explaining the illustration, have the learners write down the meaning of more idioms they will encounter at the worksite. Space is provided on their handout to write what the idiom means in their own words. The idioms found below are a small sample of the many we use every day. What are common idiomatic sayings that are used at your worksite? Include these idioms in your teachings in addition to (or to replace) what is found here.

Talk shop or Shop Talk

Sentence: "Let's not talk shop while we are drinking our coffee so we can relax."

Definition: Talk about work with someone

Blockbuster

Sentence: Antonio's decision was a blockbuster!

Definition: A big success

Comparing apples and oranges

Sentence: Comparing a dog and a car is like comparing apples and oranges.

Definition: To compare two things that are not alike

Jump the gun

Sentence: Mark jumped the gun in starting his work.

Definition: To start something too soon or before other people are ready

Suggested Activity

Board Game

Create a grid with the idioms placed randomly in each square. Students will use the grid like a typical board game and move from square to square making sentences with each idiom they land on.



Conversation How-To

How to Make an Apology or Excuse

Many people have said customer service or employer/employee relationships have changed for the worse. On a few occasions, we have witnessed an employee who is late for work or has displayed poor customer service to a client. The "art" of politely making an apology or excuse must be discussed in order to display appropriate etiquette for your place of business.

Topic questions to discuss...

Listed below are questions to ask plus situations that give a context in which these questions can be used. Ask learners to consider the following:

In your country, when would people expect you to apologize to them?

- What would you say when you apologized?

Which of the following three situations are rude in your country, but "no big deal" in Canada?

- when you interrupt someone who is talking
- when you have forgotten something you are supposed to bring
- when you walk into, touch or bump someone accidentally

There are a number of different ways a person can make an apology or an excuse. Suggested phrases that can be used are:

"Excuse me." OR "Pardon me. I'm sorry."

"I'm sorry. I was delayed by the traffic on my way to work."

"I'm sorry. I didn't mean to do that."

Role Playing

Separate your class in groups of two or three. Assign situations and roles to the students in the groups. Give them an appropriate length of time to create

their conversation, then have one group member appropriately interrupt the conversation to apologize to the others. If there is time, have the students demonstrate their role play in front of the class.

Here are some suggested scenarios. Modify and adapt these scenarios to fit the company for which the employees work.

A.	You have arrived a half-hour late for a meeting and you must interrupt someone who is talking.
B.	You spilled a cup of coffee all over someone or you broke something that did not belong to you.
C.	You have left your Common Ground assignment at home.



How to Make an Apology or Excuse

Albertans give a reason when they apologize, or offer an excuse. For example, they might say "I'm sorry I'm late – my bus was delayed."

If you are late for work, it is very important that you apologize and have a good reason. You cannot just say "Sorry I'm late." You need to tell your supervisor why you are late.

Here are some phrases to use when making an apology or excuse to your supervisor or client:

"Excuse me." OR "Pardon me. I'm sorry."	"I'm sorry. I was delayed by the traffic on my way to work."
"I'm sorry. I didn't mean to do that."	

1. How do you make an apology or excuse in Alberta?

2. How do you make an apology or excuse in your country?

MODULE SIX

Safety

WHMIS and MSDS

WHMIS stands for **Workplace Hazardous Materials Information System**. It is a Canadian hazard information system that helps workers know about hazardous material and helps them use the materials in a safe environment. Every province in Canada has WHMIS legislation and it is the law.

MSDS stands for **Material Safety Data Sheets**. A MSDS provides detailed and technical information on a product.

WHMIS education and training must include:

- checking the workplace for potentially dangerous materials
- recognizing and understanding WHMIS labels used at the worksite
- reading and understanding MSDS (Material Safety Data Sheets) used at the workplace
- handling, storing and disposing of controlled products

Suggested Activities or Questions to Ask

1. The shift leader will show the employee where hazardous materials are stored at the worksite. From the labels, have the worker become familiar with drawings used to express the different types of hazards.
2. See what the employees know about legislation. As a class, brainstorm where employees can look for specific information.
3. Look at the symbols and have the learners name the class of hazard beside each symbol.
4. Have the employees identify chemicals found in their homes. Have them record the WHMIS symbols they find in their notebooks.

Additional Safety Resources

At the [Government of Alberta link \(employment.alberta.ca\)](http://www.employment.alberta.ca) you can find these publications:

- Health and Safety Tool Kit for Small Business
- International Format for Material Safety Data Sheets
- Employer's Guide: Health and Safety Committees
- Managing Health and Safety in Your Workplace
- Occupational Health and Safety Act – Worker's Guide
- WHMIS Information for Workers
- What Every Small Business Needs to Know



WHMIS and MSDS Safety in the Workplace

WHMIS stands for Workplace Hazardous Materials Information System. WHMIS is a Canadian information system to let you know about hazardous materials and how to use them safely. It is the law in Alberta!

MSDS stands for "Material Safety Data Sheets" and gives you more safety information.

- Use WHMIS to work safely with hazardous materials.
- Tell your boss if you cannot read the labels or do not understand them.
- Look out for danger.
- Be careful with compressed or flammable gases.
- Watch out for infectious or corrosive materials.

The WHMIS system is in place to protect you from materials that can cause harm, injury or death if not properly handled.

1. What do the letters WHMIS stand for?

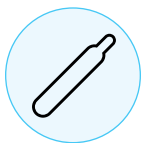
2. Why is WHMIS important for you at work?

3. What do the letters MSDS stand for?

4. Write the names of the classes of hazard beside each symbol.

















Pronunciation Clarity

Conciseness versus Digression and Wordiness

Most English language learners have very clear ideas about how much English they will be able to learn or how proficient they can become. Educational and social backgrounds, previous language learning, educational level, etc., do impact their capacity; however, most learners have lower expectations than what their potential actually is.

Remember that intelligence, and therefore language learning, can be shaped. People have far more language ability than they believe. Two essential elements need to be cultivated: intrinsic desire and clear goals for language learning. Intense desire is a directional mechanism that needs to be fed with sustained, concentrated effort; clear, definite goals are needed to maintain momentum.

- **Conciseness** means saying only the most important facts. Begin with the main idea so that listeners know why they are listening to you, and then include only the essential details. Go from general to specific.
- **Wordiness** is the opposite of conciseness; it means using too many words to say something.
- **Digression** happens when your words move away into other ideas or facts that are not important to the main idea. Listeners become confused. Speaking concisely is very important for workplace communication. Simple words should be used to explain complex ideas.

Suggested Activities

1. If you only had three seconds to live what would you say? What if you had 10 seconds? What if you had 60 seconds? This type of activity brings up the idea of frontloading the idea. What's frontloading to Albertans? Frontloading to you? By the end of the discussion, what do you want to have communicated? What do you want to take away from the conversation? Some cultures will consider this to be rude and aggressive.

2. Have the students write an email in English and compare it to an email a Canadian English speaker would write. Compare and contrast the language used in the two emails. Is the Canadian writer more concise in their writing?
3. In partners or as a group, say what you did this past weekend. One person will write down what is said and do a word count. With this activity it is important to stress that there is no right answer. Any answers the students give may be tied to their cultural background. This activity points out how long it takes an individual to answer a simple question.



Pronunciation Clarity – Conciseness versus Digression and Wordiness

Conciseness means saying the most important facts only. Begin with the main idea so that the listener knows why he or she should be listening to you.

Wordiness is when you use too many words to say something. If you say too many words, the person will stop listening to you.

Digression is when you begin talking about ideas not important to your main point. The listener has a problem understanding what you are saying.

Activity

1. **What did you do this weekend?**

2. **How many words did you use?** _____

Workplace Words to Practise

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Intercultural Awareness

Direct vs. Indirect Communication

In direct cultures, people tend to "say it like it is." Many people in the United States and various European countries like to communicate directly. Canadians are also direct, but they are considered to be not as direct as Americans.

Canadians say:

"Get to the point," or "What's the bottom line?"

- They say what they mean, and mean what they say: "Yes" means "yes," not "maybe."

Latin American, Asian, and Middle Eastern nations tend to use more indirect communication.

- Relationships and friendships are very important.
- Indirect communication is used to solve conflict and negative aspects of business.
- Indirect communication means that you have to "read between the lines."
- An indirect "yes" may mean "maybe" or "no."

Indirect communication is used in cultures in which body language and gestures are most important. Much is understood from what is not said, by what is implied or hinted at. However, Canadians are also very diplomatic and careful, which makes them less "direct" when compared with Americans.

Body language reveals a lot about us. Body language is a combination of body movements, hand gestures and facial expressions. You can tell a lot about people by just looking at them. Hand gestures are non-verbal cues used to let others know what we are thinking. What we want or are feeling can be expressed in many ways without words; however, the gestures can be interpreted differently depending on the country we come from. For example, the "OK" symbol in North America means that something is good or acceptable; however, in parts of South America the OK symbol is vulgar.

Suggested Activities

Gather some photos of people and conduct a photo analysis. Have the students look at each photo. What is the mood of the person? Do the people in the picture know each other very well? How can you tell? How can you tell what is happening in the picture? How does the person feel with what is being said? In groups, the students can write a dialogue for the people in the picture, describing what is taking place.

What gesture would you use in Canada (or your home country) to indicate the following? How would others interpret your action if they saw it happen?

- showing that you do not know something (shrug your shoulders)
- asking a teacher a question (raising your hand)
- show that you have to leave (look at your watch)
- getting a waiter's attention (raise your hand)
- asking your supervisor a question (tap on the shoulder)
- indicating "No" (move your head side to side)
- indicating "Yes" (move your head up and down)
- sharing a secret or a joke (wink)

What would these gestures indicate?

- slouching
- hands behind back
- tapping toes
- clenched fists

Culture Lesson – Direct vs. Indirect Communication

Every culture in the world is different. Canadians prefer direct communication when talking about problems at work. In direct communication:

- Personal relationships are not as important as improving business.
- Talking directly is important. Canadians focus on what is said more than how it is said.
- "Get to the point," or "What's the bottom line?" are common thoughts of listeners.

Activity

What body language would you use in Canada (or your home country) if you wanted the following?

showing that you do not know something _____

asking a teacher a question _____

showing that you have to leave _____

getting a waiter's attention _____

asking your supervisor a question _____

saying "No" _____

saying "Yes" _____

sharing a secret or a joke _____

What would the following body language gestures show to you?

slouching _____

tapping toes _____

hands behind back _____

clenched fists _____

1. In what way is the communication from your supervisor in Alberta the SAME as in your home country?

2. In what way is the communication from your supervisor in Alberta DIFFERENT from your home country?

Idioms

On the following page you will find an idiom illustration for "**Play safe or tread carefully**". Enlarge the idiom illustration and use the drawing to discuss language, context, and the potential hazards shown in the picture. The illustration can be used to introduce vocabulary (workplace and non-workplace) as well as story starters. It has the sentence and definition written down on the learner handout. Have the students tell you if they have a similar idiom in their language. Space is provided on the learner handout for them to write their replies.

Play safe or tread carefully

Sentence: "Be sure to play safe or tread carefully if there is danger."

Definition: Either be careful or don't take a risk

After discussing and explaining the illustration, have the students write down the meaning of more idioms they will encounter at the worksite. Space is provided on their handout to write what the idiom means in their own words. The idioms below are a small sample of the many we use every day. What are common idiomatic sayings used at your worksite? Include these idioms in your teachings in addition to (or to replace) what is found here.

In the pipeline

Sentence: "We have some big projects in the pipeline."

Definition: It hasn't arrived yet, but its arrival is expected

Keep your eyes on the prize

Sentence: Keep your eyes on the prize and get the work done.

Definition: Stay focused on the end result

Keep something under wraps

Sentence: It is important to keep the information under wraps until we are told we can use it.

Definition: A secret – not to be known by other people

Pull the plug

Sentence: We need to pull the plug on that project for now.

Definition: To stop something like a project – discontinue it from going forward

Suggested Activity

Story/Dialogue Grid

Give the learners a grid filled out with the idioms that have been taught. The students must discuss the idioms in a group and create a dialogue or story using all of the words in the grid.



Conversation How-To

How to Make a Suggestion

The employees are a valuable resource at your place of employment. They can let you know what works or how to improve the workplace for better productivity. Unfortunately, difficulties in language can mean these ideas (or suggestions) are often never given. It needs to be explained to new-comers that it is all right to make suggestions as long as it is done in a polite manner.

Here are some phrases for the students to use when making suggestions.

"Well, you could always... "

"Would it be possible to... "

"What would you say to... ?"

"Would you like to... ?"

"Let's go... "

"Why don't we go... "

"How about going... "

"What if we... "

You may find many of your employees uncomfortable with giving their boss or supervisor a suggestion as this would go against the cultural norms of their home country. Let them know that it is all right to make suggestions as long as they do so politely. A suggestion is also a way to say something when you are not in control.

Role Playing

Separate your class in groups of two. Assign situations and roles to the students in the groups. Give them an appropriate length of time to create their conversation. Then have one group member appropriately interrupt the conversation to make a suggestion. If there is time, have the students demonstrate their role play in front of the class.

Here are some suggested scenarios. Modify and adapt these scenarios to fit the company for which the employees work.

A. You are on the assembly line and you see how two steps could be combined into one. This would take less time and be more efficient.

B. You are in a safety meeting at the beginning of a shift. You want to give a suggestion on how a procedure at the workplace could be made safer.



How to Make a Suggestion

"To make a suggestion" means to tell people about an idea you have that you want them to think about doing.

It is all right to make suggestions to your supervisor and other employees. It is okay to do this in a meeting or in a one-on-one conversation.

Canadians are very "polite," and making suggestions is more polite than telling people what you think they must do.

Here are some phrases to be used when making suggestions.

"Well, you could always... "	"Would it be possible to... "	"What would you say to... ?"
"Would you like to... ?"	"Let's go... "	"Why don't we go... "
"How about going... "	"What if we... "	

1. How do you make a suggestion to a supervisor in Alberta?

2. How do you make a suggestion to a supervisor in your home country?

MODULE SEVEN

Safety

Emergency Response in Your Workplace

An important aspect of job safety is in planning how to respond to accidents. If an employee is injured on the worksite, is there a co-worker trained in what to do? Ideally, all employees should be trained to at least the Emergency First Aid level.

An effective worksite First Aid program must be clearly explained to employees at their place of employment. The following points will help you in your conversations on First Aid:

- a written set of regulations
- supplies, equipment and telephone numbers that are easily available
- a person in charge of administering First Aid
- a floor plan or a sign at the worksite with First Aid stations clearly marked
- a record of First Aid training received by the employees
- regular reviews of First Aid equipment and supplies

Suggested Activities or Questions to Ask

- What is the most common type of accident in your workplace? Can these accidents be avoided? How?
- Have the employees describe emergencies they have witnessed. What was done? What could have been done to avoid the situation from emerging?
- Where are the meeting points if you need First Aid?
- What products should be in a First Aid kit?
- Who is the First Aid person on your shift?

Additional Safety Resources

Alberta Workplace Health and Safety. Go to <http://employment.alberta.ca> for updated Workplace Health and Safety Bulletins

- Work Safe Alberta

Go to <http://employment.alberta.ca/whs> to find these booklets:

- Reporting Injuries and Incidents
- Reporting Injuries and Incidents—Quick Facts
- Welder’s Guide to the Hazards of Welding Gases and Fumes



Emergency Response in Your Workplace

First Aid knowledge is very important at your workplace. Knowing what to do when you or a co-worker is injured can save a life.

HERE ARE IMPORTANT FIRST AID TIPS TO REMEMBER:

- Follow your company’s emergency procedures.
- If you do not know what to do, ask now!
- First Aid supplies must be close to the work areas.
- Signs must be posted to show where supplies are kept.
- Keep your equipment and supplies clean and in good working order.

1. What do you do if you are the first person to see an accident at your worksite?

2. Where are the First Aid supplies at your worksite?

Pronunciation Clarity

Interjections

Interjections are distracting sounds or words that people put into their speech while they are thinking about what to say next. Interjections can be used sparingly, but must not become a bad habit. Too many interjections are bad, even in your first language.

All speakers use various ways to keep the conversation going while they are thinking of the right idea or word. For example, English speakers will say, "Yes, well..." or nod their heads as they say, "Let me think..." When speakers are translating in their heads from their first language to English, they tend to fill the gaps with sounds like "um" or "mmm." They may repeat words, or overuse certain words like "basically." These sounds make it very difficult to follow the meaning of the idea. Interjections should be replaced with silence, or more natural interjections used by English speakers.

Suggested Activities

The point of the suggested activities below is to show that silence is an appropriate interjection. A silent (non-verbalized) interjection will lead to greater clarity.

1. Have the learners record themselves speaking in English, perhaps in a telephone conversation. Have the students listen to their conversation and point out when they use interjections. To expand on this assignment, have each learner connect with a Canadian-born colleague. During a coffee break, have the learner read an email out loud. The learners should elicit specific feedback from their colleagues.
2. Shadow talking is a way in which many newcomers practiced their English. The idea is to repeat what another person is saying while he/she is speaking. Newcomers have had success in copying the speech of a famous person. This is a good transference skill, just as long as the shadow talking comes from a dynamic source such as a dramatic movie.



Intercultural Awareness

Unwritten Rules of Behaviour

Culture hides much more than it reveals and, strangely enough, what it hides, it hides most effectively from its own participants... the real job is not to understand foreign culture but to understand our own. — Edward T. Hall

Unwritten rules are the knowledge or skills that are shared by members of the same culture group that are usually not spoken or written anywhere. Unwritten rules are the "why" of the behaviour we see in a culture. The tips you give someone for living in your country are the "unwritten rules."

Examples of this include:

- definition of roles
- preparation
- motivation to work
- acceptable excuses
- taking turns in conversation
- self-disclosure
- ownership

Every culture embodies knowledge or skills that are usually not spoken or written anywhere and this is true in the Canadian workplace. This is very difficult for newcomers to Alberta because it is hard to figure out what is the intended message. It is not easy to understand what people want or how the newcomer can respond unless it is discussed openly.

The classroom is a wonderful place to discuss unwritten rules of behaviour that are found in the workplace. Ask workers what they have seen in Canada that is different from what they are accustomed to.

Here are examples of unwritten rules in the Canadian workplace (in general terms):

Social/work roles	Males and females have equal status.
Speaking	In conversations, it is polite for people to take turns speaking.
Acceptable excuses	If a worker has to be absent or late, he/she must call the employer to give an explanation.
Borrowing (using) other workers' tools	Sharing is not common; you must ask the owner before you borrow a tool.
Initiative	Doing something before being directed to do so is showing initiative and is often appreciated.
Feedback	It is important to give, receive and ask for feedback (i.e., observations about job performance).
Trust	Trust is earned; it is not automatically assumed that a person is trustworthy.

Idioms

On the following page you will find an idiom illustration for **"Out on a Limb."** Enlarge the idiom illustration and use the drawing to discuss language, context and the potential hazards shown in the picture. The illustration can be used to introduce vocabulary (workplace and non-workplace) as well as story starters. It has the sentence and definition written down on the learner handout. Have the students tell you if they have a similar idiom in their language. Space is provided on the learner handout for them to write their replies.

Out on a limb

Sentence: "Our boss went out on a limb to take care of us."

Definition: Took a great risk, more than was required

After discussion and explanation of the illustration, have the students write down the meaning of more idioms they will encounter at the worksite. Space is provided on their handout to write what the idiom means in their own words. The idioms below are a small sample of the many we use every day. What are common idiomatic sayings used at your worksite? Include these idioms in your teachings in addition to (or to replace) what is found here.

Pass the buck

Sentence: Our co-worker always tries to pass the buck if someone criticizes his work.

Definition: To push responsibility to someone else

Two-faced

Sentence: "I think that person is two-faced and cannot be trusted."

Definition: Disloyal, untrustworthy

Rally the troops

Sentence: Antonio is a person who can rally the troops to finish the job.

Definition: To motivate others – energize a group of people to do their job with a positive attitude

Reality check

Sentence: The team received a reality check yesterday.

Definition: To think realistically about a situation

Suggested Activity

Once-Only Dictation

Create a few long sentences using the idioms. In groups of three or four, students listen to the sentences and write what they hear. Each sentence can only be read out loud ONCE. There should only be one writer in each group. The other group members can only help by telling the writer what to write.



Idioms

Out on a limb

Sentence: "Our boss went out on a limb to take care of us."

Definition: Took a great risk, more than was required

Is there a similar saying in your own language?

Yes No

1. What is it?

2. What words can you think of to describe what is happening in the picture?



Idiom: _____

Sentence: _____

Definition: _____

In your own language? _____

Conversation How-To

How to Ask For and Give an Opinion

Canadians are careful about giving their opinion. They will "cushion" what they say with words such as "In my opinion..." or "I'd rather..." On some topics that are considered "unsafe," Albertans will refrain from giving an opinion. Newcomers must know what topics are considered unsafe.

As new Albertans integrate into the workplace and into the community, it is important that they feel they can ask for information and advice. Many new Albertans come from cultures where they use an indirect form of communication. It is not polite to be direct. Some new Albertans feel that giving one's opinion, especially when different from that of others, sounds argumentative or even incompetent. Giving an opinion may require that new Albertans change their communication style. Another challenge is to provide "appropriate words" that the employee can use. The employee also needs to be given the opportunity to ask for advice.

Here are some phrases that can be provided to the new employee when asking for or giving opinions:

"What do you think should be done?"

"What should we do next?"

"Well, you could always... "

Remind the new employee to never ask or give opinions on religion or politics!

Role Playing

Seat a group of workers in a circle with one person in the centre. Refer to this person as the "leader." The leader poses a question to the group. Each person, in turn, expresses his/her response. No one is allowed to speak a second time until everyone has had a turn. This activity will give learners experiences in contributing opinions on a problem or issue facing a group, and to consider the opinions expressed by others.

Separate your class in groups of two or three. Assign situations and roles to the students in the groups. Give them an appropriate length of time to create their conversation. Then have one group member ask the others for an opinion. If there is time, have the students demonstrate their role play in front of the class.

Here are some suggested scenarios. Modify and adapt these scenarios to fit the company the employees work at:

- | | |
|----|---|
| A. | A co-worker admits an error he has made. Find out what happened. Then give him your opinion on how to handle the situation. |
| B. | "Canadians spend their spare time in different ways than people in my native country," or "I think it is better to be married than to be single." |
| C. | A co-worker is unsure if banking machines are safe to use. She is concerned her privacy is not protected. |



How to Ask for and Give an Opinion

Have you ever wanted to give your opinion, but you did not know how? When is it all right to voice your opinion?

It is not impolite if you give your opinion to your supervisor.

In a conversation, Albertans want to know what you think and feel, but it is done politely. Your opinion must not feel like an attack on their personal views. When you first meet someone, try not to talk about topics such as religion or politics.

Here are some phrases that can help you ask for or give an opinion:

- I think that maybe...
- Perhaps you should...
- In my opinion, you could...

1. How do you ask for or give an opinion in Alberta?

2. How do you ask for or give an opinion in your home country?

MODULE EIGHT

Safety

Electrical Safety

Electricity must be treated with respect. Electricity can be dangerous to those who work with it. It is important to not become a **path to the ground** (*allowing electricity to travel through you to the ground*). You can suffer severe burns or be electrocuted if an electric current passes through you. The employee must know that electricity is always looking for a path to the ground and that the human body is an excellent conductor of electricity. Electrical fires are very dangerous and no one wants to become a victim!

In order to keep you safe, there are three safety features built into all electrical systems.

- insulated wiring (will stop people from receiving a shock when touching a live wire)
- ground wires (will carry electricity to the ground if anything goes wrong in the electric circuit)
- circuit breakers/fuses (will stop the flow of electricity if too much current flows through a circuit)

Suggested Activities or Questions to Ask

1. Employees may have received an electric shock, although this shock is generally mild. This experience can be used to introduce the topic. What happened when you received the electric shock?
2. Why should extreme caution be used when raising, lowering or moving pipe, rods, ladders or any metal objects close to power lines?
3. What should the employee do if they notice a power line has fallen on the ground?
4. Have the employee list five electrical safety rules for the worksite.
5. Have the employee identify and discuss electrical emergencies that have occurred at their place of employment or in their homes. What could have been done to prevent the accident?

Additional Safety Resources

Canadian Centre for Occupational Health and Safety
www.ccohs.ca

All electrical companies have a number of materials (printed/audiovisual) available on this topic. At times, presentations on this topic are available if booked in advance.



Electrical Safety

Electricity must be treated with respect. It is important to remember that electricity can be dangerous. If electricity passes through you, it could cause severe burns or you could be electrocuted. Be aware of electricity at work!

Remember...

Electrical tools must always be used with caution.

- Never use an electrical tool with wet hands or near water.
- Never use "indoor" cords outside.
- Always unplug an electrical tool before trying to repair or clean it.

1. What are the electrical safety rules at your worksite?

2. What would you do if you saw a power line on the ground?

Pronunciation Clarity

Stop Consonants

Why focus on stop consonants?

English word endings must be pronounced to make a word's meaning clear. For many learners of English, the consonants **p, t, k, b, d,** and **g** are difficult to pronounce at the end of a word. Learners often leave them out and quickly move onto the next word. This leaves the listener straining their ears to capture the information that is being said. It is important to remember that these sounds cannot be left out because they often carry meaning.

The word endings in most tonal languages like Mandarin and Vietnamese do not end with a p, t, k, b, d, g. Most words in English end in a consonant, not a vowel (a,e,i,o,u). Many learners of English transpose these vowel endings onto English words, which then sound unfinished or "choppy." Spanish is a romance language where word endings are usually vowels. Helping learners finish the ends of their words brings noticeable clarity.

Consider the following examples:

Speaker: "Turn lef a the sto sign." (Unclear – meaning might not be understood by the listener.)

Speaker: "Turn left at the stop sign." (Clear – meaning is understood by the listener)

Suggested Activities

1. Tongue twister: The learners will come up with their own tongue twisters in which all the words will end with the same consonant. Although this is an activity the learners will enjoy, you must stress the importance of slowing down their speech. Clarity is what we are striving for in communication, not how fast we can say the word. Have the learners repeat their tongue twisters to the class aloud. The group will listen and give peer evaluation. Were the words clear to hear?

2. Write a sentence on the whiteboard in the learners' languages. Add a stop consonant to the end of each word. This will make the language wrong, but it will slow down their speech in order to say the final stop consonant. Putting the stop consonant at the end of the word will cause the speaker to pause between words.
3. Write words on the board without the stop consonant at the end. Pronounce the word both with and without the stop consonant. Do the learners notice the difference?
4. Have learners write a sentence on the board and join the stop consonant to the beginning of the next word. Have them read the sentence aloud, e.g. I put _it_in the garden

Discussion Questions

Have the students answer the following true or false statements. Discussion can be based on their answers to the statements.

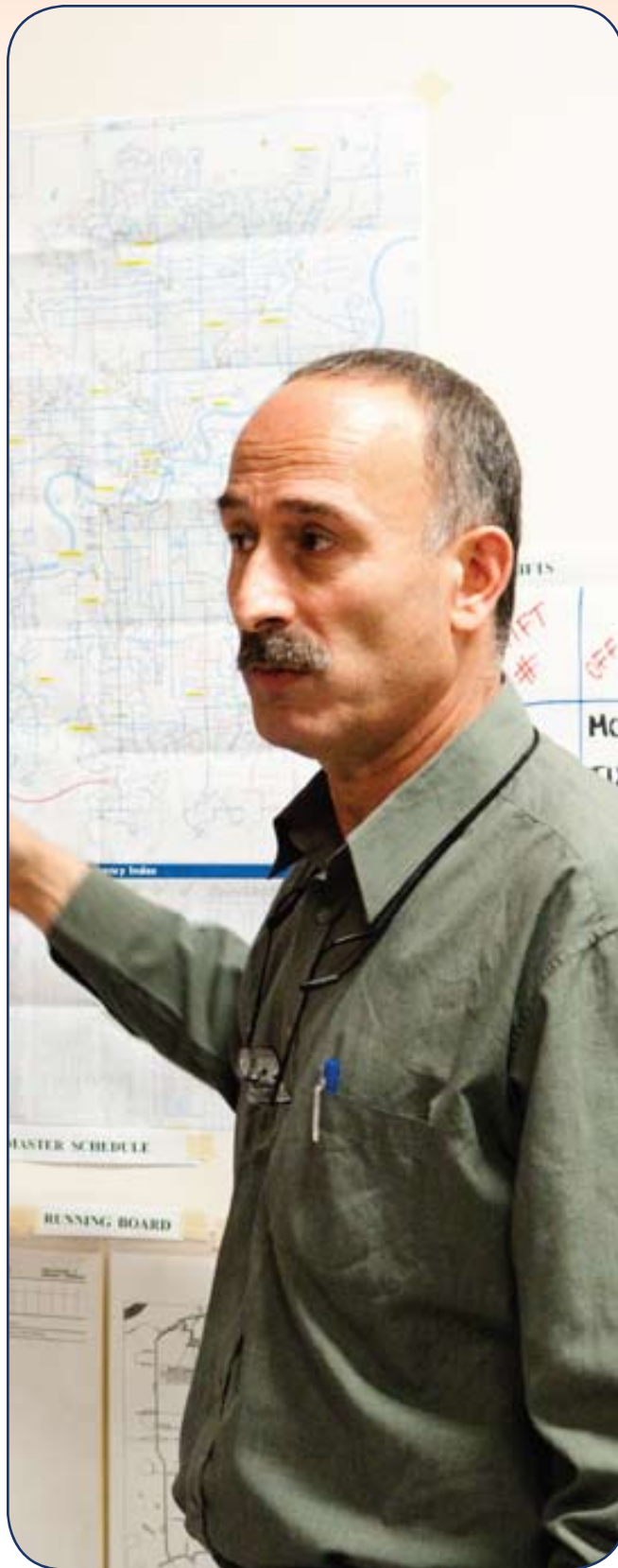
1. It is not necessary to pronounce all of the consonants at the end of English words. *False*
2. If I miss a few consonants when speaking, people will still understand what I am saying. *False*
3. Recording my speaking and then writing down what I said would help improve my speaking clarity. *True*
4. I know the difference between a voiced consonant and an unvoiced consonant. *Personal answer*

Intercultural Awareness

Possible Conflict in Communication

Conflict at the workplace can be disguised in many ways. The conflict may be overt with visible anger displayed through voice, face and hands, or the conflict may be displayed quietly with an individual removing himself from the situation and letting the conflict "blow over."

- Canadians will say: "I have a small suggestion." Someone from a different culture might think that the Canadian does NOT have a strong opinion on the matter. This is not true.
- To Canadians, "yes" means "yes" and the speaker has agreed with or approved whatever has been said.
- Canadians think eye contact is important while listening to someone, especially with bosses; other cultures think that it is disrespectful, especially with the boss.
- Standing too close to Canadians makes them feel uncomfortable. Personal space varies from culture to culture.
- When there is a conflict (problem between people), especially in a multicultural workplace, the question becomes how to resolve it. Different cultures have different ways of solving problems.
- In Canada, conflicts between two people are expected to stay between two people. They are expected to talk to each other and only each other. Workers not involved in the conflict should stay out of it. Problems are dealt with directly.
- However, in other cultures, serious conflicts are rarely dealt with directly. A third person is used who has the trust of both sides to act as a neutral go-between. That person will present to each side the other's position. A compromise is then looked for.



Idioms

On the following page you will find an idiom illustration for **"Pick up the Pace"**. Enlarge the idiom illustration and use the drawing to discuss language, context, and the potential hazards shown within the picture. The illustration can be used to introduce vocabulary (workplace and non-workplace) as well as story starters. It has the sentence and definition written down on the learner handout. Have the students tell you if they have a similar idiom in their language. Space is provided on the learner handout for them to write their replies.

Pick up the pace

Sentence: "Hey! Pick up the pace!"

Definition: Must work faster

After discussion and explanation of the illustration, have the students write down the meaning of more idioms they will encounter at the worksite. Space is provided on their handout to write what the idiom means in their own words. The idioms found below are a small sample of the many we use every day. What are common idiomatic saying used at your worksite? Include these idioms in your teachings in addition to (or to replace) what is found here.

A pink slip

Sentence: "He received his pink slip yesterday."

Definition: Fired from a job (no more job)

In hot water OR In a jam

Sentence: "I am in hot water over the extra expenses."

Definition: In trouble or having a problem

Through the roof

Sentence: Our pay raise was through the roof!

Definition: Higher than expected – very high

Work out the kinks

Sentence: The team worked out the kinks with the project.

Definition: Solve the problem with a situation

Suggested Activity

Recall an Idiom

Put the learners into groups of three or four and give them an empty grid. Read out the definitions of each idiom and have the group complete the grid with the correct idioms.



Conversation How-To

How to Agree and Disagree

In some cultures, people are more comfortable with disagreeing with each other than in others. How people disagree with each other varies greatly. Canadians are very careful in how they disagree, and are not always direct in how they do so, especially in the workplace; however, this does vary from company to company.

Here are some phrases that can be provided to the new employee to show how to agree or disagree:

Agree

- That's right/ true.
- I think so, too.
- I feel the same way.

When you disagree with someone, be slightly indirect in how you approach the matter.

- I'm not sure I agree (with you on that).
- I hate to disagree, but...
- I wouldn't go so far as to say that.

Role Playing

Separate your class in groups of two or three. Assign situations and roles to the students in the groups. Give them an appropriate length of time to create their conversation. Then have one group member make a suggestion with which the others disagree. If there is time, have the students demonstrate their role play in front of the class.

Here are some suggested scenarios. Modify and adapt these scenarios to fit the company for which the employees work.

A.	Your co-worker wants you to go for lunch with him, but you have other things you would like to do instead.
B.	You don't want to make a decision right now as you need more information. You want to tell your boss you would like to wait.
C.	Your co-worker wants to get a piece of equipment fixed but you think it can't be fixed. You think it's not safe and a new piece of equipment needs to be bought.



How to Agree and Disagree

Most Albertans disagree in a way that is polite. An Albertan will try not to be rude or offensive.

Here are some phrases that can be provided to the new employee to show how to agree or disagree:

Agree

- That's right/ true.
- I think so, too.
- I feel the same way.

When you disagree with someone, be slightly indirect in how you approach the matter.

- I'm not sure I agree (with you on that).
- I hate to disagree, but...
- I wouldn't go so far as to say that.

1. How do people agree or disagree in Alberta?

2. How do people agree or disagree in your country?

MODULE NINE

Safety

Working in Confined Spaces

A major hazard in many workplaces concerns an employee working in a confined space. Confined spaces can lead to serious injuries and death. Employees working in confined spaces will need

- safety training
- special equipment
- a code of practice

A confined space is a place that is hard to get in and out of. Typically, working in a confined space is not normal to the job. Confined spaces include tunnels, sewers, granaries, process vessels, septic tanks and trenches.

A confined space can be dangerous due to design, location, construction, and lack of clean air. If an employee is injured in a confined space, it is very difficult to escape or be rescued.

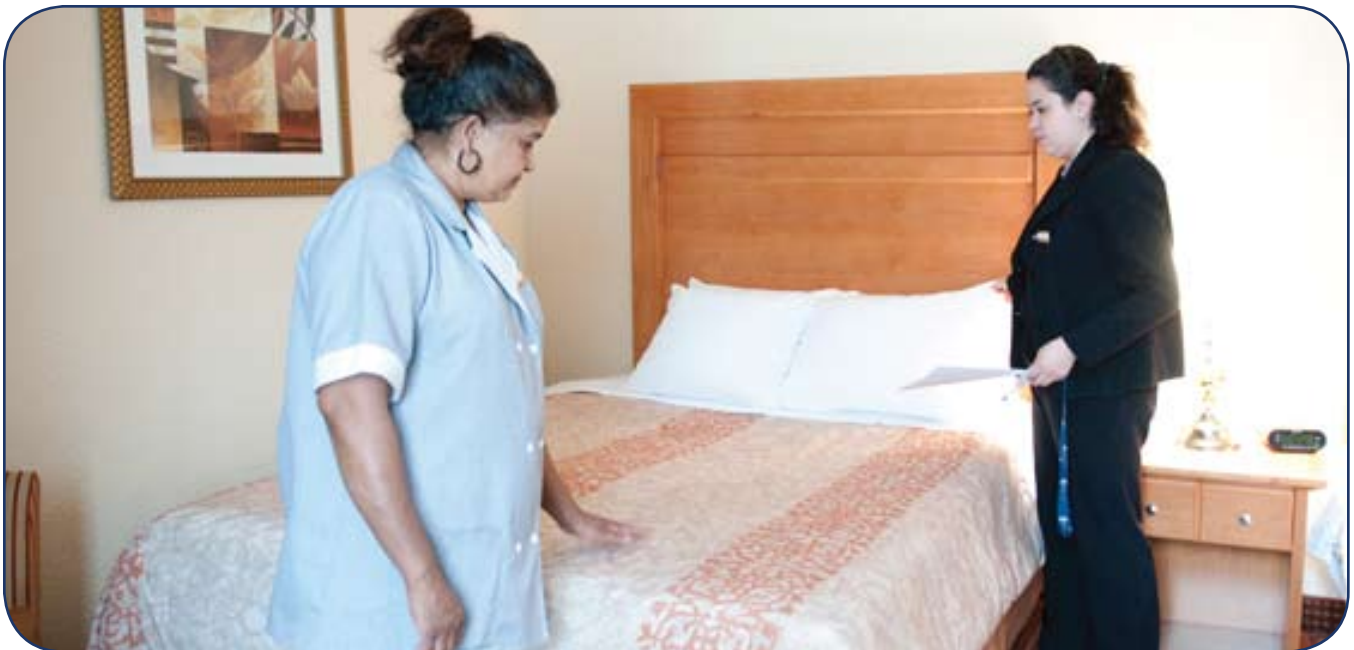
It is important for the employee to know that no work should take place in a confined space until the space has been tested. No work should take place in a confined place unless the employee has been trained and knows exactly what he or she is doing.

Suggested Activities or Questions to Ask

1. What is a confined space?
2. Give examples at the workplace of confined spaces.
3. Why is testing of confined spaces important?
4. Why may a rescue from a confined space be difficult?
5. What are the responsibilities employees have before, during and after working in a confined space?

Additional Safety Resources

- An Explanation of the "Working Alone" Requirements (WAo22)
- Working Alone Safely: A Guide for Employers and Employees



Pronunciation Clarity

Volume

Volume is a very important part of clear speech. Using the appropriate volume in different business situations is a skill that many learners find difficult for many reasons, some of which are cultural. This section is intended to raise awareness of different cultural speaking practices. This is not to say that one way of speaking is the correct or most effective way to communicate. However, we must always consider all alternatives equally valid or the workplace can become a very uncomfortable place.

In some cultures, it is rude to open your mouth too wide when you speak. Many Asians cover their mouths when they laugh. In some countries, to speak softly implies you are gossiping. In Vietnam, shouting across the floor at work is impolite. Other languages, like Urdu, are not given to being loud for fear of sounding overly assertive.

In some Canadian workplaces, shouting across the floor helps to speed up communication and workplace efficiency. "Why waste time walking across the floor? I have work to do!"

In some African cultures, people speak loudly when others are around. In Canada, this could be considered rude since team projects involve controlled conversation at a lower volume and everyone takes a turn. A Canadian could view the person's volume as trying to take control, manage or influence the group; volume here often influences people's perceptions of you and your character.

We know that different cultures have different views on how to enunciate words or to use volume. You need to speak louder or more softly, depending on the work environment: meetings, giving and receiving instructions both formally and informally, planning projects in a group, etc.

Suggested Activities and Questions

- It is important to discuss volume in context with culture. Have the students talk about times in which people were talking unusually loud.

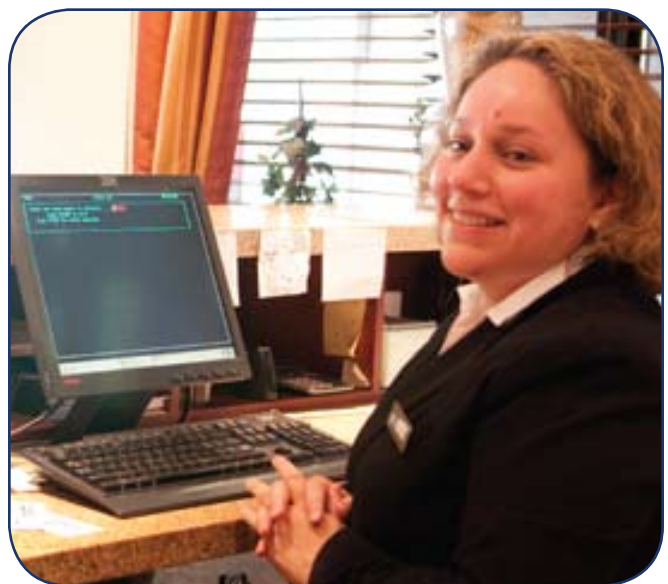
Where did this take place? Did you think this was appropriate? Why or why not? Examples that can be used include talking on the elevator or talking in the lunch room.

- There is a personality aspect to volume. English is considered soft compared to some languages and loud compared to others. What do the learners think of this? Do they agree or disagree? Why or why not?
- Is there a right time to raise the volume of your voice? When should you raise your voice?
- What would people think of you if you talk too loud? What would people think of you if you talk too quietly?

Further Discussion

Have the students give true or false answers to the following statements. Discussion can be based on their answers.

1. Shouting at work is OK in some situations. *True*
2. Different cultures have different views on speaking volume. *True*
3. I know the appropriate volume to use in different situations. *Personal answer*



Pronunciation Clarity

Volume is very important.

You need to speak louder or softer, depending on the work environments: meetings, giving and receiving instructions both formally and informally, planning projects in a group, and so on.

Your teacher will give you a dialogue to read. Read the dialogue out loud using different types of voices.

- in a quiet voice
- in a loud voice
- in a polite voice
- in an angry voice

1. What was different each time you used different volume in your voice?

2. How did you feel?

3. How did others react to you?

Workplace Words to Practise

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Intercultural Awareness

Hierarchy

The concept of hierarchy causes a lot of confusion for workers from different cultures. Living in a democracy means that there is a sharing of authority. Workers, not just the bosses, are responsible for work and safety. Cultures organize themselves in different ways and consider such matters as authority, power, and cooperation differently.

Here is an example, or "critical incident," that shows the confusion about hierarchy in a workplace. If it fits your situation, use it. Otherwise, just skip to the bulleted list.

In a team meeting, a sales rep from ABC Company gave a PowerPoint presentation on a new machine. Afterwards, all the workers were talking about the new machine. Walter, the manager, finally made a decision after three hours of weighing the pros and cons. That week the company purchased the new machine, but one month later it stopped working. A new Canadian suggested an alternative that he had used in his country, which could work here. Walter asked him why he didn't suggest it before they purchased the new machinery. The new Canadian found it difficult to explain himself. He said he didn't think it was right that he disagree with his manager.

- What should the newcomer have done at the first meeting?
- What should the manager do with the new Canadian?
- What can a Canadian-born manager learn from the situation?
- Has this experience happened to you before?
- What would stop you from stating your opinion to your manager?

Understanding the Situation

- Canadians are democratic, so this means that managers share authority with their employees. Canadian bosses want workers to show initiative.

- Canadians feel it is all right to disagree with superiors, but to use "suggestion" as a way to disagree and have a reason for the disagreement or suggestion.
- Some new Canadians might come from a culture in which managers have authority and employees rarely take initiative. Decisions are made at the top and it is unacceptable to disagree with superiors.

In many countries, leaders are leaders simply due to seniority in the company and age. In Canada, seniority tends to be based on competence and ability to complete the work. It is important for a manager to make it clear to new Canadians that promotion occurs based on competence, not necessarily on how long that person has worked at the company. Employees from other cultures might feel that they are being mistreated if they do not understand this concept. It should be explained how good work is recognized in the company, as it is not always rewarded with a salary increase. Often new Canadians expect raises when they are doing well in their job.

Every company has witnessed stories as described above, especially with hierarchy and newcomers not feeling comfortable expressing their thoughts on a subject. Use specific stories from the workplace if you can. The subject may be sensitive depending on what the outcome was. Be sure to use only examples that can be learned from for better future practice.



Culture Lesson – Hierarchy

Supervisors in Alberta will share authority with their employees. Your supervisor is looking for you to show understanding and bring enthusiasm and new ideas to your worksite. Supervisors may not have all the answers, but in Canada, this does not make them bad managers. They may want you to take responsibility to find the answer and tell them.

You may have seen that leaders with your company may not be very old or have not been with the company for a very long time! In Canada, supervisors are picked based on the work they have accomplished and on their strengths, NOT on their age and how long they have worked at the company.

- 1. In what way is your relationship with your supervisor in Alberta the SAME as with the supervisor you had in your home country?**

- 2. In what way is your relationship with your supervisor in Alberta DIFFERENT from the one with the supervisor you had in your home country?**

Idioms

On the following page you will find an idiom illustration for **"Rushed off our Feet."** Enlarge the idiom illustration and use the drawing to discuss language, context, and the potential hazards shown in the picture. The illustration can be used to introduce vocabulary (workplace and non-workplace) as well as story starters. It has the sentence and definition written down on the learner handout. Have the students tell you if they have a similar idiom in their language. Space is provided on the learner handout for them to write their replies.

Rushed off our feet

Sentence: "With Alberta's oil boom, we have been rushed off our feet every day."

Definition: Very busy at work

After discussing and explaining the illustration, have the students write down the meaning of more idioms they will encounter at the worksite. Space is provided on their handout to write what the idiom means in their own words. The idioms below are a small sample of the many we use every day. What are common idiomatic sayings used at your worksite? Include these idioms in your teachings in addition to (or to replace) what is found here.

Pull one's weight

Sentence: "If everyone pulls their weight, we can finish quickly and go home."

Definition: To do one's fair share of work

Through hell and high water

Sentence: "I went through hell and high water to finish the job on time."

Definition: Through all sorts of severe difficulties

Yes Man

Sentence: Ricardo is a "yes man".

Definition: An employee who always agrees with what the boss says or suggests.

Work down to the wire

Sentence: The team had to work down to the wire, but they did finish their work.

Definition: Working until the very last minute – finish just before the deadline

Suggested Activity

Whack/Erase an Idiom Relay

Write the idioms that have been taught randomly across the board. Divide the class into two teams and give the first player on each team a flyswatter or a whiteboard eraser. Give a definition to an idiom and have the students race to be the first to whack/erase the correct idiom to get a point for their team.



Conversation How-To

How to Complain

When speaking up about a problem, it is normal for native English speakers to avoid disagreement by using polite language. One method is to use language that suggests the speaker's own responsibility for the difficult situation. Albertans generally make a complaint that puts the focus on themselves such as "Could I ask a big favour? I hate to complain, but I have trouble concentrating with a lot of noise around."

By using "I" instead of "you," you are suggesting that maybe you are the one who is making things difficult. This helps to avoid bad feelings between yourself and your co-workers. Sentence starters used include:

"I'm sorry to bring this up, but... "

"I hope you don't mind me saying this, but... "

Be careful when complaining. It is important to remember that a direct complaint or criticism in English can sound rude or aggressive. It is best to mention a problem in an indirect manner.

It has been learned from the culture lessons that people react to situations differently throughout the world. It is important for you to "teach" the appropriate conduct for making a complaint at your site of employment.

Here are some sentence starters used when making a complaint:

"I'm sorry to say this, but... "

"I'm sorry to bother you, but... "

"Maybe you forgot to... "

"There may be a misunderstanding about... "

"Don't get me wrong, but I think we should... "

In stressing the Albertan/Canadian way of making a complaint, be sure to point out that one is to be polite and not to use words that make the other person feel guilty or belittled. The focus of the complaint is on the person expressing the problem, not the other person.

Role Playing

Separate your class into groups of two or three. Assign situations and roles to the students in the groups. Give them an appropriate length of time to create their conversation. Then have one group member voice a complaint to the others. If there is time, have the students demonstrate their role play in front of the class.

Here are some suggested scenarios. Modify and adapt these scenarios to fit the company for which the employees work.

A. The radio is so loud that you can't hear your co-workers speaking.

B. You went to the washroom and found it to be dirty.



How to Complain

It is normal for Albertans to be polite when they disagree with you on a topic. They will not use a loud voice to disagree with you. In fact, Albertans will probably disagree with you in a nice voice and with a smile on their face. You might even think they were the one who made the mistake. That can be very confusing!

Here are some sentence starters used when making a complaint:

"I'm sorry to say this, but... "	"I'm sorry to bother you, but... "
"Maybe you forgot to... "	"There may be a misunderstanding about... "
"Don't get me wrong, but I think we should... "	

1. How do people make a complaint in Alberta?

2. How do people make a complaint in your home country?

MODULE TEN

Safety

Employer and Employee Responsibilities for Health and Safety

According to the Alberta Workplace Occupational Health and Safety Act, "imminent danger" means any danger which is not normal for a worker to face in the course of the job or any danger under which a person would not normally carry out their work.

On the job, both employers and workers have responsibilities. Employers must make the worksite as hazard-free as possible while employees must make sure they are working safely and cooperating with the employer. There are health and safety rules on the job. It is the employee's responsibility to report unsafe working conditions to the boss. If an employee is injured at the worksite, he/she must complete a WCB Report of Injury form.

Another important consideration concerns cultural assumptions that workers have about rights and responsibilities. Safety rules differ from country to country and the newcomer can easily come to the worksite with previously held beliefs. Here are some examples from the viewpoint of a newcomer:

- Workers don't take initiative because they have no "rights."
- Safety (in my country) was not followed on the floor as much as it should have been because it was too expensive.
- Workers don't have responsibilities, as this is the company's job or duty.
- If I tell my boss the work is unsafe, I will be fired!

These previously held beliefs will need to be "broken" on an ongoing basis. It will take more than one time to explain a worker's rights and responsibilities. Information regarding the Occupational Health and Safety Act has been created to prevent workers from being hurt or killed.

Suggested Activities or Questions to Ask

1. Define "imminent danger."
2. What is the OH & S Act? Why was the Act created?
3. A co-worker is using a tool in an unsafe manner. What does the OH & S Act tell you to do in that situation?
4. Why can't an employer fire you for refusing to do work that you think is dangerous?
5. What should you do if you are injured at work? Describe three steps an injured worker should take.
6. What should an employer do if an employee is injured at work?

Additional Safety Resources

- Alberta Learning Information Service: Go to www.alis.gov.ab.ca and click on *A Guide to Rights and Responsibilities in Alberta Workplaces*
- Workers' Compensation Board: Go to www.wcb.ab.ca and click on *Working Safely*
- Work Safe Alberta: Go to <http://employment.alberta.ca> and click on *Safe and Fair Workplaces*

Workers' Rights and Responsibilities

- www.gov.ab.ca/hre (Employment Standards)
- www.humanrights.ab.ca (Human Rights)
- www.gov.ab.ca (Alberta Labour Relations)
- www.servicecanada.gc.ca (Employment Insurance)
- www.whs.gov.ab.ca (Workplace Safety and Health)

Employer and Employee Responsibilities for Health and Safety

Every province in Canada has an Occupational Health and Safety Act (OH & S). The act protects your health and safety by creating standards for your company. It is important that you know the rights and responsibilities of both employers and employees.

The rules for safe workplaces are written in the Occupational Health and Safety Act:

- **Employers must look after your safety.**
- **You have the responsibility to take care of both yourself and others in the workplace.**
- **You cannot lose your job because you don't want to do work that you think is dangerous.**
- **You must stop working if you are in danger.**
- **Safety warnings include "Heads up!" and "Watch out!"**
- **Safe work practices mean, "If in doubt, do not do it."**
- **Safe work practices must be followed. If there are problems, they need to be fixed.**

1. **What is imminent danger? Give one example of imminent danger.**

2. **You see someone using a tool in an unsafe way. What should you do?**

Pronunciation Clarity

Talking on the Telephone

Talking on the telephone will provide the employee a wonderful opportunity to communicate clearly using proper pauses, stress and rhythm. It is not the accent that affects our understanding of the words, but rather the clear speech aspects that have been taught in the previous *Common Ground* modules. An important achievement for your employee will be to leave a message on the telephone when they cannot see the face, the mouth or the hand gestures of the person they are talking to! This activity is a culmination of the Pronunciation Elements that were taught in previous weeks.

It will be important to discuss the different components of telephone conversations.

Greetings: "Hello." "Good morning." "Hello, this is Bob Smith speaking."

Openers: "How may I help you?" "Good to hear from you again."

Taking or leaving a message: "May I take a message?" "Please ask him to call me."

Seeking clarification: "Could you repeat that, please?" "Could you spell that please?"

Ending the call: "Thank you for calling." "Goodbye." "I will call back later, thanks."

Additional Vocabulary

wrong number	person-to-person call
collect call	out of order
operator	area code
busy signal	long distance call
receiver	unlisted number
toll-free number	

Role playing

Pair the learners in groups of two. With them sitting back to back, have them engage in a telephone conversation. Without being able to look at facial

expressions or hand gestures, were they able to understand each other in conversation? Was the communication clear to the listener?

Optional: Record the conversation. Later, play back the conversation to the learners involved. Discussion can be held on content, comfort of the participants in speaking spontaneously, and the appropriateness of the responses.

Additional questions to ask:

- Who uses the telephone most in your family?
- What is the telephone used for?
- Are cell phones more popular than home phones in your culture?
- Are telephones used instead of visiting people?
- What is different about using or owning telephones in your country?
- What do you say when you answer the telephone in your country?

Extended activities

1. Have the learners call the library and ask for books in their native language.
2. Look up a movie in the newspaper. Call the theatre and listen to the recorded message. Write down the information that you hear. Any government inquiry line will have lots of recorded messages that learners may need to access.
3. Have the learners role play calling in sick to work.

Pronunciation Clarity

Talking on the telephone in English is important. But it is difficult because you are not able to see the face, mouth or body language of the person you are talking to. Knowing what to say will help you get the information you need!

WHAT DO YOU SAY WHEN YOU...	IN CANADA	IN YOUR COUNTRY
Answer the phone?	<hr/> <hr/>	<hr/> <hr/>
Hear your best friend's voice?	<hr/> <hr/>	<hr/> <hr/>
Take a message?	<hr/> <hr/>	<hr/> <hr/>
Interrupt?	<hr/> <hr/>	<hr/> <hr/>
End the call?	<hr/> <hr/>	<hr/> <hr/>

Workplace Words to Practise

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Intercultural Awareness

Multicultural Teams

The definition of "team" is the same everywhere; however, the way a team works or functions isn't the same. This is where problems arise. The landscape of the typical Alberta workplace has rapidly changed in the past decade. Nearly all worksites are multicultural and the "old way" of doing business is near extinction. Companies looking to survive and thrive in the 21st century will need to adapt to the new reality of the workforce. Communication clarity and intercultural awareness of all employees are needed to build trust and loyalty to the company.

Important Tips

Here are important tips to remember when you discuss working as part of a multicultural team with your employees. Possible followup questions are listed in italics following each statement.

- Canadians are individualistic, and the individual is more important than his or her role in a group. Canadians say "I" more than "we." *Have you noticed at the worksite that people do not work as part of a team as much as you would like? Why do you think it is that way? Do people work more as a team in Canada or in your native country?*

- Multicultural teams are very tricky. Different cultures have different expectations of teams and how they function. Sometimes one employee does something that interferes in another employee's area of responsibility. *How would you react if a co-worker began doing your work in your home country? Why would you react that way?*
- Team members from different cultures sometimes think that others are not doing their share of the work. *Do you think you should be doing more at your job? What skills would you like to use more?*
- Team members may sometimes feel it is appropriate to help others if they think the work is not getting done. *Have you experienced a time when someone came to help you and you were not comfortable with the help? What did you say (or not say)? How would you deal with the situation if it happened again?*
- Team members are sometimes confused about who is making the decisions and when a decision is actually made. Is the decision still up for discussion? *If you have an idea and you did not say it out loud at a meeting – how much time do you have to share the idea before it is too late?*
- A good team member in a new Canadian's home country is not necessarily the same as a good team member in Canada. *How is teamwork the same in Canada and your home country? How is teamwork different in Canada and your home country?*
- Canadians need to provide enough information to the new Canadians when working. Canadians often assume that new Canadians know and understand all the background information. *What should you do if you don't understand the job you are supposed to do? Is this easy or difficult for you to do? Why or why not?*
- Some cultures think that Canadians always "jump too quickly to conclusions." Many cultures analyze problems much longer than Canadians, who want a quick, but good, fix. The Canadian workplace values action and getting things done; not so much value is placed on thinking and planning. Problems are often solved through trial and error to get the solution. *Is the Canadian workplace faster or slower than what you were used to in your previous jobs? Why do you think this? If it is too fast (or too slow, what suggestions would you give your supervisor to improve the conditions for you?*

Idioms

On the following page you will find an idiom illustration for "Playing with Fire." Enlarge the idiom illustration and use the drawing to discuss language, context, and the potential hazards shown in the picture. The illustration can be used to introduce vocabulary (workplace and non-workplace) as well as story starters. It has the sentence and definition written down on the learner handout. Have the students tell you if they have a similar idiom in their language. Space is provided on the learner handout for them to write their replies.

Playing with Fire

Sentence: "By not asking how to do that correctly, you were playing with fire."

Definition: Taking a negative chance or risk

After discussing and explaining the illustration, have the students write down the meaning of more idioms they will encounter at the worksite. Space is provided on their handout to write what the idiom means in their own words. The idioms found below are a small sample of the many we use every day. What are common idiomatic sayings used at your worksite? Include these idioms in your teachings in addition to (or to replace) what is found here.

Grunt work

Sentence: "The new worker is usually forced to do the grunt work at the company."

Definition: Hard and sometimes thankless work

Step up to the plate

Sentence: We need you to step up to the plate and deliver results.

Definition: To do your best work; to take charge; to do your best

Mum's the word

Sentence: Remember the story I told you yesterday? Mum's the word, please!

Definition: Don't say anything about it

Jump through hoops

Sentence: We will need to jump through hoops to get the job completed.

Definition: To go through a lot of difficult work to finish something



Idioms

Playing with Fire

Sentence: "When you didn't ask how to do that correctly, you were playing with fire."

Definition: Taking a negative chance or risk

Is there a similar saying in your own language?

Yes No

1. What is it?

2. What words can you think of to describe what is happening in the picture?



Idiom: _____

Sentence: _____

Definition: _____

In your own language? _____

Conversation How-To

How to Deal with Conflict

When there is conflict (a problem between people), especially in a multicultural workplace, the question becomes how to resolve it. Different cultures have different ways of solving problems. In Canada, conflicts between two people are expected to stay between those two people. They are expected to talk to each other and only each other. Workers and supervisors not involved in the conflict should stay away from it. Problems are dealt with directly.

However, in other cultures, serious conflicts are rarely dealt with directly. A third person is used who has the trust of both sides to act as a neutral go-between. That person will present each side with the other side's position. A compromise is sought.

It is important to stress to the workers that in Canada we talk to the person first and then to the boss (if required).

Sentence starters commonly used when dealing with conflict include:

"I think I heard you say..."

"I'm not sure, but it sounds like you want..."

"Could you explain that to me again?"

It is common in some cultures to use loudness of voice to emphasize a problem. The more passion used in their voice, the more likely the person will understand the importance of the conflict. This is not necessarily the case here in Alberta.

It is important to express to your employees that to succeed in Alberta, one must remain calm in his/her expression of the problem. Words that resolve a conflict include:

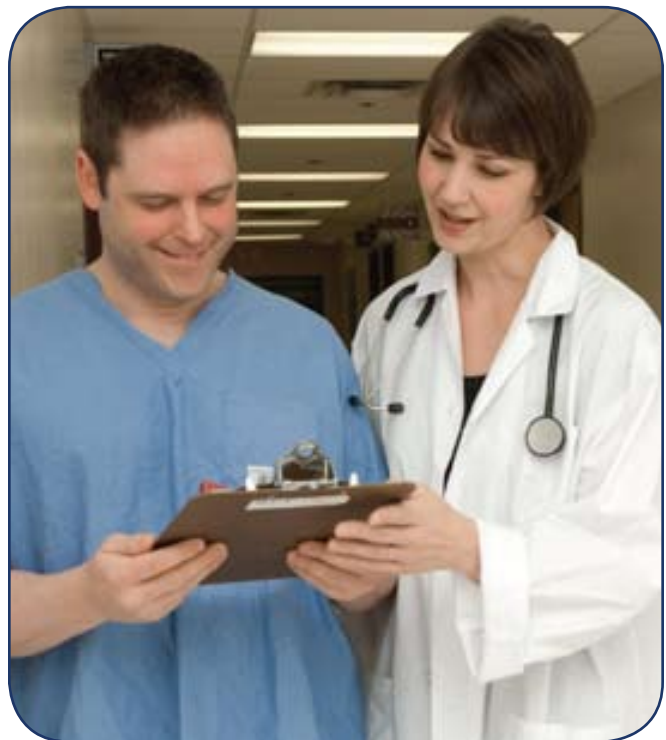
- Maybe
- What if
- I feel
- I think
- Sometimes

Role-Playing

Separate your class into groups of two or three. Assign situations and roles to the students in the groups. Give them an appropriate length of time to create their conversation. For a higher level of role-playing, have one group member appropriately interrupt the conversation. If there is time, have the students demonstrate their role play in front of the class.

Listed here are suggested scenarios. Modify and adapt these scenarios to fit the company for which the employees work.

- | | |
|----|---|
| A. | Two workers are arguing over who is to do cleanup of the worksite after work hours. |
| B. | Your boss has asked you to do overtime work on a day off or a day in which you have committed to your family. |
| C. | A staff member is monopolizing the discussion during a staff meeting. The discussion is taking a lot of time and is keeping you from getting your work completed. |



How to Deal with Conflict

The process of dealing with conflict may be very different in Alberta than what you have experienced in your country.

In Alberta, if you have a problem with a co-worker or a boss, it is expected that you will solve the problem between the two of you. Including someone else to solve the problem for you is not the way an Albertan would solve a conflict. If you cannot solve the problem between the two of you, then you can ask for help.

If you have a conflict with someone you may use these sentence starters:

"I think I heard you say..."	"I'm not sure, but it sounds like you want..."
"Could you explain that to me again?"	

It is important to stay calm and polite. Use these words to help you resolve a conflict.

- Maybe
- What if
- I feel
- I think
- Sometimes

1. In what ways is conflict dealt with similarly in Canada and in your home culture?

2. In what ways is conflict dealt with differently in Canada and in your home culture?



YOU - THE FACILITATOR

Are there any additional ideas/activities for practicing vocabulary?

"TELL ME... AND I'LL REMEMBER FOR 48 HOURS.
SHOW ME... AND I'LL REMEMBER FOR A WEEK.
INVOLVE ME... AND I'LL WALK AWAY WITH SKILLS TO LAST A LIFETIME."

Brainstorming

Write a topic on the board. Divide the class into two teams. Within a time limit, each team must write as many words as they can that relate to the topic on the board. The team that has written the most words wins.

Cloze Messages

Write a message that incorporates the vocabulary words but with blanks instead of words. Students work together to guess which vocabulary words are missing. (Example: I go to the bank to _____ money.) If they

are struggling with this, you can put a blank for each letter in the vocabulary word (_ _ _ _) or fill in some of the missing letters in the words (e.g., h_s_i_a_i_y for "hospitality").

Discussion Questions

You will find several examples of discussion questions in this curriculum. Make a discussion question using the vocabulary. The purpose is to have students use the vocabulary word and for them to find out how this word relates to their lives.

Crossword Puzzles

Search the term "Puzzle maker" to find the website that makes crossword puzzles. Make a crossword puzzle with the vocabulary words. Students can do the puzzles for homework on their own or you can fill in the answers for all the "down" words on one page and all the "across" words on another page. Students can read each other the clues for the words filled in on their sheets. As their partner guesses the correct answer, they can confirm whether their partner is right.

Daily Quiz

Each day, read out the definitions and an example sentence (with a word blanked out) of seven to 10 words. Students write the word as you give the definition. (Discourage students from calling out the answer so that all students have to go through the process of figuring out the word.) Mark the quizzes together. Write the word on the board as you mark so that students see it spelled correctly again. Students will start studying between classes in order to do well on these quizzes. (Instead of students writing the words, you can just ask students at random to tell you the word you are providing the definition for).

If It Happened...

One student leaves the room. The group in the room then decides something has happened (pizza is ordered). The other student is asked to come back in the room and find out what has happened by asking, "If it happened, what would you do?" Students must respond in different ways: "I would eat," "I would cut a piece for everyone," and so on. The student collects the clues and guesses what has happened.

Did I Say That? (one-on-one tutoring)

Good for speaking practice, eliciting vocabulary and error correction. Students become more aware of the mistakes they make. Start by giving the student a photograph. Have the student tell you about the photo and write down verbatim everything he/she says. If the student gets stuck, prompting questions can keep it

going. Read back what the student said and have him/her identify or correct any errors. (Tone, rhythm and stress should also be repeated, if possible.)

Famous People Dialogue

Students are to write a short dialogue between two or three famous people. You can have the students pick their own famous people or have them draw slips of paper with the names of famous people already written down.

The Speech (Clear Speech)

In advance, create a handout with a simple five-to-ten line speech with themes such as "My Favourite Restaurant" or "My Hometown" or "Me." It must be about an individual's personal experience. Leave blank places for answers only the speaker knows, such as "My favorite restaurant is _____. I always order _____. It costs _____." Meanwhile, the rest of the class has a worksheet with spaces to write the speaker's name and his or her "favourite restaurant," what he or she "always orders," and what it "costs," etc. While the speaker speaks the rest of the class writes. Warn the students that they may not have any blank spaces in their "answer sheet." But naturally they miss some of the speaker's answers so each speaker ends their speech with "Any questions?" Students raise their hands and ask the speaker "What do you always order?" or "How much does it cost?"

Hot Seat

Divide the class in half. Ask one member from each team to sit in one of the two hot seats. Give a

definition or a sentence with a missing word and see who can come up with the word first. The student who is able to state the vocabulary word first wins a point for his or her team.

Games with Cards

Card games are a wonderful tool to use in the classroom as they can make learning fun; however, keep in mind that card-based games carry a risk when teaching learners from West Africa, a significant number of Muslims and members of a variety of strict protestant Christian sects. These groups regard card games with suspicion (association with gambling and alcohol) or as a sin (idle time). Even if card games do not actually cause offence, these participants may have little to no experience with card game rules.

Games with the vocabulary words written on one side

Karuta

Karuta is a Japanese card game. The word "karuta" is from the Portuguese word "carta." The basic idea of any karuta game is to be able to quickly determine which card (out of an array of cards) is required, and then to grab the card before it is grabbed by an opponent. Various types of cards can be used to play karuta.

Ask students to spread the cards with words in front of them. (Play this game when you are reviewing 20 or more words.) Define the word and see which student can grab the card with the matching

written word first. If no one has found the word, start making sentences with the word missing. If your students enjoy friendly competition within small groups, each individual can compete to see who has the most cards. In larger classes, small subgroups can compete to see which group can grab and hold up the card fastest.

Group Quiz

Deal the deck of vocabulary cards to a small group of three to six. Students should not show anyone the cards. Each student takes turns giving the definition or a fill-in-the-blank sentence of one of their words. The classmate who can guess the vocabulary item first gets the point. The game continues as each student gives one definition in turn clockwise until all of the vocabulary words dealt out have been guessed. For practice in reading and writing, ask the students to guess the word and then write or spell the word.

Sentence Shuffle

1. Hand each class member one card with one vocabulary item on it.
2. Students must stand up and walk around the class.
3. Each student finds a partner.
4. Student A says a sentence with the word on the vocabulary card.
5. Student B listens to the sentence and checks for accuracy.
6. Student B says a sentence with the word on the vocabulary card.

7. Student A checks for accuracy.
8. Students A and B trade cards and then find a new partner.
9. Students repeat the process with their new partner and new card.

Pictionary

Pick out the words that can be easily drawn.

Divide the class into two teams.

Each team has one member who blindly chooses one of the vocabulary cards.

This student then draws the word that is on the card. (No symbols or letters are allowed.)

The team that can guess the vocabulary word first wins.

Charades

Follow the same steps as Pictionary except that students act out the meanings of words rather than drawing the words.

Word cards and separate definition cards

Memory

Place cards with the words and separate cards with the corresponding definitions face down at random. Students take turns turning over cards in an attempt to match the word with the definition. The student with the most pairs wins.

Go Fish (best with 4-7 players)

Deal five cards to each player. The player whose turn it is to play asks another player for their cards with a specific word or definition. For example "John, do you have 'torch'?" A player may only ask for a card if he or she already holds its pair. If the player does not have the card, he says "go fish" (or simply 'fish'), and the asking player draws the top card from the pack. The turn then passes to the player who was asked.

When one player has the word and the matching definition, this player has a pair. The pair of cards are placed face up on the table. The game ends when all words are matched.

If the player whose turn it is has no cards left in his/her hand, the game is not over. He/she must draw the top card from the pack and the turn passes to the next player in the rotation.

Workplace-specific vocabulary

In this section are terms and dialogues based on a word list for each week. Currently, the industries covered are Food Processing, Food Service, Hospitality and Tourism, and Manufacturing.

Choose as many of the words as you feel are necessary for the week. If you choose to cover all the words in the list, keep in mind that it is best to break up the words into smaller segments. The word list/dialogue page can be photocopied and given to the learners as a sample word list, and idiom dialogue is given for pronunciation awareness practice.



WORKPLACE VOCABULARY

What should I do if I am teaching vocabulary?

The following is a list of eight ways for instructors to help learners build their vocabulary.

1. Activate their prior knowledge.
2. Define the words in multiple contexts.
3. Help them understand the structure of words (e.g. prefixes, roots, and suffixes).
4. Teach them how to use a dictionary and show them the range of information it provides.
5. Help learners build their own dictionary (a class dictionary).

- The Class Dictionary would include five categories for learners to organize new vocabulary: people, places, things, actions (verbs), and how do I say that? (functional language). They may choose to organize their vocabulary alphabetically or according to theme. Provide time in each lesson for the learners to add to their personal dictionary.
6. Give them multiple exposures. If a new word comes up, try to use it as much as possible in your conversations with participants.
 7. Focus on a small number of important words. Ideally the words should be related, so that the depth of concept development can be increased. Be aware of words that do not have an equivalent in the learners' language or words that have a more complex meaning in their language.
 8. Play games.

Pronunciation practice when introducing words

1. Say the word and ask the learners to repeat it.
2. Repeat the word again and ask the learners how many syllables (parts, beats) are in the word. Students repeat the word again, making sure they are pronouncing the proper number of syllables.
3. Pronounce and repeat the word a third time and ask if any syllable is louder than the others. Have the learners pronounce and repeat the word again, ensuring they have stressed the correct syllable.
4. Pronounce and repeat the word a fourth time for practice.

Many learners like it when they practice the pronunciation of previously learned words at the beginning of each class in a quick "say and repeat" drill. It provides a

good opportunity for a cumulative review throughout your classes.

You may find that your industry is not included in the materials found here. To create your own word or idiom list that is specific to your company or industry, please do the following:

Step 1 - Conduct interviews/conversations with supervisors and others located on the shop floor. Ask what words are commonly used on the work floor. Having a pen and paper as well as a type of recording machine will be of great benefit during this gathering period.

Step 2 - Go through workplace handouts, orientations, posters and any other item filled with workplace terms. Compile the list.

Step 3 - Make use of the company website as key vocabulary terms are often embedded on the website.

Step 4 - Many industry sectors have compiled lists of vocabulary needed for success at the worksite.

Once you have compiled the list of vocabulary terms to be taught within the *Common Ground* course, separate the terms into the different units. To remain consistent with the vocabulary lists found in the four industries provided, use the chart located below:

- Module 1** Introduction
- Module 2** One Syllable words
- Module 3** Two syllable words with the stress on the first syllable
- Module 4** Two syllable words with stress on the second syllable
- Module 5** Three Syllable words
- Module 6** Compound Words
- Module 7** Compound Words
- Module 8** Stop Consonants
- Module 9** Stop Consonants
- Module 10** Four or more syllables in the word

The dialogues given on the individual vocabulary pages are for employee practice. The dialogues

utilize vocabulary words from the module. Whenever possible, use authentic workplace materials for pronunciation clarity practice.





FOOD PROCESSING

Module Two

Vocabulary

Bin	Boots	Brew	Brooms	Brush
Burns	Clean	Costs	Dough	Full
Gas	Grease	Hose	Line	Loaf
Loose	Mix	Noise	Off	On
Plant	Proof	Pull	Push	Safe
Shine	Size	Square	Store	Switch
Team	Time	Tools	Train	Tray
Turn	Wash	Wide		

Dialogue

- Sheila:** Hi Elizabeth! Did you wash the team uniforms last night?
- Elizabeth:** Hi Sheila! Yes, I did – but I had trouble removing the grease stains.
- Sheila:** Oh. Did you mix the cleaning detergent into a paste and put it on the spots?
- Elizabeth:** I tried that and I also used a brush. I don't think the size of the stains changed.
- Sheila:** Maybe the paste needed a little more time to work.
- Elizabeth:** That seems likely. If that doesn't help, I will turn them over to you to clean.

Module Three

Vocabulary

Barrel	Bottom	Button	Colour	Daily
Dizzy	Empty	Entrance	Glasses	Goggles
Handles	Heavy	Living	Measure	Meeting
Memo	Minor	Narrow	Office	Open
Order	Oven	Package	Pressure	Produce
Ready	Schedule	Shovels	Signal	Special
Stable	Station	Storage	Surface	Training

Dialogue

- Marcus:** How was your meeting at the main office?
- Douglas:** It went well. Christy wants to schedule special training for everyone.
- Marcus:** How often does she want to do this?
- Douglas:** Daily to start with. She wants to make sure everyone knows how to lift a heavy package correctly.
- Marcus:** What about the other safety measures?
- Douglas:** Goggles, shovels and the eye wash station are also on the list.

Module Four

Vocabulary

Alive	Complaints	Inspect	Machine	Produce
Record	Remove	Repair	Return	Routine
Sustain				

Dialogue

- Christy:** Did we have any complaints about the new machine?
- Michael:** We made sure to inspect it as soon as it was installed. No more complaints.
- Christy:** That's good. If we had to record one more complaint, we would have had to remove it.
- Michael:** We can always return it to the salesman.
- Christy:** No. Repair on the old one was too expensive.
- Michael:** Well, if we can sustain our safety record, it will be well worth the new cost.

Module Five

Vocabulary

Accident	Allergen	Benefits	Customer	Cylinder
Dehydrate	Department	Equipment	Flammable	Maintenance
Manager	Organize	Performance	Policy	Potatoes
Procedure	Production	Relevant	Sanitize	Serious
Specific	Standardize	Uniform		

Dialogue

- Chelsea:** Thank goodness you are here! We have had an accident at a customer's loading dock.
- Freida:** Did anyone tell a Department Manager?
- Chelsea:** No. It isn't serious. The maintenance crew accidentally dropped a cylinder.
- Freida:** Did they follow standardized procedure?
- Chelsea:** Yes, and they began to sanitize the area. The equipment is working properly.
- Freida:** Make sure they clean their uniforms carefully. I am glad no one was seriously hurt.

Module Six

Vocabulary

Bread Crumbs	Conveyer Belt	Dust Pan	Ear Plugs
Fast-paced	First Aid	Forklift	Lead Hand
Locker Room	Metal Detector	New Hire	Office Staff
Oil Tank	Oven Baked	Oven Mitts	Pay Stub
Put Away	Relief Person	Rubber Gloves	Start Button
Start Up	Stop Button	Underdone	Washroom

Dialogue

- Della:** Do you have your ear plugs?
- Brendan:** Yes. The forklift operator gave me a pair this morning.
- Della:** Don't forget to put away the dust pan and rubber gloves.
- Brendan:** I won't forget. Did Christie drop off our pay stubs?
- Della:** No, she must have forgotten. Maybe the office staff still has them.
- Brendan:** I'll check with them after I'm finished in the locker room.

Module Seven

Vocabulary

Beard Net	Cardboard	Eye Wash	Food Contact
Frontline Worker	Hair net	Hand Signal	Human Resources
Lunch Room	Noise Level	Pan Stacker	Plant Manager
Plant Nurse	Safety Glasses	Service Level	Shut Down
Shut Off	Spill Kit	Steam Valves	Turn On
Undercooked	Wash Bay	Work Zone	

Dialogue

- Christie:** Which way is the lunch room?
- Jocelyn:** It's down the hall and turn left after the steam valves.
- Christie:** Great. Thanks for the directions. After I've had lunch I need to go to Human Resources.
- Jocelyn:** OK. You must be the new worker. Have you met the plant manager yet?
- Christie:** Not yet. Is he out in the work zone?
- Jocelyn:** Yes. He's outside in the wash bay. He always wears bright green safety glasses.

Module Eight

Vocabulary

Add	Bucket	Burnt	Check	Count
Height	Hot	Knob	Lid	Lift
Mop	Pallet	Product	Rack	Shift
Stack	Start	Swap	Target	Top
Twist	Weight			

Dialogue

- Philip:** How many buckets are there?
- Duane:** Sixteen buckets and eight mops are listed on the shift count sheet. But, even if the equipment is stacked, it is in a cabinet with no knob. How will anyone know what the equipment count is?
- Philip:** OK. Did the last shift put everything away in the proper cupboard?
- Duane:** Yes. But the knob on the cabinet came off.
- Philip:** We need to report that to maintenance. We should start our product check.
- Duane:** Sure. Did you want to swap pallets and start counting again?

Module Nine

Vocabulary

Blind	Cold	Hygiene	Light	Meet
Meat	Paint	Painted	Rotate	Safety
Scoop	Sheet	Sort	Stable	Station
Tank	Vibrate	Waste		

Dialogue

- James:** Don't forget to tell them to rotate the meat on the cold sheet.
- Alexander:** I won't forget. We need to make sure that the waste station is clearly repainted.
- James:** You're right. Should we replace the burnt out light?
- Alexander:** No. We can report that for the maintenance crew to repair, but we need to sort out the scoops and make sure they are cleaned.
- James:** Sure. I think we need to make sure that the safety station is easy to get to as well.
- Alexander:** OK. We should go soon. We need to meet with Christy about what we found here.

Module Ten

Vocabulary

Contaminate	Cross-contaminate	Dehydrated	Efficiency
Emergency	Ingredients	Measureable	Mechanical
Organism	Orientation	Responsibility	Sanitation
Stability	Superintendent	Supervision	Temperature

Dialogue

- Andrew:** What's the temperature inside there?
- Emily:** It's 43 degrees Celsius. It's too low!
- Andrew:** It must be a mechanical problem.
- Emily:** Yes, but at that temperature the meat will be cross-contaminated with organisms.
- Andrew:** You're right. Sanitation is very important.
- Emily:** I'm going to call Christy directly – this is an emergency. We need a superintendent here right away!



FOOD SERVICE

Module Two

Vocabulary

Bake	Bar	Bill	Box	Cash	Change
Cheque	Clean	Cut	Deal	Drink	Fat
Floor	Glass	Grill	Grime	Juice	Key
Large	Mix	Mop	Pan	Plates	Pot
Safe	Small	Soup	Spills	Spoon	Stir
Tea	Tip	Wash			

Dialogue

- Sylvia:** Our special meal tonight includes spilt pea soup and a pan-grilled tenderloin cut, cooked to perfection.
- Doug:** Sounds good. I think I will get that. What can I get to drink?
- Sylvia:** I can get you a small or large glass of anything you would like from the bar.
- Doug** (After the meal): May I have the bill please?
- Sylvia:** Absolutely! You can pay by cash, cheque, debit or credit card.
- Doug:** Thank you very much for your service tonight.

Module Three

Vocabulary

Basket	Beverage	Broiler	Butter	Carton
Coffee	Counter	Coupon	Dishes	Double
Entrée	Filter	Friendly	Handling	Jacket
Kitchen	Muffin	Offer	Order	Oven
Pitcher	Safety	Sandwich	Service	Single
Standards	Strainer	Sugar	Thawing	Triple

Dialogue

- Judy:** Here is some butter to go with the basket of bread.
- Elmer:** Thanks. Does the coupon cover a single, double or triple size?
- Judy:** Let me take a look. The offer covers anything that you can buy at our counter or in the kitchen.
- Elmer:** Excellent! Let me order a beverage while you're here. Hmm... I'm thinking I want a coffee.
- Judy:** Would you like milk or sugar with your coffee?
- Elmer:** Sugar please. By the time you bring the coffee I should know what type of sandwich I want.

Module Four

Vocabulary

Café	Cashier	Complaint	Dessert	Machine
Receipt	Dialogue			

Dialogue

- Susan:** The website lists a different menu for this café!
- Deanna:** I did not know that. If you would like, you can register a complaint with the manager. She is the cashier today.
- Susan:** I think I would like to.
- Deanna:** Not a problem. When you get back, I'll have a piece of our special dessert waiting for you at your table.

Module Five

Vocabulary

Alcohol	Allergy	Colander	Condiments	Container
Customer	Deposit	Manager	Medium	Promotion
Recycle	Signature	Surfaces	Temperature	Uniform
Utensils	Vegetables			

Dialogue

- Jaret:** What does your manager have as a promotion today?
- Jason:** It's one of our signature pieces. It is a mixed vegetables plate served with a breast of chicken.
- Jaret:** Sounds good, but I have to watch out. I have an allergy to some foods.
- Jason** (after the food is served): May I bring you any more utensils? Condiments?
- Jaret:** No. I should be good.
- Jason** (a few minutes later): Can I bring you anything else?
- Jaret:** No thanks. I am almost finished in fact. It would be great if you could give me something to take the leftovers home in.
- Jason:** Excellent. I will be right back with your container.

Module Six

Vocabulary

Cash In	Cash Out	Headset	Main Dish	Side Dish
Soup Bowl	Take Out	Walk-in Fridge		

Dialogue

- Jake:** Do you have your headset on?
- Robin:** I don't yet. I was just taking some of the meat out of the walk-in fridge.
- Jake:** After you do, I will need you at the till so we can do the next cash in and cash out.
- Robin:** What is the main special for today?
- Jake:** Today it is the soup bowl. We can do this as the main dish or as a side dish, which is part of the meal deal. Be sure to promote it.

Module Seven

Vocabulary

Baking Sheet	Cash Register	Cleaning Products	Cold
Beverages	Countertop	Credit Card	Cross-contamination
Debit Card	Dishwasher	Expiry Date	Food Poisoning
Frozen Food	Hand washing	Hot Beverages	Limited Time

Dialogue

- Violet:** Do we have any cleaning products to clean the countertop?
- Karen:** They are over by the dishwasher in the corner. While you are there, can you grab the bottle of hand washing soap?
- Violet:** Sure. Worried about cross-contamination?
- Karen:** Well, I've been using the baking sheet this morning. I need to clean my hands.
- Violet:** That reminds me... I was supposed to bring the frozen food out this morning.
- Karen:** When you do, can you check the expiry date?

Module Eight

Vocabulary

Chop	Crust	Cup	Doughnut	Expired
Fork	Hobart	Lid	Milk	Mug
Pick up	Sink	Tub		

Dialogue

- Darcy:** Can I have a glazed doughnut please?
- Erin:** Sure, no problem. Anything else I can get you?
- Darcy:** A cup of coffee or a mug of milk. I can't decide!
- Erin:** Our coffee is freshly brewed.
- Darcy:** I'll take the coffee. Can I get a fork for the doughnut?
- Erin:** Absolutely. Let me put a lid on your coffee as well.

Module Nine

Vocabulary

Bagel	Code	Cream	Grate	Grease
Knife	Ladle	Menu	Reduce	Refund
Roll	Slice	Tray		

Dialogue

- Jamie:** Can I get a knife to slice the bagel? These are quite good.
- Sarah:** Thank you for the compliment. We do make a tray of bagels and rolls every hour.
- Jamie:** It is a great part of the menu. What happens to the food that you don't sell?
- Sarah:** We reduce the price and sell it as "day-old" the next day.

Module Ten

Vocabulary

Appetizer	Delivery	Disinfectant	Preparation	Refrigerator
Sanitary	Vegetarian			

Dialogue

- Tara:** I would like an appetizer while we wait for our friends to arrive.
- Katlyn:** We have salsa and beef tortillas, wings, bacon perogies and shrimp spring rolls.
- Tara:** Do you have anything that is vegetarian?
- Katlyn:** I'm sure we do. Let me ask the chef in the back.
- Tara:** I hope that isn't a problem?
- Katlyn:** Not a problem at all. I'm sure we can make something for you with a little preparation.



HOSPITALITY & TOURISM

Module Two

Vocabulary

Bar	Cash	Bill	Bleach	Blinds
Breaks	Gym	Change	Chute	Fax
Guest	Sink	Inn	Mints	Pens
Sign	Tea	Spa	Starch	Suite
Tab	Tip	Twill	Warp	

Dialogue

Guest: Can I get change for a ten-dollar bill?

Employee: Of course! You can exchange cash at our guest relations office. It is on the first floor ... look for the sign.

Guest: If I want to order food for my suite, may I set up a tab?

Employee: Absolutely! Order any food from the kitchen. If you would like coffee or tea, let me know. You may also use the mini-bar in your bedroom.

Guest: That is good to know. Are there mints on the pillow? Complimentary pens?

Employee: We have it all! I hope your stay here at Today's Inn is wonderful!

Module Three

Vocabulary

Basic	Cable	Candy	Chocolate	Cleaners
Climbing	Coffee	Colours	Compost	Contract
Cookies	Craving	Curtains	Debit	Discount
Duvet	Flowers	Friendly	Hamper	Hiking
Kettle	Menu	Modern	Noisy	Parking
Powder	Quiet	Runner	Sauna	Scissors
Scrubbers	Slippers	Spacious	Toilet	Towels
Vacant	Vacuum	Valet	Vegan	Wireless

Dialogue

- Thomas:** Hi! I was wondering if you have any rooms that are vacant and spacious.
- Front Desk:** We certainly do. Can I have your first and last name please?
- Thomas:** Of course. It's Thomas Robinson.
- Front Desk:** Will you be paying by debit or credit card?
- Thomas:** By credit card. The name is spelled T-H-O-M-A-S R-O-B-I-N-S-O-N.
- Front Desk:** Can I have your credit card details to reserve a room for you?
- Thomas:** I'm paying with a VISA card. The number is 1111 2222 3333 4444.
- Front Desk:** Okay, let me confirm that. The number was 1111 2222 3333 4444?
- Thomas:** That's correct. The expiry date is October 2010-10-10
- Front Desk:** Excellent! Your room has been reserved for you. Your confirmation number is 987654. We look forward to having you stay with us!

Module Four

Vocabulary

Buffet	Cashier	Cologne	Items	Perfume
Receipt	Shampoo	Supplies		

Dialogue

- Milton:** Hello. How may I help you?
- Karen:** I am having a problem with my room.
- Milton:** What seems to be the problem?
- Karen:** No one has cleaned it! It is exactly the same way as when I left it this morning – a mess!
- Milton:** I am glad you let me know! I do apologize for the inconvenience. I will send someone right away to clean the room for you.
- Karen:** Good. Thank you!

Module Five

Vocabulary

Adjoining	Attractions	Attitude	Beverage	Cantoning
Commission	Cosmetics	Deposit	Employee	Endurance
Flexible	Gondola	Guarantee	Halogens	Incentive
Jacuzzi	Kayaking	Kitchenette	Maintenance	Management
Polishers	Promotion	Protocol	Restaurant	Selection
Softeners	Telephone	Thermostat	Vacancy	

Dialogue

- Front Desk:** Good afternoon. Welcome to the Rest Easy Lodge. Do you have a reservation?
- Bob:** Yes, I do. The reservation will be under the name Bob Stevens.
- Front Desk:** One moment please while I take a look. Was that a double room for two nights?
- Bob:** Yes.
- Front Desk:** I will need you to sign the bottom of this page.
- Bob:** OK. Is this the spot?
- Front Desk:** It sure is. Thank you. Here is your room key. You will be staying in Room 213. That is upstairs and to the left.

Module Six

Vocabulary

Air Conditioner	Bath mat	Bathroom	Bedspread
Bedroom	Centrally Located	Childcare	Coat Hanger
Cost per use	Credit Card	Cross Country Skiing	Double Room
Family Room	Full Time	Hot Tub	Ice
Machine	Ironing Board	Key Card	Linen Cart
Non-reusable	Part Time	Pay per view	Pillowcase
Scuba Diving	Service Elevator	Single Room	Snack
Machine	Software	Sun Tan	Tea House
Terry Cloth	Toothpaste	Wash Cycle	

Dialogue

- Nicole:** What does the "\$400 all inclusive package" mean?
- James:** That means you only pay one price for everything.
- Nicole:** Nice! So what is included in the price?
- James:** The \$400 package includes two nights accommodation at our bed and breakfast, all transportation to and from the ski hill, the admission to the hill and two lift tickets!
- Nicole:** Does bed and breakfast mean that one meal is covered?
- James:** That is correct. That would be your breakfast with us every morning.
- Nicole:** That is good to know. Are there any additional charges?
- James:** The price is based on double occupancy in the room. There is an additional charge for anyone else who may be staying in your room.

Module Seven

Vocabulary

Aftershave	All purpose	Automat	Baggage Lockers
Bartender	Bath Gel	Bath Salts	Body Lotion
Bus Person	Coffee Maker	Denial Code	Door Hanger
Exchange Rate	Fitness Rate	Fixed Menu	Guest Room
Housekeeping	Internet Access	Mini-bank	Laundry Service
Mouthwash	Murphy Bed	On-premise	Paragliding
Rollaway Bed	Room Service	Shoe Horn	Shoe Mitt
Shower Cap	Snowboarding	Swimming Pool	Traveller's Cheque
Mini-bar	Mountain Biking	Whitewater Rafting	Disabled Access
Work Order	Cash Bank (ATM/ABM)		

Dialogue

- Kevin:** Good evening, ma'am. How may I help you this evening?
- Paula:** Thank you. There is a problem with my bill.
- Kevin:** Can you tell me what is wrong exactly?
- Paula:** Yes. I was charged for a pay-per-view movie that we did not order.
- Kevin:** May I have a look? Yes... I see the problem. It was a mistake on our part.
- Paula:** I thought something was wrong.
- Kevin:** I do apologize. I will make a new bill for you right away.

Module Eight

Vocabulary

Audit	Bath Soap	Bed and Breakfast	Checklist
Deodorant	Detergent	Front Desk	Hand Soap
Handbook	Master List	Mobile Rack	Personal Development
Report	Request	Resort Sewing Kit	
Thread Count	Tufted		

Dialogue

Jodie: Thank you for phoning Chateau NorQuest. How may I help you?

Brad: Hi. I'd like to make a reservation at your hotel.

Jodie: For which days would you like a room?

Brad: I am looking for the weekend of November 25th and 26th. Two nights – the Friday and Saturday.

Jodie: Would you like a single or double room? Our double rooms are \$99 a night, including tax.

Brad: I'd like a double room.

Jodie: All right. We have a double room for two nights reserved for the nights of Friday, November 25th, and Saturday, November 26th. We look forward to having you stay with us!

Module Nine

Vocabulary

Cleaning	Corkscrew	Deep Cleaning	Department
Virus	Evening Team	Facial	Folding Table
Hotel	Mangle	Motel	Nail
Nose Pads	Orientation	Pay Scale	Postcards
Razor	Reusable	Rotational	Sealers
Shaving Cream	Soak	Team Supervisor	Uniforms

Dialogue

Darcy: Hi. We are looking for a place to sightsee in the area. Do you have a recommendation?

Robin: I would take a bus ride to South Peak. It is a wonderful place to spend the day.

Darcy: Would I be able to buy souvenirs while I am there?

Robin: There are plenty of gift shops in the area.

Darcy: Is the food worth eating there?

Robin: Definitely! The restaurant is well known for their bison burger. It's very popular for lunch.

Module Ten

Vocabulary

Amenities	Bacteria	Comfortable	Complimentary
Conditioner	Disinfection	Disposables	Dormitory
Elevator	Escalator	Inventory	Luxurious
Orientation	Photocopier	Professional	Requisition
Sanitation	Spectacular	Stationery	Ster-ilization
Television	Traditional		

Dialogue

Irwin: Is there a place to do my laundry?

Katelyn: Yes, there is. The laundry can be done in the room beside the elevator on the first floor.

Irwin: Do I have to buy the bleach somewhere else or can I buy it there?

Katelyn: You may buy the bleach there. If you want to starch any of your shirts, please see Guest Services. They can give you the correct change.

Irwin: Thanks for the tip!



MANUFACTURING

Module Two

Vocabulary

Bale	Belt	Blade	Bolt	Boot
Brakes	Case	Clip	Coil	Cord
Disc	Drill	Drive	Drum	Fork
Gas	Grain	Grounds	Hook	Jack
Kit	Lawn	Nut	Oil	Pack
Parts	Pin	Plough	Pouch	Shelf
Shop	Spout	Spring	Steel	Stock
Tip	Tool	Torch	Tub	Valve
Ware				

Dialogue

- Jake:** Are you working in the shop today?
- Erin:** Yes, I'm going to be stocking shelves and putting away parts in the stockroom.
- Jake:** That's great! Which parts are you putting away?
- Erin:** Drums, brakes, discs and some tools.
- Jake:** OK. Can you also put away the new belts, blades and oil cans?
- Erin:** Sure, no problem.

Module Three

Vocabulary

Anchor	Baler	Bearings	Caddy	Canvas
Cargo	Cleaner	Cooler	Couplings	Dealer
Decal	Discharge	Duties	Engine	Finish
Fittings	Garden	Grinder	Handling	Harrow
Hopper	Lifter	Loosen	Luggage	Motor
Muffler	Plastic	Power	Pressure	Rollers
Safety	Scraper	Section	Seeder	Shipping
Sickle	Special	Sprayer	Storage	Swather
System	Tillage	Tractor		
Washer				

Dialogue

- Katlyn:** So, what do I need to know about safety?
- Doug:** Well, when you are working with the tractor, swather and baler you need to wear hearing protection and don't wear loose clothing.
- Katlyn:** Anything else?
- Doug:** Yes. If you need to check the motor, make sure the engine and power are completely off.
- Katlyn:** When I'm finished with that equipment, I need to use the engine cleaner, right?
- Doug:** Yes. Use the engine cleaner on the tractor's motor. Use the pressure washer to clean all the equipment including the seeder, sprayer and harrow.

Module Four

Vocabulary

Deluxe	Exhaust	Machine	Repair
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Dialogue

- Sylvia:** Did our shift leader bring the machine to us to repair?
- Judy:** I don't know. I was working on another task this morning. Would you like to see if he brought it to us?
- Sylvia:** That would be wonderful! I know the machine is a deluxe model.
- Judy:** I think I know which one you are talking about. I believe it is the one with the exhaust problem.

Module Five

Vocabulary

Abrasive	Adapter	Additive	Assembly	Canola
Carrier	Container	Cylinder	Equipment	Fastener
Flexible	Galvanized	Harvester	Maintenance	Manual
Packaging	Retrofit	Supplier	Tightener	Transmission
Umbrella				

Dialogue

- Elmer:** So, does your car have a manual transmission?
- Jaret:** It does. It's a really nice sports car. It uses special oil and gas with high performance additives.
- Elmer:** Wow! Maintenance must be expensive.
- Jaret:** Not really, because I know a supplier who gives me a discount on car products and equipment.
- Elmer:** Really?
- Jaret:** Yes, he's really flexible on his prices. I got a deal on a great adapter kit for it already.

Module Six

Vocabulary

Downspout	Flush Face	Forklift	Hardware	Skid Shoe
Spark plug	Stainless Steel	Warehouse	Wholesale	

Dialogue

- Robin:** Hey Jamie, did you and Philip install the downspout on the warehouse?
- Jamie:** Yes we did, but the stainless steel hardware gave us some problems.
- Robin:** You guys did a really great job. What about the maintenance on the forklift? Did the spark plugs get changed?
- Jamie:** Not yet, but they're next on my list.

Module Seven

Vocabulary

Air Compressor	Anti-freeze	Conversion Kit	Heavy Gauge
In Stock	Out of Stock	Overhaul	Snowmobile
Trailer Hitch			

Dialogue

- Violet:** Excuse me?
- Sarah:** Yes?
- Violet:** I need to get some anti-freeze for my snowmobile.
- Sarah:** Oh, I'm sorry. Our anti-freeze is currently out of stock.
- Violet:** That's too bad. Well, I also need an air compressor. Do you have those?
- Sarah:** Oh yes, they are in stock. Just go down aisle four.

Module Eight

Vocabulary

Band	Cap	Drag	Equipment	Fit
Gasket	Guard	Hub	Link	Mount
Pickup	Product	Rebuild	Replacement	Rivet
Scent	Snapped	Specialized	Strap	Tank
Tarp				

Dialogue

- Karen:** Can you pick up that replacement gasket I ordered?
- Darcy:** Sure. What was the product number?
- Karen:** Um....BC4562.
- Darcy:** OK. Do we need any other equipment?
- Karen:** Well, I accidently snapped that one strap, so we need a new one to hold down the tarps.
- Darcy:** OK, I'll get a new strap too.

Module Nine

Vocabulary

Broken	Chain	Code	Comb	Failure
Field	Fuel	Grease	Hay	Hose
Light	Plate	Rake	Reel	Rescue
Roll	Seal	Strainer	Tape	Teeth
Tube	Wheel	Wire		

Dialogue

- Tara:** Can you tell me the code number for the broken tube in the corner?
- Susan:** Do you mean the tube over there beside the chain and garden hose?
- Tara:** That would be the one. Oh no! It looks like the previous crew failed to remove the grease from the reel they were using.
- Susan:** I'll grab some materials and we will clean it up.

Module Ten

Vocabulary

Accessories	Adjustable	Agricultural	Carburetor	Conditioner
Distributor	Electrical	Evaporator	Fertilizer	Lubrication
Mechanical	Polyethylene	Radiator	Recreational	Refrigerants
Reliable	Universal	Utility		

Dialogue

- Jodie:** Excuse me, do you have a universal radiator for my recreational vehicle?
- Brad:** No we do not. But we do have a reliable distributor who can get that part to us right away. Right now we only have agricultural accessories on site.
- Jodie:** Well, I will pick up some fertilizer and lubricant for the upcoming season while I am here. Can you look into getting that part for me?
- Brad:** Of course. Let's fill out the forms right now.

Idioms

An Accident Waiting to Happen



Idioms

Racing Against the Clock



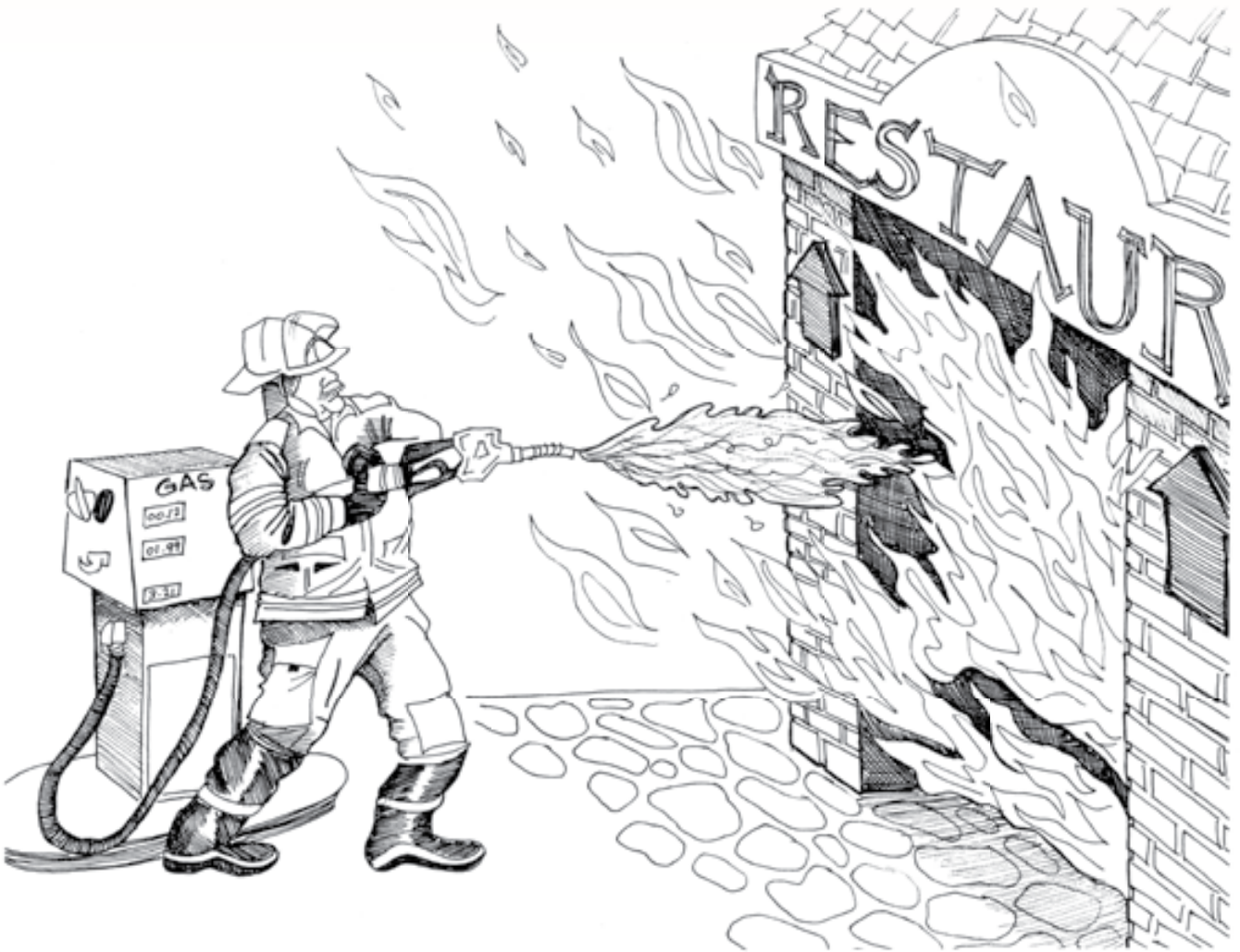
Idioms

Time is Money



Idioms

Fuel to the Fire



Idioms

Play Safe



Idioms

Out on a Limb



Idioms

Pick up the Pace



Idioms

Rushed Off Our Feet



Idioms

Playing with Fire





GLOSSARY

Activity A single planned classroom undertaking directly related to language teaching and learning. Each has its own objectives, content, working procedure and criteria for success. An activity can be communicative and can be focused on form and accuracy (skill-building) or function and fluency (skill-using).

Assessment A systematic approach for collecting information on student learning or performance usually based on various sources of evidence.

Authentic materials Physical items that learners receive outside of the workshop (such as manuals, standard operating procedures [SOPs], or pay stubs) that are used for instructional purposes in the workshop.

CALC Community Adult Learning Councils

Checklist A list to identify characteristics or behaviours that are present or not present; usually scored as yes/no ratings.

CLB Canadian Language Benchmarks

Course A series of learning modules and/or units; fits within a given time frame in a specific program with a defined group of learners.

Cross-cultural understanding The basic ability of people within business to recognize, interpret, and react correctly to people, incidents or situations that are open to misunderstanding due to cultural differences.

Culture of the workplace Behaviour, values, and codes that workers use to govern job performance, appearance, and interaction with others at work. This includes both formal (e.g., written policies) and informal (e.g., rumours) actions.

Curriculum A generic framework on which courses for specific groups of learners can be based; no specified time frame.

ESL English as a Second Language

Evaluation Interpretation of assessment data regarding the quality, value or worth of some response, product, or performance. Evaluations are usually based on multiple sources of information.

EWP English in the Workplace

Goals Broad general statements that describe the overall purpose of a module, course or program.

Idiom An expression (group of words) that describes a situation using a metaphor or similar non-literal use of language. Idioms are common expressions that are known by native speakers but are not necessarily found in a dictionary.

Immigrant An individual who is legally entitled to enter and remain permanently in Canada, and who therefore may meet the requirements to apply for Canadian citizenship. The term does not apply to a temporary foreign worker.

Intercultural communication Interactive, successful communication between or among cultures.

Intonation The rise and fall of pitch in the voice; the change of speech rhythm. Intonation is used to carry information over and above that which is expressed by the words in a sentence.

Language learning strategies Strategies that are employed to assist in the acquisition of a second language.

Language learning task A task that is a practical application and demonstration of language abilities in a structured unit of communication; includes particular content of language data, purpose, and procedures to be carried out; also includes the language data, objectives, and defined successful completion outcomes.

Learner-centered A program or course that structures all activities around the needs and goals of the learners.

Learning log A form of self-assessment in which learners write journal entries summarizing what they have learned or commenting on the strategies they used that were successful in aiding their learning.

Lesson A sequence of tasks and activities planned to enable learners to experience and practice specific aspects of English and to gain understanding of specific content. Activities are usually related by a theme and are to be completed in a set unit of time.

Needs assessment A needs assessment is conducted before the lesson plans are developed. It is imperative in Adult ESL that the learners voice their needs for learning the language. Many people identify specific needs and the teacher then plans the classes around those needs.

Performance assessment Assessment tasks that require learners to construct a response, create a product, or demonstrate applications of knowledge.

Portfolio A collection of student work showing student reflection and progress or achievement over time in one or more parts of the curriculum.

Realia Actual, physical materials that are not made specifically for ESL learners. Examples: library card forms, prescription labels, school notices, hydro bills, telephone books, flyers, catalogues, recipes, and traffic signs.

Real-world learning tasks Tasks that require learners to approximate in class the sorts of behaviours required outside the classroom.

Role play A popular technique used to simulate [originally “stimulate”?] real-world communication in which specific situations are acted out.

Rubric A measurement scale (marking guide) used to evaluate a learner’s performance; includes a list of criteria at each score point for a particular outcome.

Self-assessment Appraisal by a learner of his or her own work or learning process.

Small talk The pleasant, inconsequential verbal exchange that Canadians engage in during casual encounters with others such as at bus stops, in lineups and when meeting new people. Topics are not personal and are often about weather and news. There are unwritten rules about taboo subjects such as income level.

Stakeholder Any one person or group of people with an interest in, or who will be affected by, a particular enterprise.

Stress The pronunciation of a word or syllable with more force than in the surrounding words or syllables.

Survival English The basic English needed to obtain goods and services for day-to-day living such as buying food, taking a bus, getting medical attention, etc.

Text A piece of spoken or written language. It may be only one word in length, such as a sign that reads, DANGER! or it may be a lengthy piece of extended discourse.

Think-aloud Learners describe aloud the thinking processes they are using in reading or in problem solving.

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