

Chapter 3: Table of Contents

Introduction	91
Objectives.....	91
Video.....	92
Focus questions.....	93
Reading	95
Before you read.....	95
Read	96
After you read.....	98
Reading progress check.....	103
Listening	105
Before you listen	105
Listening: Excerpt 1	107
After you listen	107
Listening: Excerpt 2	109
After you listen.....	109

Listening progress check	111
Writing	112
Before you write.....	112
Writing practice	115
Writing progress check	116
Speaking	118
Pronunciation	118
Speaking practice	120
Speaking progress check	122
Wrap-up	124
Discussion.....	124
Reflection	124
Extension	125
Chapter vocabulary list	126
Photo attributions	128

Chapter 3: Workplace Communications

Introduction

Objectives

In this chapter, you will

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

Video

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

Discuss:

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

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

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



Focus questions

Sandy, your Workplace Mentor

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



3.1 Points to focus on:

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

Go to page 253 to learn more.

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

Discussion

Discuss the following:

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

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

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

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

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

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



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



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

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

Situation Task Action Result

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

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

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

Before you listen

Ray, your Strategy Coach



3.4 Types of words: noun, verb, and adjective

Go to page 312 to learn more.

Complete the following to help you prepare for the listening:

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

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

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



Verb	Noun	Adjective

Listening: Excerpt I

Sandy, your Workplace Mentor



3.3 Understanding presentations

Go to page 260 to learn more.

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



After you listen

Comprehension

Answer the questions.

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

5. What is Tim discussing in this part of the talk?
 - a) Safety responsibilities at work
 - b) Training provided this month
 - c) The importance of using safety equipment

6. Employers have to make sure that
 - a) they provide safety equipment and clothing to employees
 - b) employees use safety equipment and clothing
 - c) both a and b

7. According to Tim, employees have rights and responsibilities. Complete the chart by putting the information below in the correct place, Employee Rights or Employee Responsibilities.

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

Employee Rights	Employee Responsibilities

Vocabulary

Complete the following:

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

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

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


Listening: Excerpt 2

Complete the following:


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

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

CDN MALLS

Name: **Tim Robins** 

Title: **Security and Life Safety Supervisor**



After you listen

Comprehension

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

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

First aid and CPR training	Fire warden training

Vocabulary

Complete the following:

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

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

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

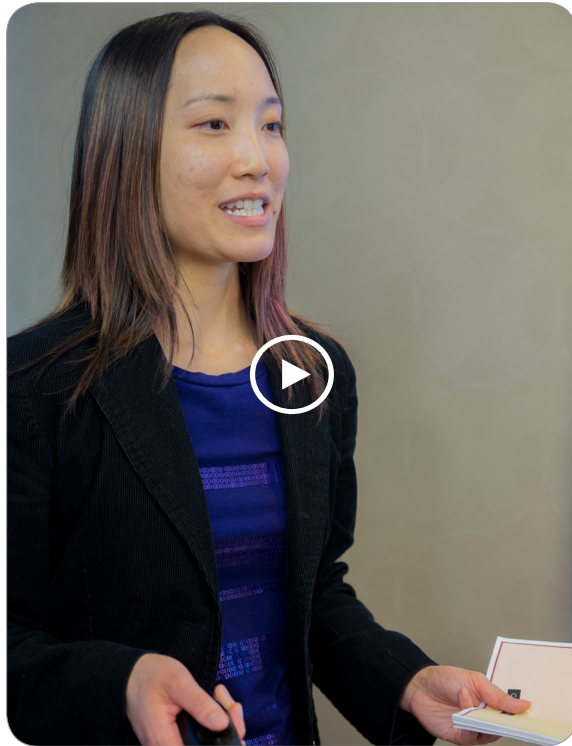
Discussion

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

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

Listening progress check

Listen to Sima talking about two procedures.



Answer the following:

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

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

The missing detail is _____

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

Pronunciation

Task 1

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

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

Ray, your Strategy Coach



3.6 Listening for thought groups

Go to page 314 to learn more.

Task 2

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

Discuss the pauses you marked.

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

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

Speaking practice

1. Complete the following:

a) Access one of the documents below.

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

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

(View full profile)

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

(View full profile)

Note:

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

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

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

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

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

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

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

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

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

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



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

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



Result (What did you learn?)

This is what I found about _____. (Include only the important information.)

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

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

2. Discuss the following:

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

Speaking progress check

Rubric

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

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

Chapter 3: Speaking progress check				
• Topic: Workplace communications • Task: Present information about a task			Name: Date:	
Criteria	Yes	Almost	No	How can you improve?
You gave the necessary information about the situation and the task.				
You gave the necessary information about what you did to achieve the task (the action).				
You shared the information from the reading (the result).				
You maintained appropriate eye contact throughout the interaction				

Task

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

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

Follow the instructions below to help you complete the task.

Instructions

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

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



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



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

3. Use appropriate eye contact.

Wrap-up

In this chapter, you

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

Discussion

Think about what you learned in Chapter 3. Discuss:

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

Sandy, your Workplace Mentor



3.5 Reflection in the workplace

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

Reflection

In this chapter, you learned about policies and procedures.

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

Extension

Ray, your Strategy Coach



3.7 Learning new vocabulary

Go to page 315 to learn more.

Chapter vocabulary list and language logs

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

Interview

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

Research

Use one of the following links:

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

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

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

Chapter vocabulary list

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

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