

# **Skills for Jobs**

# Job Talk

Adult Literacy Program

Skills for Jobs – Job Talk

**Tutor Binder**

V1.08

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# For the Tutor:

## Welcome to Skills for Jobs!

Getting and keeping an entry-level job can be a big challenge for an adult with low literacy, numeracy, and information technology skills. If English fluency is also low, the challenge increases. Even an entry-level job requires a complex set of workplace essential skills. Basic competency in speaking, listening, using numbers, handling documents, reading, and writing is assumed. Increasingly, some ability to use computers is also needed. Each job also requires the employee to be aware of the skills he has and to be aware of his skill limits.

SKILLS FOR JOBS was designed by instructors in the Adult Literacy Program at NorQuest College in Edmonton to help address these challenges. It will help you, the tutor, to identify the workplace essential skills that your student already has, increase his skill set, and develop his awareness of his own capabilities.

There are three parts to SKILLS FOR JOBS:

- Job Numeracy
- Job Literacy
- Job Talk

The tutor binder contains sequences reflecting the following entry-level workplace settings from the Human Resources and Social Development Canada website.

[www.hrsdc.gc.ca/en/hip/hrp/essential\\_skills/essential\\_skills\\_index.shtml](http://www.hrsdc.gc.ca/en/hip/hrp/essential_skills/essential_skills_index.shtml)

Babysitters, Nannies and Parents' Helpers	NOC 6474
Cashiers	NOC 6611
Cleaners	NOC 666
Early Childhood Educator Assistants	NOC 4214
Estheticians, Electrologists, etc.	NOC 6482
Food and Beverage Servers	NOC 6453
Kitchen Helpers and Line Cooks	NOC 6641
Material Handlers	NOC 7452
Sewing Machine Operators	NOC 9451
Taxicab Drivers	NOC 7413
Visiting Homemakers, Housekeepers, etc.	NOC 6471

## To the Tutor

The goal of Job Talk is to give people vocabulary and conversation in workplace situations.

The conversations are designed for workers in the following workplaces:

- Nannies/caregivers
- Cashiers
- Cleaners
- Early childhood education assistants
- Estheticians
- Food and beverage servers
- Kitchen helpers
- Warehouse workers
- Sewing machine operators
- Cab drivers
- Housekeepers

## Format for Use

1. Have a brief conversation about the job and the setting.
2. Review the bold words in the text for meanings.
3. Read the conversation with the student.
4. Ask the questions at the end of each conversation to check for understanding.
5. If necessary, review the concepts that are missing.
6. Continue to the next conversation.



## Nanny/Caregiver

1. How old are the children?
2. What are the nanny and the children doing in the picture?
3. How many hours a day does she spend with the children?
4. Does she care for the children every day?
5. What are they talking about?

## Tutor

- Read the parts of the conversation as a dialogue, with you as the mother first and the student as the nanny.
- When the student is fairly comfortable and accurate speaking the nanny part, switch parts.
- When the student can do both parts fairly easily, read the questions at the bottom of the page to her. She should be able to answer the questions verbally.
- Review any mistaken answers for misunderstanding of the material.
- Review the concepts in the conversation if necessary. If the student can answer the questions accurately, move on to the next conversation.

## Nanny/Caregiver 1

*Nanny:* Hi, Mrs. Smith.

*Mother:* Hi Amina. I'm glad you're here. Let me **introduce** you to the children. This is Suzy and this is Tom. This is Amina, kids.

*Kids:* Hi Amina.

*Nanny:* It's nice to meet you, Suzy and Tom.

*Mother:* Let me show you around the house. This is the kitchen.

*Nanny:* What do you want me to do today?

*Mother:* I need you to make breakfast and lunch for the children.

*Nanny:* What do you want me to make for them?

*Mother:* I wrote a list of their **favourite** foods and their allergies on the refrigerator.

*Nanny:* I'd be happy to make their breakfast and lunch. Is there anything else you want me to do today?

*Mother:* If you could please clean up any kitchen mess and have them pick up their toys so the house looks tidy and organized when we get home, that would be important to us.

*Nanny:* We'll work on getting the house organized before you and your husband get home.

*Mother:* I'll be home by 5:00.



## Check for Understanding

1. What are the children's names?
2. How many meals does their mother want you to make?
3. How do you know what the kids like to eat?
4. What does the mother say is important to her?
5. What time will she be home?

## Tutor

- Read the parts of the conversation as a dialogue with you as the child first and the student as the nanny.
- When the student is fairly comfortable and accurate speaking the nanny part, switch parts.
- When the student can do both parts fairly easily, read the questions at the bottom of the page to her. The student should be able to answer the questions verbally.
- Review any mistaken answers for misunderstanding of the material.
- Review the concepts in the conversation if necessary. If the student can answer the questions accurately, move on to the next conversation.

## Nanny/Caregiver 2

*Nanny:* It's time to pick up your toys.

*Child:* I don't want to!

*Nanny:* Well it's almost time to walk to the park and we can't go until the toys are **picked up**.

*Child:* I don't want to go to the park.

*Nanny:* I just talked to Jason and Amanda's mother. She said they are going to be there in fifteen minutes. Let's get started picking up so we can go play with Jason and Amanda!

*Child:* OK, I'll pick up the toys.

*Nanny:* Good for you!

*Child:* Where should I put the **blocks**?

*Nanny:* Just put them in the **toy box**.

*Child:* OK.

*Child:* This is too heavy for me to move back into my room. Can you help me?

*Nanny:* Sure. You pick up that end and I'll carry this end.

*Nanny:* Look! We got it all done! Good for you! Now hurry and use the bathroom so we can go.

*Child:* I don't want to use the bathroom!

*Nanny:* Well there isn't one there, so we have to use it here before we leave. And when I look at my watch, I see that they will be at the park in only 5 minutes so we better hurry.

*Child:* OK, I'm done. Can we go now?

*Nanny:* Sure, let's go!

### Check for Understanding

1. What does the caregiver ask the child to do?
2. What does she do to interest the child so that he wants to finish picking up his toys?
3. What does she do when the child asks for help with something heavy?
4. What does she say when the child doesn't want to use the bathroom before they go to the park?
5. How much time do they have to get to the park before the other children get there?

### Tutor

- Read the parts of the conversation as a dialogue, with you as Mrs. Smith first and the student as the nanny.
- When the student is fairly comfortable and accurate speaking the nanny part, switch parts.
- When the student can do both parts fairly easily, read the questions at the bottom of the page to her. The student should be able to answer the questions verbally.
- Review any mistaken answers for misunderstanding of the material.
- Review the concepts in the conversation if necessary. If the student can answer the questions accurately, move on to the next conversation.

**Nanny/Caregiver 3**

*Nanny:* Hi Mrs. Smith. How are the kids today?

*Mrs. Smith:* They still have colds, I'm afraid. We took them to see the doctor yesterday and *she* gave us a **prescription** for them for cough medicine. We are also **supposed to** give them Children's Tylenol every 4 hours.

*Nanny:* Do you want me to give them the cough medicine and the Tylenol during the day while you are at work?

*Mrs. Smith:* Yes, I do.

*Nanny:* Please write down exactly when you want me to give them the cough medicine and Tylenol. **Legally** I can't give it to them without a note telling me **exactly** what time and how much you want me to give them.

*Mrs. Smith:* You are **absolutely** right! I have the note right here for you with the name of the medicine, how much you should give them, and at what time.

*Nanny:* Thanks very much Mrs. Smith. That is a big help to me. Does the note say when they last had their medicine?

*Mrs. Smith:* Yes, it says they had it just after breakfast. It says on the note they should get it next after lunch.

*Nanny:* OK Mrs. Smith. I'll give them their medicine when your note says I should. Could you also please give me the doctor's **number**?

*Mrs. Smith:* It is right on the prescription bottle, Amina. But please **call me** before you call the *doctor*.

*Nanny:* OK. What is your work number?

*Mrs. Smith:* It is right on the note and so is my cell number.

*Nanny:* OK, thanks Mrs. Smith. What kind of food do they want today?

*Mrs. Smith:* They said they wanted chicken soup. I put a can of it on the **counter**. But mostly they've been drinking water and fruit juice.

**Check for Understanding**

1. What sickness do the children have?
2. What does the nanny ask the mother to write down?
3. What two medicines does the mother want the children to get?
4. What two phone numbers does the nanny get before the mother leaves?
5. What have the children been drinking?



## Cashier

1. Is the customer paying with a credit card, **debit**, or cash?
2. What kind of store do you think the cashier works in?
3. Do you ever pay for things with a debit card?
4. How many hours do you think she works a day?
5. Do you think all the customers are **polite**?

## Tutor

- Read the parts of the conversation as a dialogue, with you as the customer first and the student as the employee.
- When the student is fairly comfortable and accurate speaking the employee part, switch parts.
- When the student can do both parts fairly easily, read the questions at the bottom of the page to her. The student should be able to answer the questions verbally.
- Review any mistaken answers for misunderstanding of the material.
- Review the concepts in the conversation if necessary. If the student can answer the questions accurately, move on to the next conversation.

## Cashier 1

*Employee:* Hello, did you find everything you were looking for?

*Customer:* Yes, I did.

*Employee:* Good, the total comes to \$37.50. Will that be cash or **charge**?

*Customer:* I'm paying cash today.

*Employee:* OK. Out of \$40.00?

*Customer:* Yes.

*Employee:* Your change is \$2.50. Would you like your **receipt** or do you want it in the bag?

*Customer:* In the bag is fine.

*Employee:* Here you go. Thanks and have a nice day!

*Customer:* Thanks, you too.

## Check for Understanding

1. What is the first question the cashier asks the customer when the customer comes to the **checkout** counter?
2. What two ways can the customer pay?
3. If the customer pays cash, what does the cashier say when she gets the money?
4. Where does this customer want the receipt?
5. What is the last thing the cashier says when the customer is leaving?

## Tutor

- Read the parts of the conversation as a dialogue, with you as the customer first and the student as the employee.
- When the student is fairly comfortable and accurate speaking the employee part, switch parts.
- When the student can do both parts fairly easily, read the questions at the bottom of the page to her. The student should be able to answer the questions verbally.
- Review any mistaken answers for misunderstanding of the material.
- Review the concepts in the conversation if necessary. If the student can answer the questions accurately, move on to the next conversation.

## Cashier 2

*Employee:* Hello, did you find everything you were looking for?

*Customer:* Yes, I did.

*Employee:* Good, the total comes to \$37.50. Will that be cash or charge?

*Customer:* I'm paying by Visa today.

*Employee:* OK, I'll **swipe** your card. Here is the receipt. Please sign on the line. And here is your copy of the receipt. Would you like the receipt with you or would you like it in the bag?

*Customer:* In the bag is fine.

*Employee:* OK, thanks. Have a nice day!

## Check for Understanding

1. How is the customer paying today?
2. How much is the total?
3. What three things must the cashier do if the customer is paying with a credit card?
4. Why does the customer have to **sign** the receipt?
5. Why are there two copies of the receipt?

## Tutor

- Read the parts of the conversation as a dialogue, with you as the customer first and the student as the employee.
- When the student is fairly comfortable and accurate speaking the employee part, switch parts.
- When the student can do both parts fairly easily, read the questions at the bottom of the page to her. The student should be able to answer the questions verbally.
- Review any mistaken answers for misunderstanding of the material.
- Review the concepts in the conversation if necessary. If the student can answer the questions accurately, move on to the next conversation.

## Cashier 3

*Employee:* Hi, can I help you?

*Customer:* Yes. I bought this yesterday, and when I got it home and took it out of the box, it was **broken!**

*Employee:* Oh that's too bad. Do you have your receipt?

*Customer:* Yes, it is right here.

*Employee:* Good. Would you like your money back or do you want to **exchange** it for another one?

*Customer:* I just want my money back, please.

*Employee:* OK, I'll **ring it through** the computer as a return. Could you please hand me the box? I need to scan the **bar code** on the bottom.

*Customer:* Of course.



*Employee:* Here is your return receipt. Do you want to keep the **original** receipt?

*Customer:* Yes, I do, and could you please **staple** the **return receipt** to the original?

*Employee:* Sure. Here is your return receipt and the original. Your total return is \$30.04. Sorry the lamp was broken.

*Customer:* Thanks.

*Employee:* You're welcome. Bye!

### Check for Understanding

1. Why does the customer bring back her **purchase**?
2. Does she want to exchange it or get another one?
3. Does the cashier get upset? How does the cashier talk to the customer?
4. What does the customer ask the cashier to do with the two receipts?
5. How much money does the customer **get back**?





## Food Court Cleaner

1. Do you ever eat in the **food court** at a mall?
2. Have you ever seen the cleaners at the food court?
3. Where do you think they keep their **supplies**?
4. Do you **pick up after** yourself when you go to the food court?
5. How many hours a day does the man in the picture work?

## Tutor

- Read the parts of the conversation as a dialogue, with you as the supervisor first and the student as the employee.
- When the student is fairly comfortable and accurate speaking the employee part, switch parts.
- When the student can do both parts fairly easily, read the questions at the bottom of the page to him. The student should be able to answer the questions verbally.
- Review any mistaken answers for misunderstanding of the material.
- Review the concepts in the conversation if necessary. If the student can answer the questions accurately, move on to the next conversation.

### Food Court Cleaner 1

*Employee:* Hi, my name is Danica.

*Supervisor:* Hi, I am the **supervisor** for the food court cleaning **crew**. My name is Sue. I'll show you where to put your coat and purse. This is your **locker**, 106. If you want to bring a **lock**, you can; we don't **provide** them.

*Employee:* My friend told me I needed a lock. I brought one with me.

*Supervisor:* Good. Put your purse and coat away and I'll tell you what you will do tonight.

*Supervisor:* Your **shift** is from 3:00 pm to 9:00 pm. This is your **cleaning cart**. You push it into the food court. It has everything you need on it.

*Employee:* What am I supposed to do in the food court?

*Supervisor:* You will be doing three things:

1. Taking the trays and garbage off the tables
2. Wiping the tables with soap and water after people are done eating
3. Cleaning messes off the floor

*Employee:* Where do I put the trays and garbage?

*Supervisor:* The trays are put on top of the **garbage counters**. The garbage is taken out when it gets full and put in the **dumpster** outside the **service door**.

*Employee:* OK, throw the garbage away, put the trays on top of the garbage counters, and take the full garbage to the dumpster outside. Could you please show me where the service door is?

*Supervisor* Yes, do you see the door at the end of the **hall** that says “**For Employees Only**”?

*Employee:* Yes I do.

*Supervisor:* That’s the service door.

*Employee:* What do you want me to use to clean the floors?

*Supervisor:* If it is a dry mess, use the broom and **dustpan** on your cart. If it is a wet mess, use the **mop** and pail on your cart.

### Check for Understanding

1. What can you bring to keep your coat and purse safe in your locker?
2. What time does the boss want you to work today?
3. What four things will you be doing at work?
4. Where are the supplies you will need to clean the food court in the mall?
5. Where is the dumpster to empty the full garbage?

### Tutor

- Read the parts of the conversation as a dialogue, with you as the supervisor first and the student as the employee.
- When the student is fairly comfortable and accurate speaking the employee part, switch parts.
- When the student can do both parts fairly easily, read the questions at the bottom of the page to him. The student should be able to answer the questions verbally.
- Review any mistaken answers for misunderstanding of the material.
- Review the concepts in the conversation if necessary. If the student can answer the questions accurately, move on to the next conversation.

## Food Court Cleaner 2

*Employee:* Do I carry the full garbage out to the **dumpster**?

*Supervisor:* No, use your cart. You open the door in the front of the garbage counter, take out the garbage, **tie** the top of the bag closed, and put the bag on your cart. Then you pull out one of the extra garbage bags that are in the bottom of the garbage can, open it, and **line** the inside of the empty garbage can. Put the garbage can back under the counter and close the door. After you have put back the empty can, take the garbage out on the cart.

*Employee:* OK, garbage can **lined**, put back, and garbage taken to the dumpster.

*Supervisor:* You have to be careful about the back door.

*Employee:* Why?

*Supervisor:* The door locks if you let it close.

*Employee:* What should I do to keep it from closing?

*Supervisor:* There is a **door stop** at the bottom of the door. When you open the door, move the stop down with your foot so the door can't close. Move it up and close the door when you come back in. You have to remember to close the door because it is a **rule**. We have to keep the door closed when we are not going to the dumpster.

*Employee* OK, the door is always closed.

## Check for Understanding

1. How does the cleaner get the big bags of garbage out to the dumpster?
2. What does the cleaner do with the garbage can when it is **empty**?
3. Why does the cleaner have to be careful about the back door?
4. How does the door stay open when someone is outside?
5. What is the rule about closing the door?

## Tutor

- Read the parts of the conversation as a dialogue, with you as the supervisor first and the student as the employee.
- When the student is fairly comfortable and accurate speaking the employee part, switch parts.
- When the student can do both parts fairly easily, read the questions at the bottom of the page to him. The student should be able to answer the questions verbally.
- Review any mistaken answers for misunderstanding of the material.
- Review the concepts in the conversation if necessary. If the student can answer the questions accurately, move on to the next conversation.

### Food Court Cleaner 3

*Supervisor:* An hour before the end of your shift, you must walk through the food court. Make sure all the tables are clean, and pick up any large garbage on the floor.

*Employee:* OK. An hour before closing, I make sure all tables are clean and all big garbage on the floor is **thrown away**.

*Supervisor:* *Then* get the big broom in the storage room. You sweep the floor starting on the side of the room **opposite** the back door. You sweep toward the back door. Use your broom and dustpan to clean up what you sweep. Then you have to **restock** the cart for the **morning person**.

*Employee:* How do I restock it?

*Supervisor:* In the storage room are all the supplies we have on the carts. **Replace** the supplies that you had on the cart when you got it.

- The garbage should be empty and have a new **liner** in it with a **stack** of new liners.
- There should be paper towels, clean **rags**, and a full bottle of **spray** cleaner.
- Empty and rinse out the **bucket**, and hang the mop to dry next to the other mops.
- Put the dirty rags in the **laundry basket**.

*Employee:* Where is the storage room?

*Supervisor:* It is next to the lockers where you put your coat.

*Employee:* I understand.

*Supervisor:* When you are done, be sure to clock out on your **time card** and put the card back in the slot.

*Employee:* OK, I will **clock out** when I am done.

*Supervisor:* You go out the back door. All the mall doors are **locked** at 9:05 pm. You have to go out the back door.

*Employee:* OK, I understand everything. I **might** forget something at the beginning. Who can I ask if I have questions?

*Supervisor:* You can ask me or the other person cleaning the food court with you.

*Employee:* OK, thanks.

*Supervisor:* It is *time* for you to start in 5 minutes. Be sure to ask if you have any questions. I will be in the office in the back hall until 5:00 pm.

### Check for Understanding

1. When does the cleaner have to make sure all the tables are clean?
2. What does the cleaner have to get to sweep the floor in the food court?
3. What does the cleaner have to put on the cart for the morning person?
4. Where does the cleaner get the things he needs to put on the cart?
5. Where does he clock out when he is done for the day?





## Early Childhood Education Assistant

1. What are they doing?
2. Where do you think they live?
3. Do the children know how to read?
4. Do they go to school?
5. How old are the children?

## Tutor

- Read the parts of the conversation as a dialogue, with you as the supervisor first and the student as the employee.
- When the student is fairly comfortable and accurate speaking the employee part, switch parts.
- When the student can do both parts fairly easily, read the questions at the bottom of the page to her . The student should be able to answer the questions verbally.
- Review any mistaken answers for misunderstanding of the material.
- Review the concepts in the conversation if necessary. If the student can answer the questions accurately, move on to the next conversation.

## Early Childhood Education Assistant 1

*Employee:* Hi Mary.

*Supervisor:* Good morning, Amina.

*Employee:* Where do I work this morning?

*Supervisor:* At the front desk. Please say “Hi” to parents and children when they come in.

*Employee:* OK.

*Supervisor:* After you **greet** them, help the children get coats, boots, and bags **put away**. Be sure to say, “Have a nice day,” to the parents when they leave and then help the children get **settled** with the other kids.

*Employee:* What if I get any questions I don’t know how to answer?

*Supervisor:* Please tell them to come see me. I will be in the office.

*Employee:* OK, that sounds good to me.

## Check for Understanding

1. Where will you be working for the first part of the morning?
2. What will you say when parents and children first come in?
3. What will you help the children put away?
4. What will you help the child do when the parent is leaving?
5. When do you ask the parents to go see Mary?

## Tutor

- Read the parts of the conversation as a dialogue, with you as the mother first and the student as the employee.
- When the student is fairly comfortable and accurate speaking the employee part, switch parts.
- When the student can do both parts fairly easily, read the questions at the bottom of the page to her. The student should be able to answer the questions verbally.
- Review any mistaken answers for misunderstanding of the material.
- Review the concepts in the conversation if necessary. If the student can answer the questions accurately, move on to the next conversation.

## Early Childhood Education Assistant 2

*Mother:* I have a **prescription** for Suzy. She should take one of these **pills** after lunch.

*Employee:* We have to have a **note** from the parents to give a child a pill.

*Mother:* OK, I'll be happy to write the information down.

*Employee:* Here is the **request form**. Could you please fill it out? Please put Suzy's name, the name of the doctor, the name of the prescription, and when you want us to give it to her. Please be sure to write your work number and cell phone number down so we can reach you if we need to.

*Mother:* Sure, I can **fill that out** for you.

*Employee:* And could you please sign your name at the bottom?

*Mother:* Sure.

*Employee:* Thanks, Mrs. Smith. I'll put the prescription and the form together on the **medicine shelf**, and put a **star** by her name so we remember to give it to her.

*Mother:* Thanks for your help, Amina.

*Employee:* We are happy to help, Mrs. Smith. Have a good day. If you want to **check on** Suzy, just give us a call. Here is a card with the phone number. See you this afternoon.

*Mother:* Bye!

## Check for Understanding

1. What does the mother want the educational assistant to do for her child?
2. What does the **educational assistant** ask the mother to write?
3. Where does the educational assistant put the medicine?
4. What does she put next to the child's name in the **sign-in book**?
5. What does she give the mother before she leaves?

## Tutor

- Read the parts of the conversation as a dialogue, with you as the children, Sara and Quin, first and the student as the employee.
- When the student is fairly comfortable and accurate speaking the employee part, switch parts.
- When the student can do both parts fairly easily, read the questions at the bottom of the page to her. The student should be able to answer the questions verbally.
- Review any mistaken answers for misunderstanding of the material.
- Review the concepts in the conversation if necessary. If the student can answer the questions accurately, move on to the next conversation.

## Early Childhood Education Assistant 3

*Sara:* That's my **doll**.

*Quin:* No it's not. Nobody was playing with it.

*Sara:* I just went to get a **cracker**. I am playing with it.

*Quin:* Let's ask Mrs. Chama.

*Sara:* Mrs. Chama, she took my doll while I was getting a cracker.

*Employee:* Well, why don't you two play with the doll together?

*Sara:* No! I don't want to play with her. I had the doll first!

*Employee:* Why don't we all go outside and play on the **swings**?

*Sara:* No!

*Quin:* No!

*Employee:* Well I guess the doll would like to spend some time in Mrs. Parker's office. How about getting the **finger paints** out!

*Sara:* Yah! I like to finger paint.

*Quin:* So do I!

*Employee:* OK, girls. You both help each other get paint shirts on, and I'll get the paper on the **easels**.

### Check for Understanding

1. What toy are the two children fighting over?
2. Who do they go to for help with their problem?
3. Where does the educational assistant put the toy when the girls can't **agree**?
4. What does she interest them in so they stop fighting?
5. What does she ask them to help each other with before they start painting?





## Esthetician

1. Is the customer enjoying herself?
2. What are they talking about?
3. What is the customer having done?
4. Did the esthetician go to school to learn how to do nails?
5. How **expensive** is it to get a **manicure**?
6. Have you ever had a manicure?

## Tutor

- Read the parts of the conversation as a dialogue, with you as the customer first and the student as the employee.
- When the student is fairly comfortable and accurate speaking the employee part, switch parts.
- When the student can do both parts fairly easily, read the questions at the bottom of the page to her. The student should be able to answer the questions verbally.
- Review any mistaken answers for misunderstanding of the material.
- Review the concepts in the conversation if necessary. If the student can answer the questions accurately, move on to the next conversation.

## Esthetician 1

*Employee:* Hi! Can I help you?

*Customer:* Yes, I'd like a manicure.

*Employee:* We'd be happy to do that for you. Please follow me to my **station**.

*Employee:* Please sit down. Would you like something to drink?

*Customer:* No, thank you.

*Employee:* Please put your fingers in the water to **soak**. I'll be right back.

*Employee:* Can you please give me your right hand? Let me know if anything is **uncomfortable**. I'm going to **trim** your **cuticles** and push them back. Then I'm going to **buff** your nails. How long would you like your nails?

*Customer:* I want them just over the **edge** of my fingers.

*Employee:* OK, just a little over the edge of your fingers. Please give me your left hand now...

*Employee:* We are finished with everything **except** the **polish**. What colour of nail polish would you like?

*Customer:* I'd like **clear polish**, I think.

*Employee:* We are finished with the polish now. Please leave your hands **flat** on the table while the polish dries. I will be back in a few minutes to check your polish to see if it is dry.



*Employee:* I think the polish is dry enough now. You need to be careful not to bump the polish for a little while until it **hardens**. Please follow me to the counter.

*Employee:* That will be \$35.00. Will that be cash or **charge**?

*Customer:* I'll pay cash today.

*Employee:* *Out of \$40.00? Your change is \$5.00.*

*Customer:* **Keep the change.**

*Employee:* Thank you and here is my **business card** with my phone number here at the shop.

*Employee:* Have a good day.

*Customer:* Bye.

### Check for Understanding

1. What kind of **service** does the customer ask for?
2. How long does the customer want her nails?
3. Which hand does the esthetician start with?
4. What colour of nail polish does the customer want?
5. What is the last thing the esthetician gives the customer when she is leaving?





## Hairdressing Assistant

1. What does a hairdresser do?
2. What would help the hairdresser before she cuts someone's hair?
3. Have you ever cut someone's hair?
4. Have you ever been to a hairdresser for a cut or a colour?

## Tutor

- Read the parts of the conversation as a dialogue, with you as the customer first and the student as the employee.
- When the student is fairly comfortable and accurate speaking the employee part, switch parts.
- When the student can do both parts fairly easily, read the questions at the bottom of the page to her. The student should be able to answer the questions verbally.
- Review any mistaken answers for misunderstanding of the material.
- Review the concepts in the conversation if necessary. If the student can answer the questions accurately, move on to the next conversation.

## Hairdressing Assistant

*Employee:* Can I help you?

*Customer:* Yes, I am here for a haircut with Jennifer.

*Employee:* Please follow me. Could you please use the dressing room to **hang** your sweater and put on a **gown**?

*Customer:* OK.

*Employee:* I'll wash your hair for you now. Please follow me.

*Customer:* Where can I put my purse?

*Employee:* Right next to this chair would be fine.

*Employee:* Please **lean back**. Is the water too hot for you?

*Customer:* No, it's a little cool.

*Employee:* Is that better?

*Customer:* Yes, that feels fine.

*Employee:* I'm using our new **papaya** shampoo.

*Customer:* It smells nice.

*Employee:* It does a good job of cleaning your hair and it's **gentle**.

*Employee:* I'm putting on our special **conditioner** now. It helps keep **coloured** hair **shiny**.

*Customer:* It smells good, too.

*Employee:* Would you like me to put bottles of the shampoo and conditioner at the front desk for you? You can just pick them up when you pay for your **cut**.

*Customer:* I don't think I need a bottle of shampoo, but I would like a bottle of the conditioner.

*Employee:* OK, I'll do that for you while you're getting your cut.

*Employee:* We're done washing your hair. You're ready for your cut. Can I get you anything to drink?

*Customer:* I'd love a hot tea, thanks.

*Employee:* I'll bring that to you at Jennifer's **station**.

### Check for Understanding

1. What service does the customer want done?
2. What kind of conditioner does the employee tell the customer she is using?
3. What does she get for the customer when the customer is ready for her haircut?
4. What does the customer decide to buy?
5. Where is the product when the customer is ready to pay?





## Food and Beverage Server

1. How many people are at the table?
2. Who is the ice cream for?
3. What kind of restaurant is it?
4. Do you think the server likes her job?
5. Will the customers give her a good **tip**?

## Food and Beverage Server

### Introductory Conversation Questions

What is a **fast-food** restaurant?

Why is it called fast food?

Have you ever eaten at a fast-food restaurant?

Which fast-food restaurants have you gone to?

Have you ever taken your children to a fast-food restaurant?

What do you buy when you go?



## Tutor

- Read the parts of the conversation as a dialogue, with you as the customer first and the student as the employee.
- When the student is fairly comfortable and accurate speaking the employee part, switch parts.
- When the student can do both parts fairly easily, read the questions at the bottom of the page to her. The student should be able to answer the questions verbally.
- Review any mistaken answers for misunderstanding of the material.
- Review the concepts in the conversation if necessary. If the student can answer the questions accurately, move on to the next conversation.

### Food and Beverage Server 1: Conversation with One Person Ordering

*Employee:* Welcome to Mindy's. What can I get for you?

*Customer:* I'd like a hamburger.

*Employee:* Would you like fries and a drink with that?

*Customer:* I'd like a small fries and a medium coke.

*Employee:* Will that be all for you?

*Customer:* I guess I'd like a **Frosty**, too.

*Employee:* What size would you like?

*Customer:* I think I want a **medium**.

*Employee:* OK, so that's a hamburger, small fries, a medium Coke and a medium Frosty? Will that be all?

*Customer:* Yes, that's all.

*Employee:* OK, that will be \$7.50. Will that be cash or **charge**?

*Customer:* Cash.

*Employee:* Out of \$10.00? Your change is \$2.50.

*Employee:* Here is your order. Thanks. Have a nice day.

*Customer:* Thank you.

**Check for Understanding**

1. What do you ask each customer when the person comes to the counter?
2. When this person asks for a hamburger, what do you ask next?
3. What two things does the customer ask for to go with his hamburger?
4. What do you say when you want to know if the customer has **ordered** everything he wants?
5. What do you say to each customer when he is finished ordering?
6. When you tell the customer how much money he **owes** for the food, what do you ask him?
7. What is the last thing you say to each of the customers when you give them their food?

## Food and Beverage Server 2: Serving a Family with Children

### Introductory Conversation Questions

Have you ever taken your children to a fast-food restaurant?

Do they order what they want **themselves**?

Can they order anything they want?

### Tutor

- Read the parts of the conversation as a dialogue, with you as the parent and child customers first and the student as the employee.
- When the student is fairly comfortable and accurate speaking the employee part, switch parts.
- When the student can do both parts fairly easily, read the questions at the bottom of the page to her. The student should be able to answer the questions verbally.
- Review any mistaken answers for misunderstanding of the material.
- Review the concepts in the conversation if necessary. If the student can answer the questions accurately, move on to the next conversation.

### Food and Beverage Server 2

*Employee:* Welcome to Mindy's. Will this be **all together**?

*Parent:* Yes.

*Employee:* What can I get for you?

*Parent:* What do you want, Sarah?

*Child:* I want a kid's meal.

*Employee:* What do you want in your kid's meal?

*Child:* I want a hamburger with everything on it, but no onions.

*Employee:* What kind of a drink do you want with that?

*Child:* I want a Coke!

*Parent:* Maybe you should get milk with that and if you have room, then have something **sweet** after you're done.

*Child:* Nooo! I want a Coke.

*Parent:* Sorry dear. You can't have a Coke.

*Employee:* So that's milk with the kid's meal. And which **toy** would you like?

*Parent:* What toys so you have?

*Employee:* We have two from the new Cars movie. You can have the little red car or the big yellow **truck**.

*Child:* I want the little red car, please.

*Employee:* So that's a kid's meal, with a hamburger, milk, and the red car toy?

*Child:* Yeah!

*Employee:* OK, and what would you like **ma'am**?

*Parent:* I want a **single** with everything on it.

*Employee:* Would you like fries and a drink with that?

*Parent:* No thanks, that's all.

*Employee:* OK, so that's a kid's meal with milk and a red car, and a single with everything. That will be \$13.04.

*Employee:* Out of \$20.00? Your change is \$6.96. Your order is ready. Ketchup and **napkins** are right over there.

*Parent:* Thanks. Have a nice day.

*Employee:* Thanks. You too.

## Check for Understanding

1. What is the first thing you ask when a family comes up to the counter?
2. If the parent and child **disagree** about what the child will get, who do you follow?
3. How do you **let the parent know** that you understand what the parent wants for the child?
4. What does the restaurant put in the meals for kids?
5. What kind of order always gets a toy?
6. What do you always ask if the person orders just a hamburger?
7. What is the last thing you say when you are finished with an order?

## Tutor

- Read the parts of the conversation as a dialogue, with you as the customer first and the student as the employee.
- When the student is fairly comfortable and accurate speaking the employee part, switch parts.
- When the student can do both parts fairly easily, read the questions at the bottom of the page to her. The student should be able to answer the questions verbally.
- Review any mistaken answers for misunderstanding of the material.
- Review the concepts in the conversation if necessary. If the student can answer the questions accurately, move on to the next conversation.

## Food and Beverage Server 3

*Customer:* I ordered a cheeseburger with no onions and a small fries. I got a hamburger with onions.

*Employee:* I'm sorry. I'll take that hamburger and get another for you. And just to make sure, you want a cheeseburger with no onions and a small fries?

*Customer:* Yeah, that's what I ordered.

*Employee:* Just a moment. I'll get another one for you right away!

*Employee:* OK, here is your cheeseburger with no onions. And you ordered a small fries, but here is a large fries at no extra charge.

*Customer:* Thanks.

*Employee:* You're welcome. Sorry about the **mix-up**. Enjoy your meal. If there is anything else we can help you with, just let us know.

### Check for Understanding

1. What did the customer order?
2. What did the customer get?
3. What does the server get the customer quickly?
4. What extra thing does the server give the customer?
5. What is the last thing the server says to the customer?



## Kitchen Helper

1. What is he cooking?
2. What is he **responsible** for in the kitchen?
3. Do you cook?
4. What is your favourite recipe?
5. Is cooking ever **dangerous**?

## Tutor

- Read the parts of the conversation as a dialogue, with you as the supervisor first and the student as the employee.
- When the student is fairly comfortable and accurate speaking the employee part, switch parts.
- When the student can do both parts fairly easily, read the questions at the bottom of the page to him. The student should be able to answer the questions verbally.
- Review any mistaken answers for misunderstanding of the material.
- Review the concepts in the conversation if necessary. If the student can answer the questions accurately, move on to the next conversation.

## Kitchen Helper 1

*Employee:* Hi, What should I do today?

*Supervisor:* You'll be putting soup in **pots** to heat and making **Caesar salad**.

*Employee:* OK, **heating** soup and making Caesar salad. Could you please tell me what you want me to do first?

*Supervisor:* First, get the two big cans of vegetable soup. Put both cans in the big pot over there. Then, put the pot on the **back burner** of the stove. Use **low heat**.

*Employee:* I've put the soup in the big pot on the back burner on low heat. Should I make the Caesar salad now?

*Supervisor:* Yes, do that.

*Employee:* What do I put in Caesar salad?

*Supervisor:* Use the big heads of lettuce in the **cooler**. First, wash the lettuce. Get all the dirt off. We don't want people to have dirt in their salad. Then break the lettuce up into big **bite-size** pieces. When you are finished **breaking it up**, put the Caesar dressing on it and **toss** it.

*Employee:* How much **dressing** should I use?

*Supervisor:* When you have one of the big bowls full of lettuce, pour on half of a big bottle of Caesar dressing. When you are finished, put the bowl in the cooler.

*Employee:* OK. When the bowl is full, use half of the bottle of Caesar dressing, **toss** it, and put the whole thing in the cooler.



## Check for Understanding

1. What two things does the boss ask you to make?
2. What does the boss want you to do first?
3. How many big cans of soup go into the pot?
4. Where does the boss want you to put the pot when the soup is in it?
5. What heat should you use?

## Tutor

- Read the parts of the conversation as a dialogue, with you as the supervisor first and the student as the employee.
- When the student is fairly comfortable and accurate speaking the employee part, switch parts.
- When the student can do both parts fairly easily, read the questions at the bottom of the page to him. The student should be able to answer the questions verbally.
- Review any mistaken answers for misunderstanding of the material.
- Review the concepts in the conversation if necessary. If the student can answer the questions accurately, move on to the next conversation.

## Kitchen Helper 2

*Supervisor:* When you are done with the Caesar salad and soup, you need to **chop** vegetables and **peel** potatoes.

*Employee:* Which vegetables do I chop up and where do I get them?

*Supervisor:* You get them out of the cooler. Get all the carrots, green peppers, and onions. Wash the carrots with the brush and water and **grate** them.

*Employee:* Where is the **grater**?

*Supervisor:* It is hanging from that **rack** over the **prep counter**.

*Employee:* OK.

*Supervisor:* Wash the green peppers and **dice** them.

*Employee:* What is dicing?

*Supervisor:* It is cutting things into small cubes.

*Employee:* OK, small cubes. What should I do with the onions?

*Supervisor:* Peel and dice the onions.

*Employee:* OK.

*Supervisor:* When you are done, put the vegetables in **separate** vegetable **bins**.

*Employee:* Where are the bins?

*Supervisor:* They are in the **sliding drawers** right under the prep counter.

### Check for Understanding

1. What does the supervisor want the employee to do after the employee finishes making the salad and soup?
2. What vegetables has the employee been asked to chop?
3. What must be done before the vegetables can be chopped?
4. Where is the grater?
5. What is dicing? What is grating?
6. Where must the vegetables be put after they are diced, grated, and chopped?

### Tutor

- Read the parts of the conversation as a dialogue, with you as the supervisor first and the student as the employee.
- When the student is fairly comfortable and accurate speaking the employee part, switch parts.
- When the student can do both parts fairly easily, read the questions at the bottom of the page to him. The student should be able to answer the questions verbally.
- Review any mistaken answers for misunderstanding of the material.
- Review the concepts in the conversation if necessary. If the student can answer the questions accurately, move on to the next conversation.

### Kitchen Helper 3

*Employee:* I'm finished chopping the vegetables, and I put them in the bins under the prep table. What should I do next?

*Supervisor:* You need to **portion** the meat.

*Employee:* What do you mean, portion?

*Supervisor:* Portion means to divide the meat into small servings, so the meat is ready for the cooks to put in sandwiches when we start getting a lot of **orders**. Get the ham, turkey, and roast beef boxes out of the cooler.

*Employee:* Right, ham, turkey, and roast beef boxes.

*Supervisor:* Open the box. Cut open the plastic bag inside. **Tear off** a piece of plastic wrap and put it on the **scale**. Now put enough meat on the **wrap** to make 25 **grams**. Wrap up the 25 grams of meat in the plastic wrap and put it in the bin for sandwich meat.

*Employee:* How much of the box should I **divide** into portions?

*Supervisor:* Divide the whole box.

*Employee:* I will divide up a whole box. Do I put all the different meats in one bin?

*Supervisor:* No. There is one bin in the cooler for each kind of meat. It says on the outside of each bin what kind of meat should go into it.

*Employee:* OK, one bin for each kind of meat and back into the cooler when they are full.

### Check for understanding

1. What is a portion?
2. How much should each portion **weigh**?
3. What does the kitchen helper put on the scale before putting the meat on the scale?
4. What **container** does the kitchen helper put the portions in when they are weighed and wrapped?
5. Where does the kitchen helper put the bins when the meat is all weighed and wrapped?





## Warehouse Worker

1. Is he in a hurry?
2. How does he reach the products that are up high?
3. Why is he wearing the belt on his waist?
4. Why is he wearing a **helmet**?
5. How do warehouse workers move the products?

## Tutor

- Read the parts of the conversation as a dialogue, with you as the foreman first and the student as the employee.
- When the student is fairly comfortable and accurate speaking the employee part, switch parts.
- When the student can do both parts fairly easily, read the questions at the bottom of the page to him. The student should be able to answer the questions verbally.
- Review any mistaken answers for misunderstanding of the material.
- Review the concepts in the conversation if necessary. If the student can answer the questions accurately, move on to the next conversation.

## Warehouse Worker 1

- Employee:* Hi, my name is Joe. Someone on the phone told me to start work this morning. I am supposed to talk to Frank.
- Foreman:* Hi, I am Frank. I am the **foreman**. You will be **filling orders** for chips and snacks today.
- Employee:* What should I do?
- Foreman:* Here is a **cart**. Here is a list. Follow me. I'll show you where to start.
- Employee:* This is sure a big building.
- Foreman:* Don't worry. You will get used to where things are after you have worked here for a few weeks. This is the first **aisle** you'll be working in. It has the potato chips. You have an order here for eight **cases** of Lays Potato Chips. Look at the **code** on your **order sheet**. It must be the same as the code on the boxes.
- Employee:* What is the code?
- Foreman:* It is the number after Lays Potato Chips. See the number on the order?
- Employee:* Yes, I see 1506.
- Foreman:* Look at the number on the box. Are they the same number?
- Employee:* Yes, the number on the box is 1506.
- Foreman:* Good, that's what you want. How many cases or boxes does it say?

- Employee:* It says eight cases or boxes. So is a box one case?
- Foreman:* Yes, it is. Put eight boxes on your cart, and then push them to the big doors.
- Employee:* I have the eight cases at the big doors. What do I do now?
- Foreman:* You take them off the cart and put them on the **pallet** in front of the big door. Then write your **initials** on the order and bring it to me.
- Employee:* If you're not at your desk where should I put the order?
- Foreman:* Put it in the box on my desk that says **"Filled."**
- Employee:* What do I do after I am finished with the order?
- Foreman:* Pick up another one in the **"Unfilled"** box.

### Check for Understanding

1. Who is the new employee supposed to talk to on his first day?
2. What is the name of the paper the employee looks at?
3. What are the big boxes of chips called?
4. What numbers have to match?
5. What does he write on the paper when he is done and where does he put the paper when he is done?

### Tutor

- Read the parts of the conversation as a dialogue, with you as the foreman first and the student as the employee.
- When the student is fairly comfortable and accurate speaking the employee part, switch parts.
- When the student can do both parts fairly easily, read the questions at the bottom of the page to him. The student should be able to answer the questions verbally.
- Review any mistaken answers for misunderstanding of the material.
- Review the concepts in the conversation if necessary. If the student can answer the questions accurately, move on to the next conversation.

## Warehouse Worker 2

*Foreman:* We got an order in on a truck today. Everything is on pallets and wrapped. You have to **unwrap** the pallets as the **forklift operator** gets them off the truck.

1. First unwrap the pallet.
2. Find the **invoice**, a piece of paper that has a list of everything on the pallet.
3. As you take things off, count them.
4. **Check off** the items on the invoice.

*Employee:* Where should I put the things I **take off**?

*Foreman:* See those empty pallets over there? Put one pallet on the floor for the potato chips, another one for the corn chips, and a third one for the tortilla chips.

*Employee:* OK, one pallet for each different product.

*Employee:* I counted all the potato chips and we are short one case. What should I do?

*Foreman:* Write on the invoice, “**Short shipped**, one case potato chips.”

*Employee:* What is “short shipped”?

*Foreman:* That means they wrote it down as being here, but it’s not.

*Employee:* Oh.

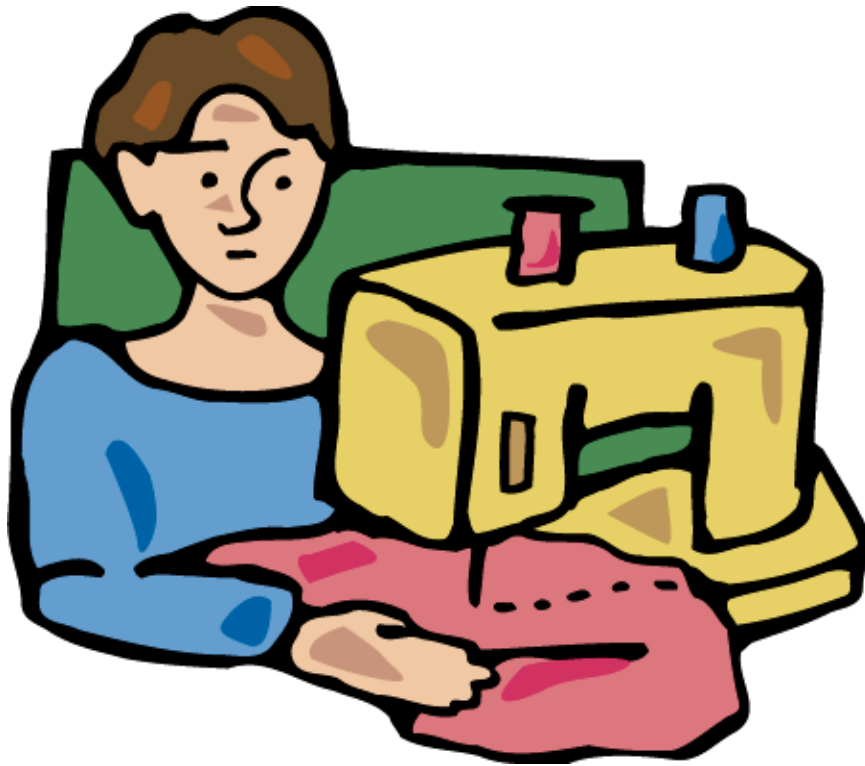
*Foreman:* When you finish counting, give the invoice to the **warehouse manager** and he will take care of it.

*Employee:* OK, I’ll write “short shipped one case potato chips” and give the invoice to the warehouse manager when I am done counting.

## Check for Understanding

1. What is the name of the piece of paper the employee has to fill out?
2. Where does he put the things he takes off the order?
3. What does he write if the order is missing some of the things the **invoice** says should be there?
4. How many pallets does he need for this order?
5. What does he write on the invoice and who does he give it to when he is finished counting it and putting it on different pallets?





## Sewing Machine Operator

1. What is she making?
2. How many hours does she work a day?
3. Does she work with other people?
4. Can she talk to other workers?
5. What would she do if her machine broke?

## Tutor

- Read the parts of the conversation as a dialogue, with you as the receptionist and owner first and the student as the interviewee.
- When the student is fairly comfortable and accurate speaking the interviewee part, switch parts.
- When the student can do both parts fairly easily, read the questions at the bottom of the page to her. The student should be able to answer the questions verbally.
- Review any mistaken answers for misunderstanding of the material.
- Review the concepts in the conversation if necessary. If the student can answer the questions accurately, move on to the next conversation.

## Sewing Machine Operator 1

*Interviewee:* Hi I am looking for a job as a sewing machine **operator**.

*Receptionist:* Have you sewed before?

*Interviewee:* Oh yes. I have been sewing for many years.

*Receptionist:* Have you used a sewing machine, or do you do most of your **sewing by hand**?

*Interviewee:* I do both.

*Receptionist:* Well, if you will wait here for a few minutes, I will get the owner. She is the person who does the **hiring**.

*Interviewee:* I'll wait here.

*Owner:* Hi, my name is Mrs. Wong. The **receptionist** tells me you want a job as a sewing machine operator.

*Interviewee:* Yes, that is the kind of job I am looking for.

*Owner:* Have you used a sewing machine before?

*Interviewee:* Yes, I use one almost every day.

*Owner:* What kind of things do you make?

*Interviewee:* I made the clothes I am wearing today.

*Owner:* They look very nice. We are looking for someone who sews very fast. We are not doing **personal sewing**. Have you ever sewed for a company?

*Interviewee:* No, I haven't.

*Owner:* The sewing is different than sewing at home. The machines are very big and fast. You have to sew very quickly for many hours at a time.

*Interviewee:* I think I can do that.

*Owner:* We will give you a try. You can start on Monday. You need to be here at 8 in the morning.

*Interviewee:* Good, I will be here. Should I bring anything with me?

*Owner:* You will need to bring everything you want to eat for the day and a lock for a locker if you want to keep your coat and purse safe. We do not allow any cell phones in the sewing room, but you can use one during your breaks. Please get an employment form from the receptionist and fill it out and give it back to her. See you Monday.

*Interviewee:* Thanks, I will be here on Monday morning.

### Check for Understanding

1. What does the interviewee say when she first goes in to the clothing company?
2. What is the first question the company owner asks her?
3. What day does the owner tell her to start work?
4. What does the owner tell her to bring with her on the first day?
5. What form does she have to fill out before she can start work?

### Tutor

- Read the parts of the conversation as a dialogue, with you as the supervisor first and the student as the employee.
- When the student is fairly comfortable and accurate speaking the employee part, switch parts.
- When the student can do both parts fairly easily, read the questions at the bottom of the page to her. The student should be able to answer the questions verbally.
- Review any mistaken answers for misunderstanding of the material.
- Review the concepts in the conversation if necessary. If the student can answer the questions accurately, move on to the next conversation.

## Sewing Machine Operator 2

*Employee:* Good morning. Mrs. Wong told me to be here today to start work.

*Supervisor:* Have you ever used a commercial sewing machine before?

*Employee:* No, this is the first time I have used this kind of sewing machine.

*Supervisor:* You have to be careful. They are fast and powerful.

*Employee:* Which sewing machine am I working at today?

*Supervisor:* You will be working at number 14, at the back.

*Employee:* What will I be making today?

*Supervisor:* Everyone in this room will be sewing jacket fronts and backs together in the morning. In the afternoon, you will all be sewing sleeves on the jackets. Your goal is 150 jackets.

*Employee:* Wow! That is a lot of jackets.

*Supervisor:* That is what we do here. We will see during the first two weeks if you can keep up.

*Employee:* Where are the jacket fronts and backs I will be sewing together in the morning?

*Supervisor:* You are sewing at machine 14 today, so you pick up the supplies on the long table over there. See the number 14 on the wall? Your supplies are under the 14.

*Employee:* Can I start now?

*Supervisor:* You have to clock in with a time card before you can begin. The time clock and the cards are next to the lockers.

*Employee:* OK, I'll go clock in. Thanks for your help.

**Check for Understanding**

1. Where do the people sewing pick up their supplies for the morning?
2. What are they doing first?
3. What are they sewing in the afternoon?
4. Why does the supervisor tell the new employee to be careful about the machines?
5. What will the employee have to learn to do if she wants to keep her job?





## Cab Driver

1. Is he finishing a shift or starting a shift?
2. Does he like his job?
3. Is there somebody in the car with him?
4. Does he like to talk to customers?
5. How long has he been a cab driver?

## Tutor

- Read the parts of the conversation as a dialogue, with you as the supervisor, dispatch, and customer first and the student as the employee.
- When the student is fairly comfortable and accurate speaking the employee part, switch parts.
- When the student can do both parts fairly easily, read the questions at the bottom of the page to him. The student should be able to answer the questions verbally.
- Review any mistaken answers for misunderstanding of the material.
- Review the concepts in the conversation if necessary. If the student can answer the questions accurately, move on to the next conversation.

## Cab Driver 1

*Employee:* Hi Boss, which car am I driving today?

*Supervisor:* You have 406.

*Employee:* 406, OK.

*Supervisor:* Check with dispatch. A call just came in.

*Employee:* Do I have a pickup yet?

*Dispatch:* Yes you do. Marg from NorQuest College just called. She wants you to pick her up at the main doors on 108 St.

*Employee:* Thanks, I am on my way.

*Employee:* Hi Marg. So where are we going?

*Customer:* I need to go to the grocery store on 109 St. and 100 Ave.

*Employee:* That's the big one in the next block. I know which one you want.

*Employee:* Here we are. Do you need a pickup or do you want me to wait?

*Customer:* I'm just buying milk. Please wait. I'll be right back.

*Employee:* I will be waiting for you in the taxi space in the front.

*Employee:* Where to now?

*Customer:* The Tegler Building at 110 St and 100 Ave. please.

*Employee:* The Tegler Building is just across Jasper.



*Employee:* We're here. Your fare is \$8.00.

*Customer:* Here is a 10. Keep the change.

*Employee:* Thanks have a good afternoon.

*Customer:* Thanks. You too.

### Check for Understanding

1. What is a pickup?
2. What is the first thing the driver asks the customer?
3. Does the customer want to go straight home?
4. Does the driver leave to get another customer?
5. What is the last thing the driver says to the customer?

### Tutor

- Read the parts of the conversation as a dialogue, with you as the dispatch and customer first and the student as the employee.
- When the student is fairly comfortable and accurate speaking the employee part, switch parts.
- When the student can do both parts fairly easily, read the questions at the bottom of the page to him. The student should be able to answer the questions verbally.
- Review any mistaken answers for misunderstanding of the material.
- Review the concepts in the conversation if necessary. If the student can answer the questions accurately, move on to the next conversation.

### Cab Driver 2

*Dispatch:* Hey Abdul, you've got a pickup at the Sidetrack Café.

*Employee:* That's over on 103 Ave. isn't it?

*Dispatch:* Yeah, that's right.

*Employee:* Thanks. I'm on my way.

*Employee:* Hi! Where would you like to go?

- Customer:* We live in the apartments next to Southgate Shopping Centre, but we need to stop at a cash machine on the way to get some money to pay you.
- Employee:* Which cash machine do you want to stop at?
- Customer:* We want to go to the one at Scotia Bank in the Southgate parking lot.
- Employee:* We are almost at Southgate. Where is the cash machine in the parking lot?
- Customer:* It is in the northeast corner of the mall parking lot.
- Employee:* Here we are.
- Customer:* How much will our fare be?
- Employee:* Your fare will be a little over \$20.00 when we get to your apartment.
- Customer:* More than \$20.00, OK.
- Employee:* Finished with the cash machine?
- Customer:* Yeah, we are ready to go to our apartment.
- Employee:* Which side of the building is it on?
- Customer:* Just follow this road to the back of the building.
- Employee:* Here we are. Your fare is \$22.50.
- Customer:* All we have is a 20 and a 10.
- Employee:* No problem. I've got change.
- Customer:* Don't worry about it. Just a 5 back will be fine.
- Employee:* Thanks. Have a good evening.
- Customer:* Thanks. You too.

## Check for Understanding

1. What is the first question the driver asks the customers?
2. Why do they need to stop at a cash machine?
3. Where is the cash machine?
4. How much money do the customers give the cab driver?
5. Why do they just want \$5.00 in change?

## Tutor

- Read the parts of the conversation as a dialogue, with you as the dispatch and customer first and the student as the employee.
- When the student is fairly comfortable and accurate speaking the employee part, switch parts.
- When the student can do both parts fairly easily, read the questions at the bottom of the page to him. The student should be able to answer the questions verbally.
- Review any mistaken answers for misunderstanding of the material.
- Review the concepts in the conversation if necessary. If the student can answer the questions accurately, move on to the next conversation.

## Cab Driver 3

*Dispatch:* Hey Abdul, you've got a call from a party. There are seven people who want a ride.

*Employee:* Seven people? Are they going to different places?

*Dispatch:* No, it's a family, so they are all going home.

*Employee:* Is the bus here?

*Dispatch:* Yeah, it's all gassed up and ready to go.

*Employee:* I'm gone!

*Employee:* Hi.

*Customer:* Hi! Wait just a minute. We have a bunch of presents to bring with us. Can you help us?

*Employee:* Sure, let's put them in the back.

*Employee:* Is everybody in?

*Customer:* Yes we're all in.

*Employee:* Where are all you going?

*Customer:* Home!

*Employee:* Where is home?

*Customer:* 10314 – 125 Ave.

*Employee:* 10314 – 125 Ave. We're here.

*Customer:* I just have to go in and get the money. How much is it?

*Employee:* Your fare is \$32.50.

*Customer:* Here is \$50.00. Keep the change.

*Employee:* Thanks. Have a nice night.

*Customer:* Thanks for putting up with us.

*Employee:* No problem.

### **Check for Understanding**

1. How many people need a ride home together?
2. What kind of vehicle does the cab driver use to pick up seven people?
3. Where does the driver put the presents the customers are taking home?
4. What time of day are they going home from the party?
5. Where do the customers have to go to get the cab fare?



## Housekeeper

1. What is she doing?
2. If she works in a home, what else does she clean?
3. How does she know what to clean?
4. Does she clean the same things every time she comes?
5. How often does she work in this house?

## Tutor

- Read the parts of the conversation as a dialogue, with you as the homeowner first and the student as the employee.
- When the student is fairly comfortable and accurate speaking the employee part, switch parts.
- When the student can do both parts fairly easily, read the questions at the bottom of the page to her. The student should be able to answer the questions verbally.
- Review any mistaken answers for misunderstanding of the material.
- Review the concepts in the conversation if necessary. If the student can answer the questions accurately, move on to the next conversation.

## Housekeeper 1

*Employee:* Good morning, Mrs. Smith.

*Homeowner:* Good morning, Sara

*Employee:* What would you like me to do today?

*Homeowner:* I have written a list for you. It's on the table.

*Employee:* Can I look at it before you go so if I have any questions, I can ask you before you go?

*Homeowner:* Sure! Here is the list.

*Employee:* Vacuum the living room, hall, and bedrooms. Where is the vacuum?

*Homeowner:* It is in the living room.

*Employee:* OK. Wash the floors, entry, kitchen, bathroom, and stairs. What do you want me to use for that?

*Homeowner:* The rags, buckets, and soap are in the kitchen.

*Employee:* OK, in the kitchen. The list also says to clean bathrooms and wash the mirrors, sinks, toilets, and tubs. Where are the supplies for the bathrooms?

*Homeowner:* The toilet bowl brushes are beside each toilet with the cleaner.

*Employee:* What do you want me to clean the mirrors with?

*Homeowner:* Use the window cleaner. It is blue, and I put it on the counter in the big bathroom. Please change the beds and wash the dirty sheets. Dry, fold, and put them away in the hall linen closet.

*Employee:* What sheets do you want me to put on the beds?

*Homeowner:* I put the new sheets out for you. They are on the chair in each bedroom.

*Employee:* OK, thanks for the information, Mrs. Smith.

*Homeowner:* Thanks for making sure you do things the way I like them, Sara. I'll check to see if everything is OK and pay you when I get home at 4:30. Also, we are having a party next week. Can you clean on Monday next week?

*Employee:* Yes, I can come next Monday for you. If I need to ask you anything else, is there a number where you can be reached?

*Homeowner:* Sure, my cell number is 432-3764. See you at 4:30, Sara. If you need to call me, it is not a problem.

*Employee:* See you then, Mrs. Smith. I'll call if I have a question.

### Check for Understanding

1. When Mrs. Smith is not there, where do you look to find out what to do?
2. What does she want the mirrors in the bathrooms cleaned with?
3. When will Mrs. Smith be home?
4. What is she going to do before she pays you?
5. When does she want you to work next?

### Tutor

- Read the parts of the conversation as a dialogue, with you as the homeowner first and the student as the employee.
- When the student is fairly comfortable and accurate speaking the employee part, switch parts.
- When the student can do both parts fairly easily, read the questions at the bottom of the page to her. The student should be able to answer the questions verbally.
- Review any mistaken answers for misunderstanding of the material.

- Review the concepts in the conversation if necessary. If the student can answer the questions accurately, move on to the next conversation.

## Housekeeper 2

*Employee:* Hi Mrs. Smith, did you have a good party?

*Homeowner:* Yes, we had a lot of people and a lot of fun. I need you to do different things than you usually do for me.

*Employee:* OK, what do you want me to do?

*Homeowner:* Someone spilled red wine on the carpet. Could you please use the spot remover next to the vacuum in the living room to get the stain off the rug?

*Employee:* Sure. How do I use the spot remover?

*Homeowner:* Well, the directions on the can say to spray the spot until it is wet. Then it says to rub the spot with a brush and then let it sit for 3 minutes. Then it says to use a damp rag to wipe off the soap and wine. If the spot is still there, it says to do the whole thing again.

*Employee:* OK, I will do that.

*Homeowner:* Also, please get the recycling ready for me to take to recycling.

*Employee:* What do you need me to do to get the recycling ready?

*Homeowner:* Please rinse the glass bottles and put them in the blue box. Put all the plastic tablecloths and cutlery in the blue bags and pop bottles in the laundry basket.

*Homeowner:* Please vacuum the carpet when the stain is gone and the carpet is dry. Put the recycling next to the garbage in the garage. Wash the kitchen floor, the entry, and the bathroom floors. Also, please wash the toilets and sinks. And lastly, please pick up the paper cups and other garbage in the backyard.

*Employee:* Do you have any large plastic garbage bags, Mrs. Smith?

*Homeowner:* Yes, they are on the bottom shelf in the kitchen closet.

*Employee:* What time will you be home?

*Homeowner:* I will be home at the same time as last week. I will check things out and pay you then.



- Employee:* OK, I will see you then and if I have any questions can I call you at the same number you gave me last time?
- Homeowner:* Yes, that would be fine.
- Homeowner:* You did a great job on the house Sara!
- Employee:* Thank you. I worked hard on it.
- Homeowner:* Could you please help me load the recycling in the car?
- Employee:* Sure.
- Homeowner:* Well, here is your pay and some extra for doing such a good job on the party mess.
- Employee:* Thank you very much, Mrs. Smith. When do you want me to come next?
- Homeowner:* Come on the usual day next week.
- Employee:* OK, bye.

### Check for Understanding

1. Why does the housekeeper have to do different things this week than she usually has to do?
2. What does she have to do to get the red wine stain out of the carpet?
3. What is the housekeeper getting ready to take to recycling?
4. What help does the customer ask for with the recycling?
5. Why does the customer pay more this time?

### Tutor

- Read the parts of the conversation as a dialogue, with you as the homeowner first and the student as the employee.
- When the student is fairly comfortable and accurate speaking the employee part, switch parts.
- When the student can do both parts fairly easily, read the questions at the bottom of the page to her. The student should be able to answer the questions verbally.
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- Review the concepts in the conversation if necessary. If the student can answer the questions accurately, move on to the next conversation.

### Housekeeper 3

*Employee:* Hi, Mrs. Smith. What do you want me to do today?

*Homeowner:* Today I want you to clean only in the kitchen. First, I want you to take everything out of the pantry, the place we keep all the food that doesn't need to be refrigerated, and clean the shelves.

*Employee:* Is this the pantry?

*Homeowner:* Yes, it is.

*Employee:* Do you want me to put everything back in when I am done cleaning the shelves?

*Homeowner:* No. I want to go through it and get rid of some of the old food. So please just leave it all on the kitchen table and I'll go through it and put the stuff back myself.

*Employee:* OK. I'll leave all the food from the pantry on the table for you.

When you are done with the pantry, please clean the refrigerator.

1. Turn off the refrigerator first.
2. Put all the frozen food in a big garbage bag and put the bag in the basement chest freezer. Put the milk, cheese, eggs, and vegetables in the cooler on the kitchen floor.
3. All the rest of the stuff like ketchup, mustard, and jam can go on the kitchen counter.
4. Wash out the inside of the fridge with hot water with a little ammonia in it.
5. And then put everything back into the refrigerator.

*Employee:* Where is the ammonia?

*Homeowner:* It's under the kitchen sink in a big clear bottle. It says ammonia on it.

*Employee:* OK, under the sink. Do you have a bucket?

*Homeowner:* Yes, I sure do. It is under the sink too.

*Employee:* OK.

*Homeowner:* When you are done washing out the refrigerator, put everything back inside the fridge and turn it back on.

*Employee:* OK, I'll put everything back in and turn the fridge back on when I am done.

*Homeowner:* I will be home at 4:00.

*Employee:* See you at 4:00, Mrs. Smith.

*Employee:* Hi, Mrs Smith. I am done with all of the kitchen cleaning you asked me to do.

*Homeowner:* Good. I'll just have a look at everything and then pay you. Everything looks good, but I noticed the frozen food is still downstairs in the freezer.

*Employee:* Oh, I'm sorry! I forgot to get it and put it in the freezer up here. I'll do it right now. It will just take me a few minutes.

*Homeowner:* No problem. I'll just help you get it done. OK, everything is finished now. Here is your money. See you next week.

*Employee:* See you then. Have a good week.

*Homeowner:* Bye!

### Check for Understanding

1. What part of the house does the customer want cleaned today?
2. Why does the customer want all the food from the pantry left on the table?
3. What does the customer want the refrigerator cleaned with?
4. What is the last thing the customer says to do after the refrigerator is clean?
5. What did the cleaner forget to do?

