







Sales Greeter

 Hello and Welcome!

This profile was developed as part of an occupational standard. The NOC group to which it relates is “Retail Salespersons and Sales Clerks.” Retail salespersons and sales clerks sell or rent a range of goods and services in stores and other retail businesses and in wholesale businesses that sell on a retail basis to the general public. Sales greeters welcome, direct and provide information to customers in stores and other retail establishments as well as at wholesalers open to the public for retail. They also provide security at the entrances of these stores, businesses and other establishments. To learn more about this occupation, [click here](#).


Check out the video before completing the tasks. Choose [video](#) or [video with subtitles](#).

NOC 6421 – Sales Greeter

-  Video
-  Flyer
-  Customer Request
-  Floor Plan
-  Control Checklist
-  Work Schedule

Essential Skills Focus

	1	2	3
Document Use	■	■	□
Oral Communication	■	□	□
Measurement and Calculation	■	□	□

 Essential Skills -
Ontario Curriculum
Linkages

This activity contains skill-building activities leading up to the demonstration of Essential Skills tasks at skill levels 1 and 2. Teachers and facilitators are encouraged to choose the skill-building activities and/or tasks that meet the needs of the learners.

1. Tasks

The sales greeters know about the flyer published by the store, business or other establishment where they work.

[Click here](#) to practice a Skill-Building Activity which will prepare you for completing the following task.

Task 1

Pierre Brodeur, a sales greeter at Walmart Canada, makes himself familiar with the contents of the latest flyer to be better prepared to answer customers' questions.

Sales Greeter

Refer to the excerpt from the Flyer. Locate for Pierre the items that might be of interest to a customer looking for sleeping equipment for a campground. Write the names of these items in the box below.

Document Use

Sales greeters welcome customers at store entrances, hand out flyers and provide special services such as supplying shopping baskets and wheelchairs.

Task 2

A female customer appears at the Walmart store entrance. Pierre Brodeur, Sales Greeter, must welcome her and chat with her so she will feel comfortable in the store. Imagine a few sentences Pierre might say to the customer. When you are ready, record your greeting.

Oral Communication

Sales greeters direct and provide information to customers in the stores, businesses and other establishments where they work.

[Click here](#) to practice a Skill-Building Activity which will prepare you for completing the following task.

Task 3

Marie Bergeron is a new Walmart customer. She approaches Pierre Brodeur, Sales Greeter, and formulates a request. Listen to this request in **AUDIO 1**.

a) What information does Marie want?

Oral Communication

b) What answer should Pierre give her? Refer to the store's floor plan to direct Marie to the right department. When you are ready, record your answer.

Document Use, Oral Communication

Sales greeters write information into tables, schedules or other texts presented in table format.

[Click here](#) to practice a Skill-Building Activity which will prepare you for completing the following task.

Task 4

On June 16 at 2:00 p.m., a female customer leaves the store through door #2 after buying and paying for a video game. An alarm emits a sound to warn the store employees of a possible case of shoplifting. After confirming that no theft took place, Pierre Brodeur, Sales Greeter, has to record the incident by filling out a Control Checklist. This checklist is presented in table format. Write in the information relating to this incident for Pierre.

Document Use

Sales greeters read tables, schedules or other texts presented in table format.

[Click here](#) to practice a Skill-Building Activity which will prepare you for completing the following task.

Task 5

A work schedule has been handed to Pierre Brodeur, Sales Greeter at Walmart Canada. Look at the schedule.

- a) Highlight the dates covered by this Work Schedule.

Document Use

- b) How many weeks does this Work Schedule cover?

Measurement and Calculation

- c) Highlight the boxes on the schedule that show Pierre's days off for the week of June 19 to 25.

Document Use

- d) How many days off does Pierre have?

Measurement and Calculation

- e) On June 19, Pierre works from 7:00 a.m. to 3:00 p.m. Calculate the number of hours worked for that day.

Measurement and Calculation

Trampoline 14 pi
 - Cadre résistant en métal galvanisé
 - Section à ressorts rembourrés
 N° 969410
Aussi offert,
 encadre de sécurité 14 pi, 178 \$.
14' Trampoline
 - Sturdy, galvanized metal frame
 - Padded spring area. #969410.
Also available 14' Enclosure \$178.



248\$
 each

Tente dôme sport avec vestibule
 - 9 pi x 8 pi x 43 po
 - Place 3 ou 4 personnes
 - Caisne EZ Gilder™, N° 941892.
Sport Dome Tent with Vestibule
 - 9' x 8' x 43"
 - Sleeps 3 or 4 people
 - EZ Gilder™ upper. #941892.



Chaise de prix
39\$
 each

Buoy-Boy

Vêtement de flottaison individuel pour adultes ou enfants
 Adults' or Children's Personal Flotation Devices
 N° 913812/92644804...



18\$
 each

Sac de couchage momie
 - Toute saison
 - Compact
 N° 945570.
Mummy Sleeping Bag
 - All season use
 - Compact size.
 #945570.



39.93\$
 each

Mountain Tops

COZYARK TRAIL



23.96\$
 each

Matelas gonflable grand lit à surface en velours avec pompe intégrée
 Queen Size Velour Top Air Bed with Pump
 N° 902540.

COZYARK TRAIL

Chaise pliante Folding Camp Chair
 N° 966334/91.



10.88\$
 each

Fauteuil Coleman
 Pliant pour un rangement compact. N° 905005.
Coleman Deck Chair
 Compact folding. #905005.



39.63\$
 each

Shakespeare



Ens. canne 6,5 pi et moulinet Mantis pour pêche au lancer léger
 - Canne à pêche à action moyenne avec poignée en EVA.
 - Moulinet à frein ouvert et à roulement à bille.
 - Tambour en aluminium avec fil à pêche. N° 990353.

19.96\$
 each

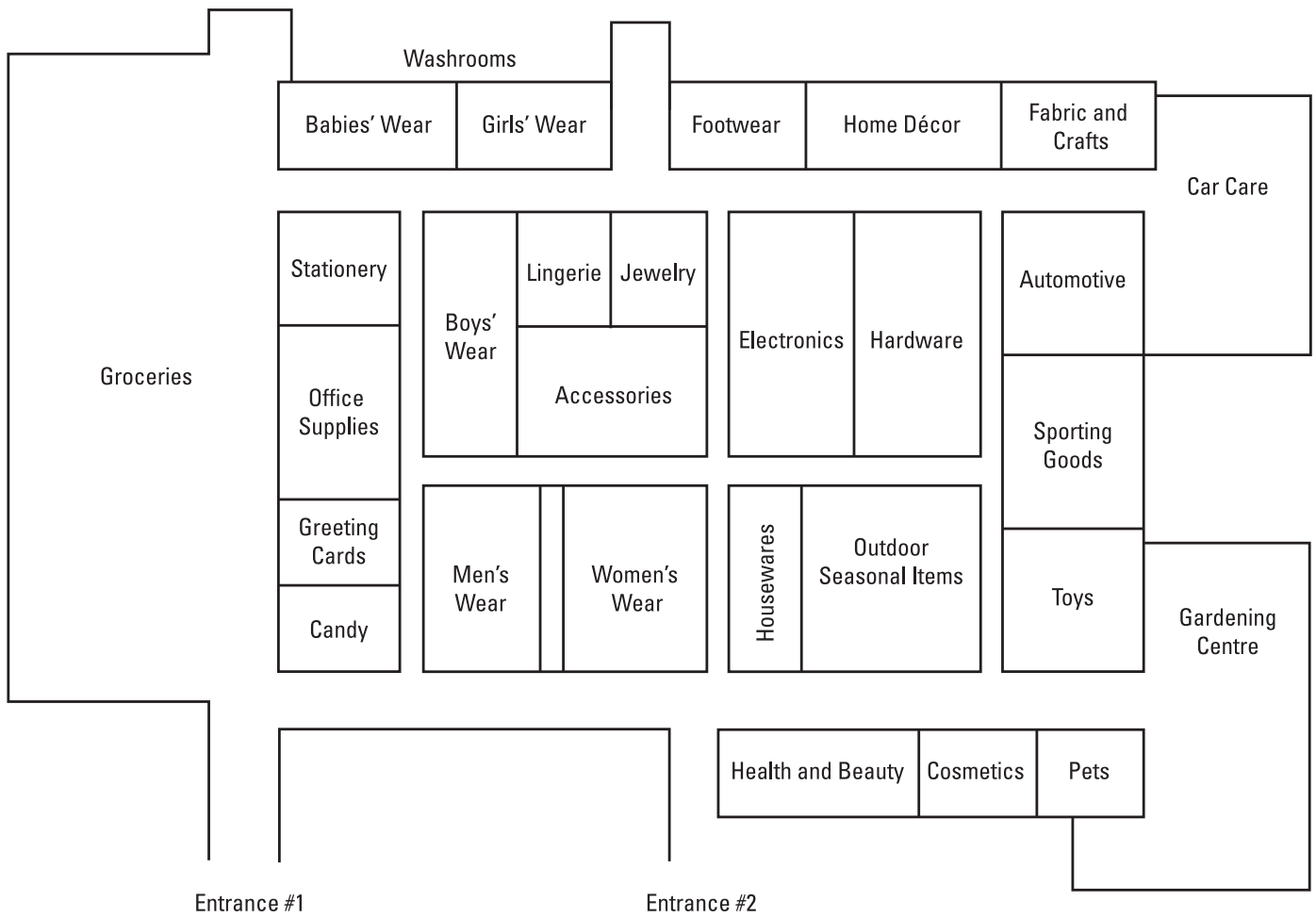
3



Pac. de 3 balles de tennis
3-Pack Tennis Balls
 N° 908018. Couleur 1,40.
MAINTENANT 97 C.
 Was 1,40. NOW 97C.

9.97\$
 each

Raquette de tennis pour enfants ou adultes Junior or Senior Tennis Rackets
 N° 946478/85.





Control Checklist

Door #	Date day/month	Time	Item	Name of Greeter	Initials



Work Schedule

Dates: June 5 to June 11

		Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Name	Tel. #	5	6	7	8	9	10	11
Kim	555-5551	7-3	7-3	7-3	7-3	OFF	OFF	OFF
Pierre	555-5552	OFF	11-4	OFF	OFF	OFF	OFF	3-10
Manon	555-5553	X	X	X	X	11-4	11-4	X
Alain	555-5554	X	X	X	3-10	3-10	X	X
Pascal	555-5555	X	X	7-3	7-3	11-4	11-4	7-3
Josée	555-5556	3-10	X	X	X	11-4	11-4	11-4
Élie	555-5557	X	X	12-5	1-6	X	OFF	OFF
Annie	555-5558	X	X	X	X	X	11-4	11-4
Nicole	555-5559	X	X	X	X	OFF	OFF	X
Francis	555-5550	X	X	X	X	X	2-8	X

Dates: June 12 to June 18

		Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Name	Tel. #	12	13	14	15	16	17	18
Kim	555-5551	OFF	OFF	7-3	7-3	7-3	OFF	11-4
Pierre	555-5552	7-3	7-3	OFF	X	7-3	7-3	7-3
Manon	555-5553	X	X	X	X	11-4	X	3-10
Alain	555-5554	X	X	X	7-3	X	7-3	7-3
Pascal	555-5555	X	3-10	3-10	X	X	X	X
Josée	555-5556	7-3	X	X	7-3	X	X	X
Élie	555-5557	X	X	11-4	11-4	11-4	X	OFF
Annie	555-5558	X	X	X	X	X	11-8	X
Nicole	555-5559	X	X	X	X	X	11-4	X
Francis	555-5550	X	X	X	X	X	X	11-4

Dates: June 19 to June 25

		Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Name	Tel. #	19	20	21	22	23	24	25
Kim	555-5551	7-3	7-3	OFF	7-3	OFF	7-3	OFF
Pierre	555-5552	7-3	X	OFF	11-4	3-10	3-10	OFF
Manon	555-5553	X	X	X	X	6:30-F.	X	5-10
Alain	555-5554	X	X	X	X	X	3-10	3-10
Pascal	555-5555	X	7-3	3-10	X	X	X	7-3
Josée	555-5556	X	X	X	7-3	3-10	X	3-10
Élie	555-5557	X	11-4	11-4	11-4	X	X	X
Annie	555-5558	7-3	X	X	X	X	11-4	X
Nicole	555-5559	X	X	X	X	X	X	3-10
Francis	555-5550	X	X	X	X	X	2-9	X

2. Answer Key

Task 1

Pierre Brodeur, a sales greeter at Walmart Canada, makes himself familiar with the contents of the latest flyer to be better prepared to answer customers' questions.

Refer to the excerpt from the Flyer. Locate for Pierre the items that might be of interest to a customer looking for sleeping equipment for a campground. Write the names of these items in the box below.

Answer

The items that might be of interest to a customer looking for sleeping equipment for a campground are:

Document Use ②

dome tent with entrance, sleeping bag, inflatable mattress



Check **page 11** for one way to get this answer.

Task 2

A female customer appears at the Walmart store entrance. Pierre Brodeur, Sales Greeter, must welcome her and chat with her so she will feel comfortable in the store. Imagine a few sentences Pierre might say to the customer. When you are ready, record your greeting.

Answer

Answers will vary. Sample Answer **AUDIO 2.**

Oral Communication ①

“Hello ma’am, welcome to Walmart. May I offer you a basket and flyer? Have a nice day!”



Check **page 12** for one way to get this answer.

Task 3

Marie Bergeron is a new Walmart customer. She approaches Pierre Brodeur, Sales Greeter, and formulates a request. Listen to this request in

AUDIO 1.

- a) What information does Marie want?
- b) What answer should Pierre give her?
Refer to the store’s floor plan to direct Marie to the right department. When you are ready, record your answer.

Answer

a) **Where to find the inflatable mattress advertised in this week’s flyer.**

Oral Communication ①


b) **Answers will vary. Sample Answer**

Document Use ①

AUDIO 3.

Oral Communication ①

“You can find the inflatable mattress in the sporting goods department.”

 Check page 13 for one way to get this answer.

Task 4

On June 16 at 2:00 p.m., a female customer leaves the store through door #2 after buying and paying for a video game. An alarm emits a sound to warn the store employees of a possible case of shoplifting. After confirming that no theft took place, Pierre Brodeur, Sales Greeter, has to record the incident by filling out a control checklist. This checklist is presented in table format. Write in the information relating to this incident for Pierre.


Answer

See Answer Sheet below:

Document Use ②

Control Checklist

Door #	Date day/month	Time	Item	Name of Greeter	Initials
2	16/June	2:00	Video game	Pierre Brodeur	PB

 Check page 14 for one way to get this answer.

Task 5

A work schedule has been handed to Pierre Brodeur, Sales Greeter at Walmart Canada. Look at the schedule.

- a) Highlight the dates covered by this Work Schedule.
- b) How many weeks does this Work Schedule cover?
- c) Highlight the boxes on the schedule that show Pierre's days off for the week of June 19 to 25.
- d) How many days off does Pierre have?
- e) On June 19, Pierre works from 7:00 a.m. to 3:00 p.m. Calculate the number of hours worked for that day.

Answer

a) Highlight the dates June 5 to June 11, June 12 to June 18 and June 19 to June 25 on the work schedule.

Document Use ②

b) This work schedule covers 3 weeks.

Measurement and Calculation ①

c) Highlight the box where the row Pierre and the column Tuesday 21 intersect and where the row Pierre and the column Saturday 25 intersect on the work schedule.


Document Use ②

d) Pierre has 2 days off the week of June 19 to June 25.

Measurement and Calculation ①

e) 8 hours

Measurement and Calculation ①

 Check **page 15** for one way to get this answer.

3. Answer Steps

Task 1

Pierre Brodeur, a sales greeter at Walmart Canada, makes himself familiar with the contents of the latest flyer to be better prepared to answer customers' questions.

Refer to the excerpt from the Flyer. Locate for Pierre the items that might be of interest to a customer looking for sleeping equipment for a campground. Write the names of these items in the box below.

Answer

The items that might be of interest to a customer looking for sleeping equipment for a campground are:

***dome tent with entrance, sleeping bag,
inflatable mattress***

One way to get this answer...

1. Browse the flyer page to learn about the advertised items.
2. Locate the images of the items advertised on the page that might interest a customer looking for sleeping equipment for a campground.
3. Establish that the ***dome tent with entrance***, the ***sleeping bag*** and the ***inflatable mattress*** are items that might be of interest to a customer looking for sleeping equipment for a campground.
4. Write ***dome tent with entrance, sleeping bag*** and ***inflatable mattress*** into the box.

Skill Focus Document Use ②

Sales Greeter

Task 2

A female customer appears at the Walmart store entrance. Pierre Brodeur, Sales Greeter, must welcome her and chat with her so she will feel comfortable in the store. Imagine a few sentences Pierre might say to the customer. When you are ready, record your greeting.

Answer

Answers will vary. Sample Answer **AUDIO 2.**

“Hello ma’am, welcome to Walmart. May I offer you a basket and flyer? Have a nice day!”

One way to get this answer...

1. Define the context of this communication situation: to welcome the customer and chat with her so she will feel comfortable in the store.
2. Establish the objective: to welcome the customer.
3. Establish the appropriate polite phrases for this communication situation. For example: Hello sir or ma’am. May I offer you a basket?
4. Establish the phrases the sales greeter might use to welcome and chat with the customer.

Skill Focus

Oral Communication ①

Task 3

Marie Bergeron is a new Walmart customer. She approaches Pierre Brodeur, Sales Greeter, and formulates a request. Listen to this request in **AUDIO 1**.

- a) What information does Marie want?
- b) What answer should Pierre give her? Refer to the store's floor plan to direct Marie to the right department. When you are ready, record your answer.

AUDIO 1:

Hello. I'm wondering if you can help me. I'm looking for the inflatable mattress advertised in this week's flyer. Could you tell me where to find it?

Answer

a) **Where to find the inflatable mattress advertised in this week's flyer.**

b) **Answers will vary. Sample Answer AUDIO 3.**

"You can find the inflatable mattress in the sporting goods department."

One way to get this answer...

Steps for a):

1. Listen carefully to the customer's request in **AUDIO 1**.
2. What information is requested? Listen for words such as **looking for**.
 - I'm **looking for** the **inflatable mattress** advertised in **this week's flyer**.
3. What further information does the Sales Greeter need to find out to respond to the customer? Listen for words such as **where**.
 - Could you tell me **where to find it**?
4. Decide that customer needs to know where she can find the inflatable mattress advertised in this week's flyer.

Skill Focus

Oral Communication ①

Steps for b):

1. Establish that the customer is looking for an inflatable mattress.
2. Scan the store's **floor plan**.
3. Locate the **Sporting Goods** department.
4. Decide that the **inflatable mattress** is located in the **Sporting Goods** department.
5. Advise Marie Bergeron that she can find the **inflatable mattress** in the **Sporting Goods** department.

Skill Focus

Document Use ①

Additional Skills: Oral Communication ①

Sales Greeter

Task 4

On June 16 at 2:00 p.m., a female customer leaves the store through door #2 after buying and paying for a video game. An alarm emits a sound to warn the store employees of a possible case of shoplifting. After confirming that no theft took place, Pierre Brodeur, Sales Greeter, has to record the incident by filling out a control checklist. This checklist is presented in table format. Write in the information relating to this incident for Pierre.

Answer

See Answer Sheet below.

Control Checklist

Door #	Date day/month	Time	Item	Name of Greeter	Initials
2	16/June	2:00	Video game	Pierre Brodeur	PB

One way to get this answer...

1. Scan the Control Checklist and **read the headings**.
2. Locate the heading **Door #**.
3. Scan the task and locate **customer leaves the store through door #2**.
4. Conclude that the number **2** should be written into the **Door #** column on the Control Checklist.
5. Write the number **2** into the **Door #** column on the Control Checklist.
6. Repeat steps 2-3-4 for the key words **Date**, **Time** and **Item**.
7. Write **16/June** in the **Date** column, write **2:00** in the **Time** column and write **Video game** in the **Item** column.
8. Consider the key words **Name of Greeter**.
9. Scan the task and determine that the greeter's name is **Pierre Brodeur**.
10. Conclude that the name **Pierre Brodeur** should be written into the **Name of Greeter** column on the Control Checklist.
11. Write the name **Pierre Brodeur** into the **Name of Greeter** column on the Control Checklist.
12. Consider the key word **Initials**.
13. Conclude that the initials are those of the Greeter, **Pierre Brodeur**.
14. Write the initials **PB** into the **Initials** column on the Control Checklist.

Skill Focus

Document Use ②

Task 5

A work schedule has been handed to Pierre Brodeur, Sales Greeter at Walmart Canada. Look at the schedule.

- a) Highlight the dates covered by this Work Schedule.
- b) How many weeks does this Work Schedule cover?
- c) Highlight the boxes on the schedule that show Pierre's days off for the week of June 19 to 25.
- d) How many days off does Pierre have?
- e) On June 19, Pierre works from 7:00 a.m. to 3:00 p.m. Calculate the number of hours worked for that day.

Answer

- a) **Highlight the dates June 5 to June 11, June 12 to June 18 and June 19 to June 25 on the work schedule.**
- b) **This work schedule covers 3 weeks.**
- c) **Highlight the box where the row Pierre and the column Tuesday 21 intersect and where the row Pierre and the column Saturday 25 intersect on the work schedule.**
- d) **Pierre has 2 days off the week of June 19 to June 25.**
- e) **8 hours**

One way to get this answer...

Steps for a):

1. Locate the work schedule.
2. Scan the tables and the headings.
3. In the headings, locate the key word **Dates**.
4. On the work schedule, locate the dates covered by the work schedule:
Dates: **June 5 to June 11, June 12 to June 18, June 19 to June 25.**
5. Establish that the hours covered by the work schedule are: Dates: **June 5 to June 11, June 12 to June 18, June 19 to June 25.**
6. Conclude that the hours covered to be highlighted on the work schedule are: Dates: **June 5 to June 11, June 12 to June 18, June 19 to June 25.**
7. Highlight the dates **June 5 to June 11, June 12 to June 18, June 19 to June 25** on the work schedule.

Skill Focus

Document Use ②

Sales Greeter

Steps for b):

1. Locate the work schedule.
2. Scan the tables and the headings.
3. In the headings, locate the key word **Dates**.
4. Establish that the dates located at the top of each table correspond to each of the **work weeks**.
5. Count the number of work weeks: $1 + 1 + 1 = 3$ weeks.
6. Conclude that this work schedule covers three weeks.

Skill Focus Measurement and Calculation ①

Steps for c):

1. Scan the work schedule in search of the key words **June 19 to June 25**.
2. Conclude that only the rows under the sub-heading **June 19 to June 25** need to be considered.
3. Scan the first column in search of the key word **Pierre**.
4. Locate the word **OFF** in the row entitled **Pierre**.
5. Conclude that all the boxes containing the word **OFF** must be highlighted within the row entitled **Pierre**.
6. Highlight the box where the row **Pierre** and the column **Tuesday 21** intersect on the work schedule. Also highlight the box where the row **Pierre** and the column **Saturday 25** intersect on the work schedule.

Skill Focus Document Use ②

Steps for d):

1. Count the number of highlighted boxes: $1 + 1 = 2$.
2. Conclude that Pierre has two days off the week of June 19 to 25.

Skill Focus Measurement and Calculation ①

Sales Greeter

Steps for e):

1. Identify the information being requested: number of hours Pierre worked on June 19.
2. Scan the work schedule for key words dealing with **time**.
3. Locate **7 – 3** where the row **Pierre** and the column **Sunday 19** intersect.
4. Decide that starting hours + hours until quitting time = number of hours worked on June 19.
5. Set up the problem to find the total number of hours worked.
6. Count the number of hours between 7 and 3.
7. Decide that Pierre works 8 hours on June 19.

Skill Focus Measurement and Calculation ①

Skill-Building Activities

Sample Skill-Building Activities for Task 1

Teacher/Facilitator Notes

The following skill-building activities can be used to help learners work towards the demonstration of Essential Skills in Task 1. Teachers/facilitators can choose the skill-building activities that meet the needs of the learners.

Sample skill-building activities leading up to the demonstration of Essential Skills in Task 1 are listed below.


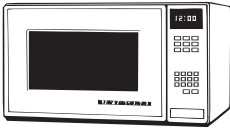
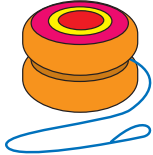
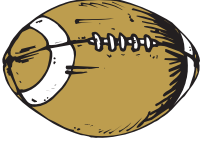



Task 1 Skill-Building Activities

- Read simple words.
- Transcribe words correctly.
- Choose relevant information.

Example 1: Read simple words.

Items are placed in different departments in stores. Help Pierre associate the item number with the corresponding department.

Items and Departments

	Item		Department
1			Sporting goods
2			Electronics
3			Video games
4			Health and beauty
5			Babies' wear
6			Toys
7			Housewares

Answer

Items and Departments

	Item		Department
1		4	Sporting goods
2		1	Electronics
3		5	Video games
4		7	Health and beauty
5		6	Babies' wear
6		3	Toys
7		2	Housewares

[Click here](#) to Return to Task.

Skill-Building Activities

Sample Skill-Building Activities for Task 3

Teacher/Facilitator Notes

The following skill-building activities can be used to help learners work towards the demonstration of Essential Skills in Task 3. Teachers/facilitators can choose the skill-building activities that meet the needs of the learners.

Sample skill-building activities leading up to the demonstration of Essential Skills in Task 3 are listed below.

Task 3 Skill-Building Activities

- Use listening strategies to locate the desired information.
- Extract the message from the communication.
- Interpret a floor plan and its key words in boldface: Entrance, Exit, Checkout, the names of the departments.

Example 1: Extract the message from the communication.

Customer's request

AUDIO 1:

Hello. I'm wondering if you can help me. I'm looking for the inflatable mattress advertised in this week's flyer. Could you tell me where to find it?

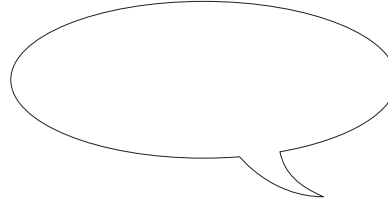
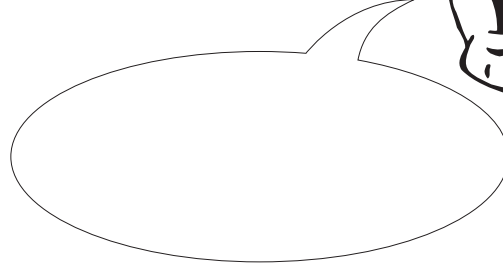
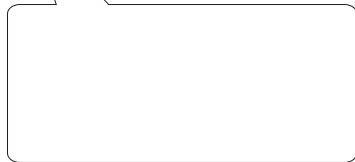
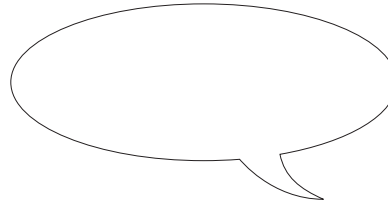
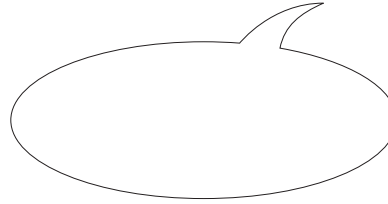
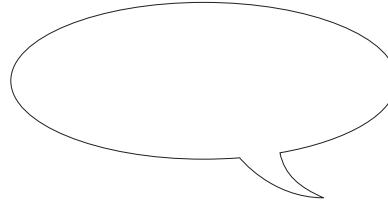
Sales Greeter

Reconstruct Pierre and Marie's conversation in the dialogue bubbles.

Marie

Conversation

Pierre









- Hello!
- I'm looking for the inflatable mattress advertised in this week's flyer.
- I'm wondering if you can help me.
- Hello ma'am!
- Could you tell me where to find it?

- You will find inflatable mattresses in the Sporting goods department.
- Certainly, I will help you.
- Yes, ma'am, we have those items.
- Thank you, sir.
- Have a nice day, ma'am.

Sales Greeter

Answer

Marie	Conversation	Pierre	
	<p>Hello!</p>	<p>Hello ma'am!</p>	
	<p>I'm wondering if you can help me.</p>	<p>Certainly, I will help you.</p>	
	<p>I'm looking for the inflatable mattress advertised in this week's flyer.</p>	<p>Yes, ma'am, we have those items.</p>	
	<p>Could you tell me where to find it?</p>	<p>You will find inflatable mattresses in the Sporting goods department.</p>	
	<p>Thank you, sir.</p>	<p>Have a nice day, ma'am.</p>	

[Click here](#) to Return to Task.

Skill-Building Activities

Sample Skill-Building Activities for Task 4

Teacher/Facilitator Notes

The following skill-building activities can be used to help learners work towards the demonstration of Essential Skills in Task 4. Teachers/facilitators can choose the skill-building activities that meet the needs of the learners.

Sample skill-building activities leading up to the demonstration of Essential Skills in Task 4 are listed below.

Task 4 Skill-Building Activities

- Know the features of a table.
- Read abbreviations and symbols, for example: #.
- Know the days of the week, reading and writing.
- Read and write the time.
- Write simple words.
- Write first and last names.
- Recognize that the first letters of the first and last name are the initials.

Example 1: Know the features of a table.

What is the direction of a column and a row? Draw the associations.

Table feature	Direction
Column	Horizontal
Row	Vertical

Answer:

Table feature	Direction
Column	Horizontal
Row	Vertical

[Click here](#) to Return to Task.

Skill-Building Activities

Sample Skill-Building Activities for Task 5

Teacher/Facilitator Notes

The following skill-building activities can be used to help learners work towards the demonstration of Essential Skills in Task 5. Teachers/facilitators can choose the skill-building activities that meet the needs of the learners.

Sample skill-building activities leading up to the demonstration of Essential Skills in Task 5 are listed below.

Task 5 Skill-Building Activities

- Recognize numbers.
- Locate one work week on a schedule that covers three weeks.
- Identify the parts of a table.
- Recognize the days of the week.
- Recognize the structure of a monthly calendar.
- Recognize a start date.
- Recognize an end date.
- Understand the concept of time: hours, minutes.
- Perform basic arithmetic.

Example 1: Recognize the structure of a monthly calendar.

Fill in the blank spaces on the calendar page for the month of June by providing the following information:

1. The month.
2. The days of the week beginning with Sunday.
3. The missing dates.

Sales Greeter

<input type="text"/>					
		<i>1</i>			<i>5</i>
<i>6</i>		<i>8</i>		<i>11</i>	<i>12</i>
	<i>14</i>	<i>15</i>		<i>17</i>	<i>18</i>
<i>20</i>				<i>25</i>	
<i>27</i>			<i>30</i>		

Sales Greeter

Answer:

<i>June</i>						
<i>Sunday</i>	<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>	<i>Saturday</i>
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Sales Greeter

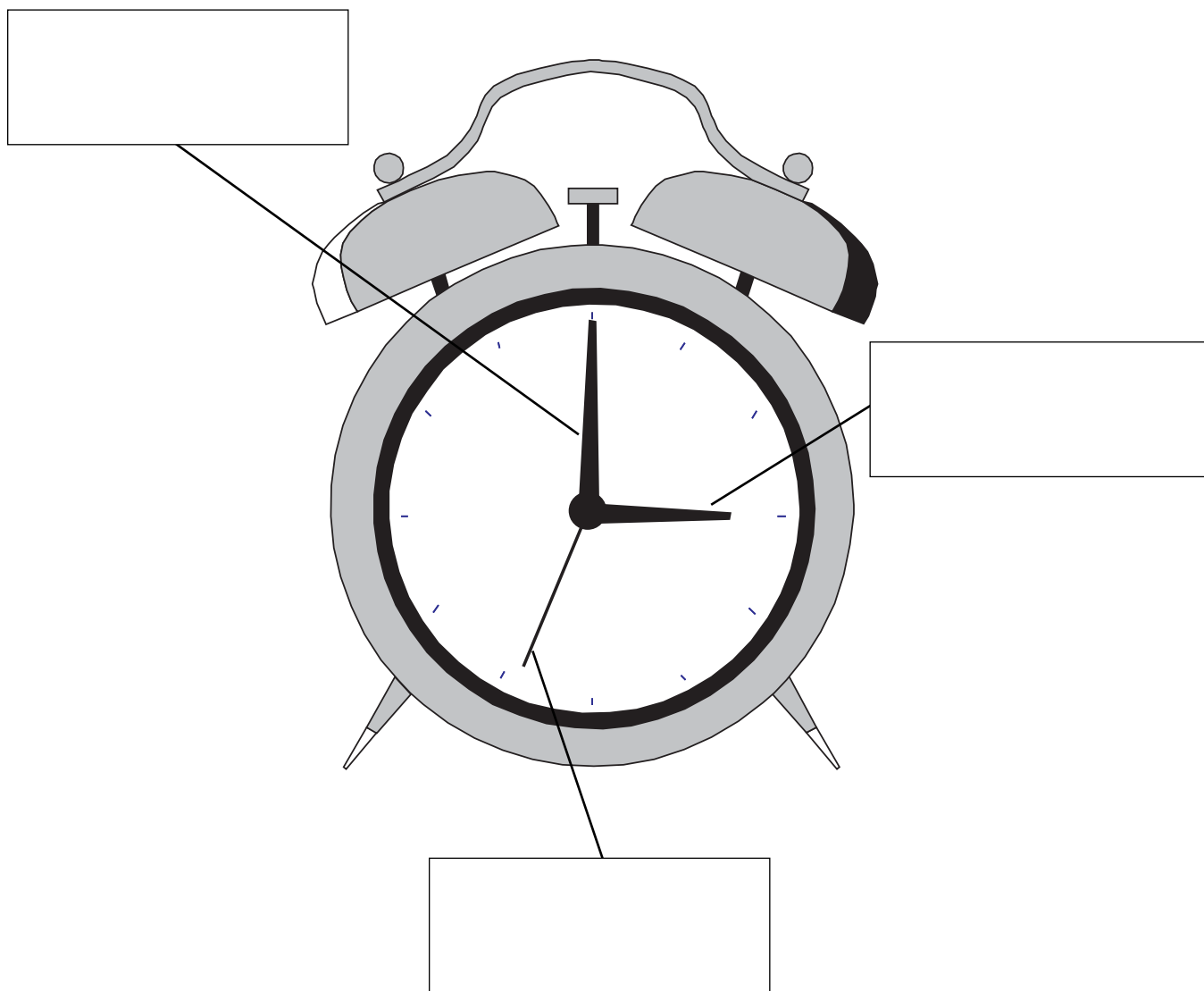
Example 2: Understanding the concept of time: hours, minutes.

Insert the following words into the appropriate box to identify the hands of the clock:

Minute

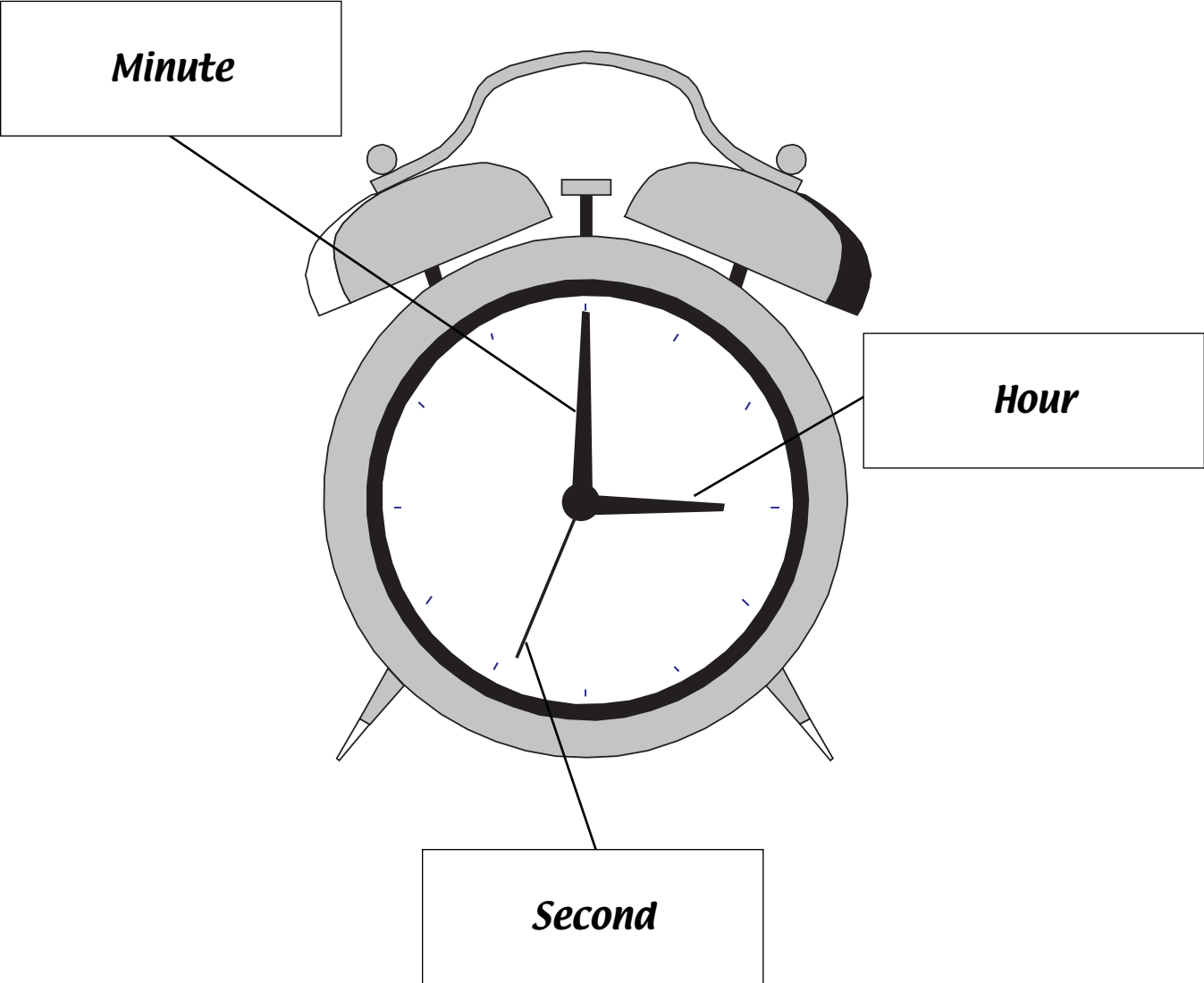
Hour

Second



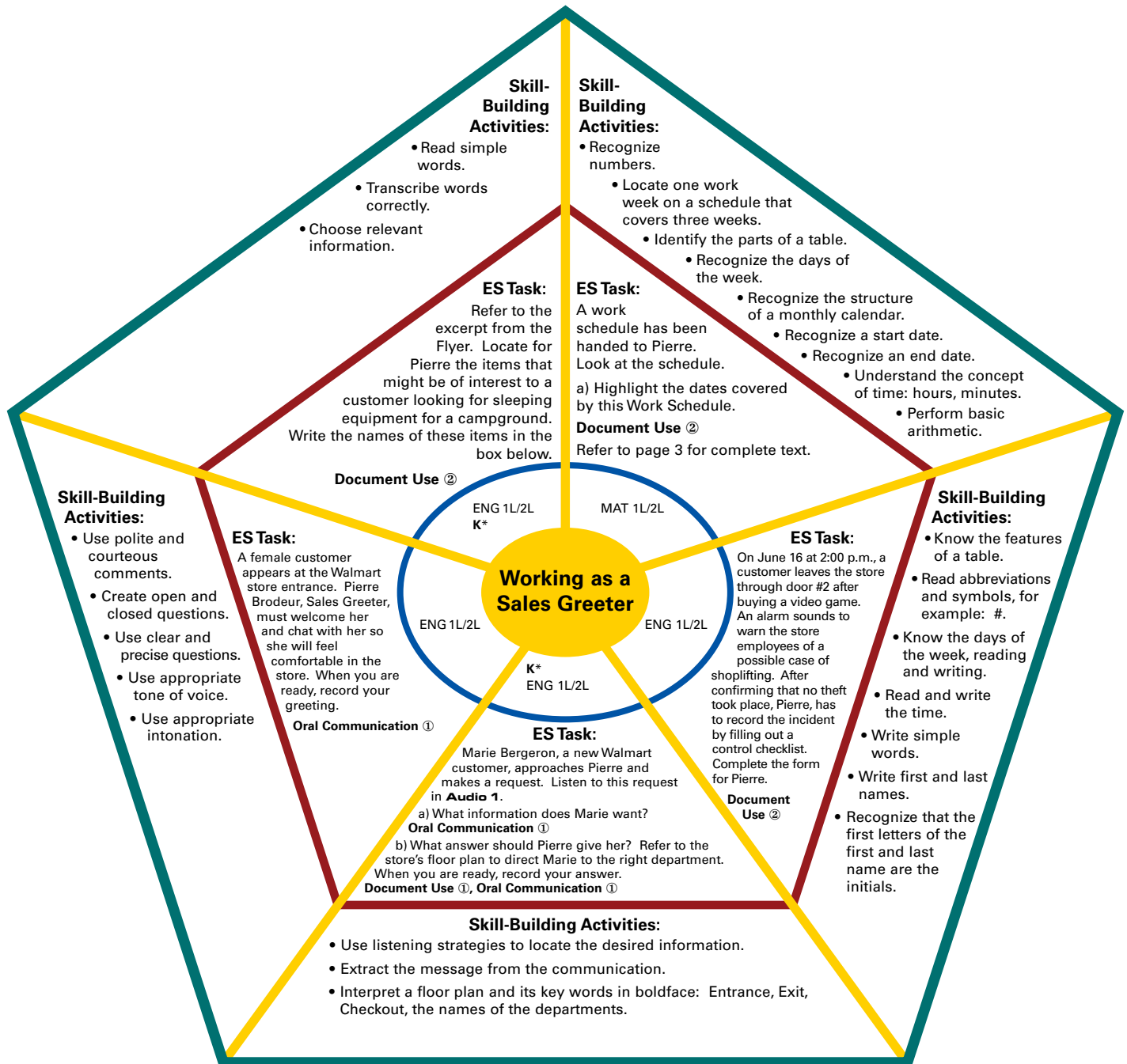
Sales Greeter

Answer:



[Click here](#) to Return to Task.

Essential Skills in Action: Working as a Sales Greeter



*K refers to non-credit courses developed by school boards.

Legend:



Skill-Building Activities



Essential Skills Task



Curriculum Code

Ontario Curriculum – Essential Skills Linkages: Sales Greeter

The course and curriculum expectations linked to each Essential Skills task are shown below. Sample skill-building activities have also been identified.

Students who meet the curriculum expectations below will also have demonstrated the Essential Skills at the level indicated. If students do not meet the curriculum expectations below, teachers can prepare students by scaffolding learning. Begin where students are: with the Skill-Building Activities or Essential Skills Tasks.

Course(s)	Curriculum Expectations	Essential Skills Tasks	Skill-Building Activities
Locally Developed Compulsory Credit Courses English Grade 9 (ENG 1L)	<p>DRV1.02 – preview the features and organizational patterns of print and non-print text, using appropriate strategies (<i>e.g., use skimming and scanning techniques, identify signal or unfamiliar words</i>);</p> <p>DRV2.02 – be familiar with text forms commonly used in everyday life and in the workplace (<i>e.g., maps, memos, schedules, websites, voting ballots, surveys, billboards, flyers</i>);</p>	<p>Task 1 Pierre Brodeur, a sales greeter at Walmart Canada, makes himself familiar with the contents of the latest flyer to be better prepared to answer customers’ questions.</p> <p>Refer to the excerpt from the Flyer. Locate for Pierre the items that might be of interest to a customer looking for sleeping equipment for a campground. Write the names of these items in the box below.</p> <p>Document Use ②</p>	<ul style="list-style-type: none"> • Read simple words. • Transcribe words correctly. • Choose relevant information.
Locally Developed Compulsory Credit Courses English Grade 9 (ENG 1L)	<p>DLT3.01 – engage in daily conversations (<i>e.g., answer questions, generate ideas, relay a telephone message</i>);</p> <p>DLT4.01 – identify examples of oral communication skills used in school, in everyday life, and in the workplace (<i>e.g., communication skills associated with a specific job</i>);</p>	<p>Task 2 A female customer appears at the Walmart store entrance. Pierre Brodeur, Sales Greeter, must welcome her and chat with her so she will feel comfortable in the store. Imagine a few sentences Pierre might say to the customer. When you are ready, record your greeting.</p> <p>Oral Communication ①</p>	<ul style="list-style-type: none"> • Use polite and courteous comments. • Create open and closed questions. • Use clear and precise questions. • Use appropriate tone of voice. • Use appropriate intonation.

Ontario Curriculum – Essential Skills Linkages: Sales Greeter

Course(s)	Curriculum Expectations	Essential Skills Tasks	Skill-Building Activities
<p>Locally Developed Compulsory Credit Courses English Grade 9 (ENG 1L)</p>	<p>DLT1.03 – listen for specific purposes (<i>e.g., to follow oral instructions, to receive information, to detect bias, to appreciate a work</i>).</p> <p>DLT4.01 – identify examples of oral communication skills used in school, in everyday life, and in the workplace (<i>e.g., communication skills associated with a specific job</i>);</p> <p>DRV1.02 – preview the features and organizational patterns of print and non-print text, using appropriate strategies (<i>e.g., use skimming and scanning techniques, identify signal or unfamiliar words</i>);</p> <p>DRV2.02 – be familiar with text forms commonly used in everyday life and in the workplace (<i>e.g., maps, memos, schedules, websites, voting ballots, surveys, billboards, flyers</i>);</p>	<p>Task 3 Marie Bergeron is a new Walmart customer. She approaches Pierre Brodeur, Sales Greeter, and formulates a request. Listen to this request in Audio 1.</p> <p>a) What information does Marie want?</p> <p>Oral Communication ①</p> <p>b) What answer should Pierre give her? Refer to the store’s floor plan to direct Marie to the right department. When you are ready, record your answer.</p> <p>Oral Communication ①</p> <p>Document Use ①</p>	<ul style="list-style-type: none"> • Use listening strategies to locate the desired information. • Extract the message from the communication. • Interpret a floor plan and its key words in boldface: Entrance, Exit, Checkout, the names of the departments.

Ontario Curriculum – Essential Skills Linkages: Sales Greeter

Course(s)	Curriculum Expectations	Essential Skills Tasks	Skill-Building Activities
<p>Locally Developed Compulsory Credit Courses English Grade 9 (ENG 1L)</p>	<p>DRV1.02 – preview the features and organizational patterns of print and non-print text, using appropriate strategies (<i>e.g., use skimming and scanning techniques, identify signal or unfamiliar words</i>);</p> <p>DRV2.02 – be familiar with text forms commonly used in everyday life and in the workplace (<i>e.g., maps, memos, schedules, websites, voting ballots, surveys, billboards, flyers</i>);</p> <p>DWS3.01 – identify examples of writing skills used in school, in everyday life, and in the workplace (<i>e.g., completing a job application, writing a note to a friend, creating instructions for using VCR remote controls</i>);</p> <p>DWS3.02 – identify the range of writing tasks required in various aspects of school, everyday life, and the workplace (<i>e.g., compose a to-do list, write a telephone message, write a thank you note, write a letter of application to a potential employer, write a cheque</i>);</p>	<p>Task 4</p> <p>On June 16 at 2:00 p.m., a female customer leaves the store through door #2 after buying and paying for a video game. An alarm emits a sound to warn the store employees of a possible case of shoplifting. After confirming that no theft took place, Pierre Brodeur, Sales Greeter, has to record the incident by filling out a control checklist. This checklist is presented in table format. Write in the information relating to this incident for Pierre.</p> <p>Document Use ②</p>	<ul style="list-style-type: none"> • Know the features of a table. • Read abbreviations and symbols, for example: #. • Know the days of the week, reading and writing. • Read and write the time. • Write simple words. • Write first and last names. • Recognize that the first letters of the first and last name are the initials.

Ontario Curriculum – Essential Skills Linkages: Sales Greeter

Course(s)	Curriculum Expectations	Essential Skills Tasks	Skill-Building Activities
<p>Locally Developed Compulsory Credit Courses English Grade 9 (ENG 1L)</p>	<p>DRV1.03 – connect with the content by using appropriate strategies (<i>e.g., look for bold/highlighted words; preview a visual component of a science or math text such as a graph, table, diagram, or chart and ask questions about what may follow; use a title or headline to anticipate the content</i>).</p> <p>DRV2.02 – be familiar with text forms commonly used in everyday life and in the workplace (<i>e.g., maps, memos, schedules, websites, voting ballots, surveys, billboards, flyers</i>);</p>	<p>Task 5 A work schedule has been handed to Pierre Brodeur, Sales Greeter at Walmart Canada. Look at the schedule.</p> <p>a) Highlight the dates covered by this Work Schedule.</p> <p>Document Use ②</p> <p>b) How many weeks does this Work Schedule cover?</p> <p>Measurement and Calculation ①</p>	<ul style="list-style-type: none"> • Recognize numbers. • Locate one work week on a schedule that covers three weeks. • Identify the parts of a table. • Recognize the days of the week. • Recognize the structure of a monthly calendar. • Recognize a start date. • Recognize an end date. • Understand the concept of time: hours, minutes. • Perform basic arithmetic.
<p>Locally Developed Compulsory Credit Courses Mathematics Grade 10 (MAT 2L)</p>	<p>EUM1.08 – describe applications from everyday life and the workplace that involve a combination of perimeter, area, volume, mass, capacity, time, and/or money</p>	<p>c) Highlight the boxes on the schedule that show Pierre’s days off for the week of June 19 to 25.</p> <p>Document Use ②</p> <p>d) How many days off does Pierre have?</p> <p>Measurement and Calculation ①</p> <p>e) On June 19, Pierre works from 7:00 a.m. to 3:00 p.m. Calculate the number of hours worked for that day.</p> <p>Measurement and Calculation ①</p>	